

# THE UAGC CHRONICLE

First Quarter 2022 Issue

The Power of One



THE UNIVERSITY OF ARIZONA  
**GLOBAL CAMPUS**  
Center for Excellence in Teaching & Learning

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# THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

The UAGC Chronicle supports the entire academic community’s contribution to the UAGC mission of providing a community of caring and guidance for adult online learners. Therefore, our publication promotes content that addresses the theoretical underpinnings and practical execution of this mission: academic research on instructional best practices, curricular innovation, and student support strategies; examples and resources that foster a community of practice; news of the progress of institutional student success initiatives; professional development opportunities; and – most importantly – the stories and successes of the people who shape our university.

To make this publication an authentic representation of our diverse faculty body, we encourage submissions from associate faculty and UAGC staff. Please check the Looking Ahead section for more information on submitting an article for consideration.

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## LETTER FROM THE EDITOR

Last year, UAGC announced a refined mission statement that reflects our institution’s commitment to student care.

### UAGC MISSION

To provide a community of caring and guidance for academic, financial, mental health, and career support while providing a path that makes quality college education accessible to adult learners through online, flexible degree and certificate programs.

To demonstrate our recognition and support of this mission, the UAGC Chronicle has refined our mission statement to articulate how the publication seeks to strengthen the UAGC academic community’s contributions to critical institutional goals, namely by embodying the UAGC Culture of Care. The UAGC Culture of Care is at the forefront of our minds; we continually strive to understand the student experience and leverage that understanding towards positive, cross-departmental collaboration that ensures the institution supports the *whole* student toward academic success.

The Q1 edition of the UAGC Chronicle features several articles that embody the Culture of Care by offering approaches to increasing students’ sense of belonging at our institution, which is a key to their maintaining access to quality education. These articles acknowledge the diversity of experience of our student and faculty bodies and help us recognize how to honor it in our interpersonal interactions and classroom practices. For example, learn about how the Global Black Student Community celebrated Black History Month by facilitating discussions of the critical role of Black thought leaders and activists in our collective history. Read about how reflecting on your approach to Emotional Intelligence can help

you solidify positive relationships with students whose histories differ from yours. And learn how you can collaborate with the Student Advising team to support your students in personalized, meaningful ways.

The Chronicle is actively seeking contributions that demonstrate engagement with and dedication to the UAGC mission. As a result, we continue to increase readership with each issue. Please share the Chronicle with your network!

Learn more about contributing to The UAGC Chronicle here. Please send your ideas, suggestions, and questions to [TheUAGCChronicle@uagc.edu](mailto:TheUAGCChronicle@uagc.edu).

## UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

### 2021-2022 UNIVERSITY FELLOWSHIP GRANTS

**Murad Abel, Faculty Research Fellow for Forbes School of Business and Technology, Pamela Murphy, Faculty Research Fellow for College of Arts and Sciences**



In the fall of 2021, the UAGC Office of Research and Creative Scholarship (ORCS) awarded University Fellows Program (UFP) funding to 17 research projects proposed by faculty. The purpose of the UFP is to encourage and support faculty research efforts, especially for projects that contribute to UAGC's commitment to student success through diversity, equity, and inclusion (DEI), the Power of One initiative, accessibility, flexibility, and top-quality

online course offerings. A total of \$100,000 was available for grants to UFP awardees, with amounts ranging from \$2,350 to \$10,000 per approved project.

For this round of funding, 25% of the total UFP budget was earmarked for projects focusing on high-impact practices (HIPs) which promote student success. HIPs include such things as appropriately challenging performance expectations; student interactions with faculty and peers about substantive matters; experiences which expose students to diversity in the classroom; frequent, timely, and constructive feedback to students; structured opportunities to reflect and integrate learning; discovery of the relevance of learning through real-world applications of course concepts; and public demonstration of competence.

A complete list of the 2021-2022 UFP funded projects can be found on the December 3, 2021, post on the [ORCS blog](#). This year, awardees will post information about their projects on the blog. Don't miss it!

**Recipients of the HIPs funds are:**

**Collaborative Project and ePortfolio: The Impacts of High-Impact Practices on Online Learning | Hwangji Lu and Robert Smiles**

The primary objective of this proposed research project is to evaluate the students' learning and satisfaction in the revised MHA624 in the master's health care administration program, in which two high impact practices (HIPs), collaborative project and ePortfolio, are implemented in the curriculum.

**Live Learning: Supplementing Asynchronous Courses with Synchronous Web Meetings | Sonja Bethune, Mingzhen Bao, Nathan Pritts, Marc Hnytka, and Christopher Foster**

Phase 2 of the Live Learning initiative and research study began in July 2021 and continues to be a collaborative project executed by four full-time faculty who teach designated general education courses at the University of Arizona Global Campus at the Academic Engagement Center. The purpose of this project is to increase student success, thereby increasing retention and providing engagement opportunities to support student wellbeing and the learning community. Student-participants are selected based on their enrollment in target courses. Invitations with a waiver of informed consent and Zoom login information are emailed to all students enrolled in any section of the four courses. Students are encouraged to bring questions or topics for discussion. These sessions are conducted by the researchers (instructors who currently teach the course) for at least one hour a week. The times and days of the week vary since it is at the instructor's discretion when to schedule the "live learning" session. During each session, the researchers identify reasons behind each attending student's participation in that session based on the content of student interaction within the session. Reasons are categorized into four areas: asking questions about course content, about the institution, socializing (sense of belonging), and just listening. An email with a link to a survey is sent to all students after the "live learning" session to gain insight on the usefulness of this initiative.

**Live Learning as a Requirement of Asynchronous First-Year Experience: Themes and Understandings from Student Responses | Jennifer Robinson, Stacy Manning, Diane Hilbrink, Kathryn Kleypas, Cathlene Dollar, and Benjamin Sorenson**

The purpose of this study is to better understand and disseminate students' reactions to Live Learning as part of an asynchronous first-year experience course. Currently, at UAGC, Live Learning (LL) is optional, except for GEN103 Information Literacy, which is part of the institutional strategic initiative. However, LL is now gaining traction as a viable alternative to solely asynchronous learning. How are our students reacting to these sessions? What do the Zoom chat conversations reveal? What do the post-LL surveys reveal? As part of the First Year Experience High Impact Practice (Kuh, 2008), do the Live Learning sessions support our unique university students' needs? Without understanding this information, we run the risk of not adapting our sessions to meet the needs of our students and not supporting their persistence to graduation. A new addition for the 2021 GEN103 revision is a required Live Learning session that demonstrates how to navigate and use the library to complete coursework. While we can measure students' course progress via rubrics, we can explore qualitative data via a question on final assignments, post-survey questions, and the Zoom chat history to explore the impact of the LL sessions.

We can also follow up with the students who attended Live Learning one-year post to gauge their persistence. In the meantime, what can we learn from the discussions and post Live Learning Zoom chat history?

### **Evaluating the Use of Doctoral Writing Coaches to Enhance Doctoral Student Retention and Success: A Pilot Study | Peggy Sundstrom and Jennifer Robinson**

Many doctoral students enter UAGC with weak academic writing skills which detract from their ability to be successful not only in classwork, but in completing their dissertation or applied doctoral project. This may be the result of inadequate academic preparation as perpetuated by systematic racism, or simply inadequate skills because of individual student perseverance and aptitude (Chatterji, 2020; Darling-Hammond, 1998). A potential solution to this problem is to provide intensive intervention early in the student's program to help build and reinforce the academic writing skills students need to be successful. The purpose of the proposed quasi-experimental research project is to evaluate the effect of personalized instruction from doctoral writing coaches on the improvement of academic writing skills among first year doctoral students in the PhD Organizational Development and Leadership (PhD ODL) program.

### **The Impact of Experiential Learning in the Asynchronous Online University Classroom | Christopher Foster and Clifford Blizard**

This qualitative investigation will explore the impacts of experiential learning activities (field experiences and service-learning components) in asynchronous online courses. Currently at UAGC, both HON270 and SCI207 include a nature experience, in which students spend time in nature and journal about their experience. The courses also include a service-learning project. Through examining students' responses to these learning experiences, we seek to gain a clear picture of how experiential learning affects students' feelings of engagement in the class as well as their overall grasp of the course content. We hope to discover whether these immersive experiences help them more deeply to internalize the meaning and purposes of the courses in which they occur.

## **CLASSROOM MANAGEMENT**

### **WHY FACULTY SHOULD USE UAGC-CREATED MATERIALS IN COURSES**

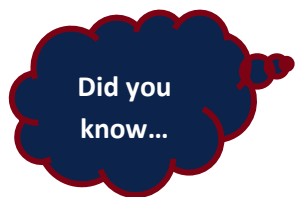
#### **Millie Jones, Lead Writing & Learning Consultant**



**SupportU™**

At some point, every faculty member is tasked with finding supplemental learning materials to use within the course curriculum, the instructor guidance, a course announcement, or individualized student feedback. These resources can be the difference between a student passing a course and continuing their academic journey or never making it to their next assignment. But finding just the right resource can be a challenge.





One of the benefits of being a UAGC instructor is that there are teams of subject-matter experts who create learning materials for our UAGC students! These include [research tip sheets](#) and [writing guides](#) written by the librarians and writing consultants of the UAGC Library & Writing Center.

### **What is the Value in Using UAGC-Created Materials for my Students?**

When you provide your students with a UAGC resource, you know the information was developed to support the UAGC student population and course structure.

1. UAGC-created material positively affects the credibility of UAGC.

When you opt to use Owl@Purdue or any other university's resources over a UAGC resource, you tell your students that UAGC resources should not be used and that these other institutions have higher credibility. Using the UAGC resources illustrates the credibility of UAGC and its support.

2. UAGC resources give your students confidence.

When students see that the resource was created for UAGC, they are more confident in applying that information when completing their coursework. UAGC resources demonstrate through visuals the exact settings students are working within, which facilitates their ability to apply the guidance provided.

3. We know and understand our target audience.

Knowing the audience is the most direct route to reaching that audience in a way that they can best understand and use. Through working directly with our students, we understand the needs and hurdles they face. In working alongside the course development process, we know the various assignment types, research needs, and writing expectations students must accomplish within the various disciplines. The UAGC resources are explicitly developed for our UAGC students and the UAGC courses, which allow the resources to be most relatable and useful to our students as they work through their assignments.

4. Outside resources may be outdated, inaccurate, or copyrighted.

Did you know that the APA title page expected for UAGC students is slightly different than the APA 7th edition title page? It's true! If you provide an APA resource with inaccurate or incomplete information for UAGC student papers, your student could use this information in their future courses and risk getting marked down for inaccuracy. UAGC resources are maintained and updated regularly as the result of both ongoing internal review processes and faculty feedback and suggestions. Also, resources created by other institutions could be protected by copyright, and the use of these could be a violation.

**"UAGC resources  
are maintained and  
updated regularly."**

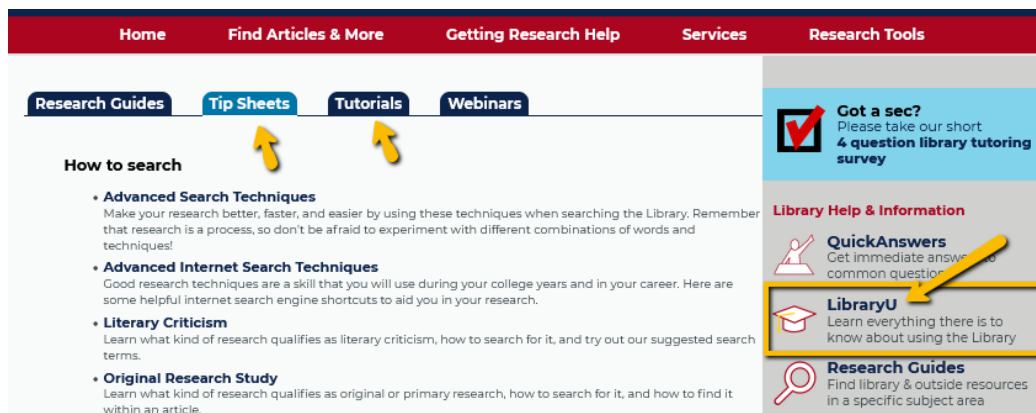
5. UAGC materials tend to include multiple learning approaches.

UAGC resources provide text-based information, engaging graphics, visual representations of information, and multi-media learning opportunities. This helps reach more learning styles. We work to ensure our materials are accessible to all students.

## Where Can I Find UAGC Materials?

Your Canvas classroom is the place to start! The **Writing Center & Library link in Canvas** will direct you to the UAGC Writing Center and the UAGC Library.

*Need a research tip sheet?* You'll find all the library research tip sheets and tutorials on the LibraryU page within the UAGC Library site.



*Need a writing guide?* You'll find all writing guides, templates, and samples on the UAGC Writing Center website within the Writing Center tab in Canvas. Use the search feature to find specific guides.

A banner image featuring a smiling woman with dark curly hair. Overlaid on the bottom left is a large yellow star. The banner includes the University of Arizona Global Campus logo and a navigation menu with links: OUR SERVICES, WRITING BASICS, APA & ACADEMIC INTEGRITY, TYPES OF WRITING, TOOLS, and SITE MAP (with a magnifying glass icon).

Find some of the most popular research tip sheets and writing guides on our faculty resource guides: [Writing & Library Guides Supporting Undergraduate Students](#) and [Writing & Library Guides Supporting Graduate & Doctoral Students](#)

Need a source focusing on course content? You will find [The Science of Curating Resources](#) article quite helpful. This article details the types of sources available and how to best locate information on a specific topic or discipline.

## What if a UAGC Resource Isn't Available or Isn't Just Right?

The research and writing subject-matter experts want to hear from you!



If you are searching for a general research or writing resource and are not finding it among UAGC resources or you have found one, but it does not fit your needs, email your request to [library@staff.uagc.edu](mailto:library@staff.uagc.edu) or [writing@staff.uagc.edu](mailto:writing@staff.uagc.edu). They can locate a resource for you, provide an alternative that could work, or conduct a needs assessment to create a new resource or revise a current one.

During the course development or revision process, the librarians and writing consultants may be able to create a course or assignment-specific resources that can help students succeed and stay engaged.

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## USING EMOTIONAL INTELLIGENCE TO STRENGTHEN SOCIAL CONNECTEDNESS IN AN ERA OF REMOTE WORK

**Dr. Sandra Rebeor, Lead Faculty, Department of Behavioral Sciences, Dr. Christy McMahon, Lead Faculty, Department of Health Sciences**



*"Anybody can become angry, that is easy; but to be angry with the right person, and to the right degree, and at the right time, and for the right purpose, and in the right way, that is not within everybody's power, that is not easy."* Aristotle

To reduce the risk of such consequences and maintain strong collaboration and social connections, emotional intelligence (EI) is needed. Individuals with EI tend to be successful in expressing themselves calmly and relating to others, as well as managing their

emotions and understanding the emotions of others (du Plessis, 2021; Okhifun, 2021).

Due to the pandemic, technological advances such as virtual conferencing tools, the desire to create international teams, and other factors, remote work has become quite popular. Remote work has increased from 31% to 65% during the pandemic (Bartik et al., 2020). About 25% of professional jobs in North America are predicted to be remote at the end of this year, and this trend is projected to continuously increase (Robinson, 2022). However, while remote work creates many opportunities for individuals, families, and employers, social connectedness and collaboration can likely suffer as a result. This can lead to stress, burnout, and a lack of emotional support (Gallup, 2020). Disengagement and burnout can be caused by excessive workloads or work-life imbalance, unclear job expectations, time demands, such as strict deadlines or a high volume of inquiries/tasks, dysfunctional dynamics (e.g., unfair treatment, bullying, micromanagement), lack of support, and lack of communication from leadership, and lack of control (e.g., schedule, workload, resources) (Mayo Clinic, 2021; Robinson & Hickman, 2021). Disengagement and burnout can have the following signs or symptoms: feeling unmotivated to go to work and get started, difficulty focusing, lack of satisfaction from achievements, coping with unhealthy behaviors (i.e., substances, food), change in sleeping habits, physical strains (e.g., headaches, gastrointestinal issues, muscle tension, fatigue), emotional signs (e.g., anger, sadness, criticism, irritability, impatience). High blood pressure, Type II Diabetes, heart disease, and other chronic conditions can result, especially when the stress is chronic in nature (Mayo Clinic, 2021).

You may now be wondering whether you have EI. Ask yourself the following questions:

- 1) Are you aware of your emotions?
- 2) Are you able to manage your emotions, or do they overcome you?
- 3) Are you able to motivate yourself to get your work done?
- 4) Can you sense the emotions of others and respond appropriately? (Houston, 2021)

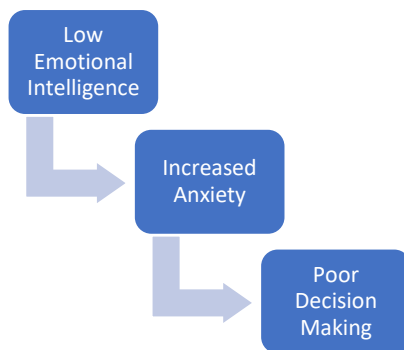
If you answered yes to these questions, you have a good start on having good emotional intelligence. Strong emotional intelligence helps you support others, including your colleagues, students, family, and friends. Unlike a person's Intelligence Quotient or IQ, Emotional Intelligence involves a person's behaviors and attitudes. Individuals with high emotional intelligence can work well in a group, deal with change, and manage stress. Goleman (1995) identified five main areas of EI:

- 1) Self-awareness (ability to recognize our emotions and how these impact others)
- 2) Self-regulation (ability to manage our positive or negative emotions)
- 3) Motivation (ability to work toward achieving a goal for internal gratification)
- 4) Empathy (ability to understand people's emotions and respond appropriately)



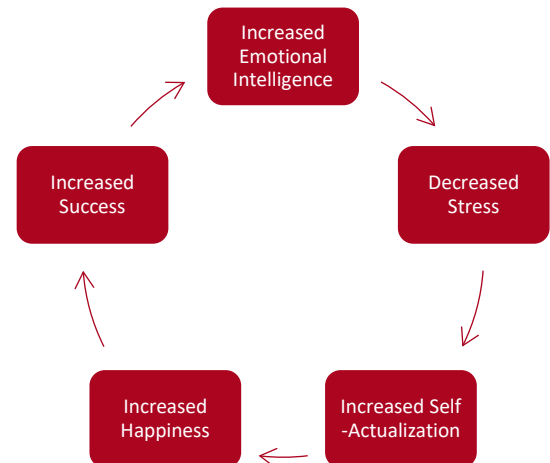
- 5) Social Skills (help in managing others' emotions by building rapport and support through communication and active listening) (Goleman, 1995).

A high EI can not only aid individuals; it can also benefit teams. The research underscores that teams with high EI have been shown to outperform others. A high EI also helps make decisions and encourage coworkers to achieve their goals. Developing EI can aid in reducing stress and promote self-actualization, thus increasing happiness (Houston, 2021).



People with a lower EI often make decisions based on emotions instead of facts. This can lead to anxiety and result in poor decision-making.

A strong EI impacts a person's success. While IQ is important, an emotional quotient (EQ) is needed to help control emotions, increase morale, and promote motivation among coworkers.



Let's look at ten strategies that promote connectedness in the remote setting:

- 1) Regular and clear communication
- 2) Attentive Listening
- 3) Professional Demeanor
- 4) Coffee chats, etc. with colleagues, teams (informal)
- 5) Being visible, approachable, empathetic
- 6) Prompt and well-thought-out responses
- 7) Proactive conversations
- 8) Being cognizant of own and colleagues' emotions
- 9) Staying positive and open-minded to ideas/feedback (Growth Mindset)
- 10) Breaks, visualization, deep breathing, music, walking/stretching

Becoming aware of your current level of EI is critical. By implementing these strategies, you can be on your way to improving your EQ and becoming more socially connected with your team, students, and loved ones. Before closing, see the quotes and resources below to further reflect on how EI will benefit you! Remember, raising your EQ is possible through practice.

## Quotes

- ▶ "Whatever is begun in anger, ends in shame"- Ben Franklin
- ▶ "When dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotion." – Dale Carnegie
- ▶ "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel,"- Maya Angelou
- ▶ "Until you make the unconscious conscious, it will direct your life and you will call it fate." – Carl Jung
- ▶ "As much as 80% of adult "success" comes from EQ." – Daniel Goleman



## Resources

### Emotional Intelligence Exercises:

- ▶ <https://www.ihhp.com/free-eq-quiz/>
- ▶ <https://www.mindtools.com/pages/article/ei-quiz.htm>

### Emotional Intelligence Strategies:

- ▶ <https://strategiesforinfluence.com/daniel-goleman-emotional-intelligence/>
- ▶ <https://www.indeed.com/career-advice/career-development/how-to-improve-emotional-intelligence>

### TED Talks:

- ▶ <https://youtu.be/auXNnTmhHsk>
- ▶ <https://youtu.be/pt74vK9pgIA>
- ▶ [https://www.ted.com/talks/ramona\\_hacker\\_6\\_steps\\_to\\_improve\\_your\\_emotional\\_intelligence?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/ramona_hacker_6_steps_to_improve_your_emotional_intelligence?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare)

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## BUILDING ACADEMIC COMMUNITY

### SERVING EACH PERSON WITH A CARE AND A SMILE

**Dr. Patricia A. Ryan, Lead Faculty, Department of Professional Studies**



In October 2020, Tasha Star Berger, Enrollment Advisor IIII from Enrollment Services, reached out regarding a student who had been out of attendance for well over five years and wanted to come back to finish his degree. The student is Darcell S., and he has permitted me to share a true team success story that shows the power of not only one but of all of us when we work together!

Darcell was set to complete his degree in 2016, but his plans were put on hold when he was incarcerated for several years. The Service Management degree, of which I was the Program Chair, was sunset and replaced with a more specific Hospitality Management degree, which I had created. And then, the pandemic hit, wreaking havoc on the hospitality industry and placing the new degree program on hold until further notice.

Darcell would have needed to complete an additional 27 credits to transition to the BA in Business Administration program. He needed just one three-credit-hour course in Service Management to complete his bachelor's degree! Darcell did not have enough financial aid to complete that many courses, but as a Pell Grant recipient, he had the necessary funding for the cost of the three credits.

After hearing the story, I reached out to Darcell to better understand his circumstances and determine if there was a way we could assist him. From there, I reached out to Darren Waddell, Director of Policy, Registrar, and Academic Operations, to inquire if it were possible to open one section of SRV332, Fundamentals of Hospitality even though it had not run for several years. Darren got right on it after hearing the story and informed me we could do it, but someone would have to teach it. Of course, I immediately told him I would take it on and work with Darcell one-on-one. We then contacted Thomas Seago, Faculty Scheduling Administrator in the Center for Excellence in Teaching and Learning involved. Thomas worked his magic and created a directed study course, and we circled back with Tasha to arrange a start date.

Tasha informed me she spoke with Darcell, and he was over the moon excited about the opportunity and very thankful we were helping him get to the finish line. She asked her team to generate a paper application for the student and get everything processed so we could get him in a class. We started class on November 9 (and thankfully, I had the prior week to update some of the more outdated content), and it was just Darcell and me for five weeks. We had some wonderful conversations via the discussion boards, and the engagement was terrific. His knowledge and skill shone through but more so, his sincerity and compassion for people. On Thursday, December 16, I sent out an email to the team and let them know that Darcell had just finished, and he passed with a solid, well-earned A, I might add! Tasha had this to say:

*Hello Dr. Ryan!!!! I want to thank you again. I must be honest; this is one of my personal highlights of my 14 years in enrollment at the University!!! Without you Dr. Ryan this student would still be one class away from the finish line. I am so glad that I reached out about this student and you were able to work with him to get to the finish line!!! I feel like we have made a difference for this student, and that is what this job is about 😊 We have been talking about him now doing his Master's degree starting in January.*

Darcell is a happily married man of 20 years with ten, yes, ten children (eight girls and two boys) and working in the hospitality field for the Intercontinental Hotel Group (IHG) at a Holiday Inn Express and Candlewood Suites. He has worked in the field all his life, and his motto is "Serving Each Person with Care and a Smile," If this doesn't fit how we approached him here at UAGC, I don't know what does! He may also be at graduation to walk across the stage this May if he can arrange it. In his own words:

*"I am beyond words of thanks for all you have done to help me....I am so humbled and grateful... I give thanks to God, and to all here at UAGC who helped make this possible!" Darcell S.*

One person can make a difference, and an entire team, change a life!



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## STUDENT ADVISING + INSTRUCTORS = COLLABORATION

Theresa Sunblade, Student Advising Manager, Zovio Inc.



The Student Success Services team is committed to supporting the Culture of Care through the [Power of One](#) initiative. Our goal is to collaborate with students and instructors to ensure each student feels supported during every step of their academic journey. This is the first in a series of articles demonstrating the approach Student Success takes to collaboration and how this team can support faculty in ensuring student achievement.

In Student Success Services, we encourage advisors to collaborate with instructors to achieve students' success. The Student Success Services department is comprised of Academic Advisors who serve undergraduate, master's, and doctoral students. A student's assigned academic advisor is the primary university contact for the student. The advisor's role is to ensure students are aware of support resources and the best contact for various concerns. Academic Advisors respond to student questions about their program and work with students to schedule their courses. Advisors address a broad spectrum of concerns which may include contacting students who are not meeting attendance requirements, responding to questions pertaining to course work, academic integrity, and demonstrating how to utilize tools in the classroom such as attaching files, videos, and accessing faculty feedback. We serve as a guide who helps the student navigate their academic journey. Connie Flores, Doctoral Program Advisor, shares "Collaborating with our professors and lead faculty members is of utmost importance while working with doctoral students. Anytime I need faculty support, our faculty is ready to help and will do anything and everything they can for our students."

We work on a community advising model, which means students receive assistance at any time, seven days a week, even if their assigned advisor is not available. However, advisors are trained to support students in their specific academic journey and are aligned to support students by a specific type of funding or tuition payment resource.

For example, in collaboration with faculty, the Doctoral Program Advisors help students understand the long journey they are about to embark upon and help motivate students throughout this journey. In the first phase of the doctoral program, advisors collaborate with doctoral program lead faculty to ensure each student progresses through their course work and completes the required In-Residence workshops. Dr. Kelly Olson-Stewart shares

*The Doctoral Advisors engage in monthly meetings with Ph.D. Ed Lead Faculty to track student progress and determine when interventions are appropriate with faculty, Chairs, or students themselves. This type of collaboration has created a proactive culture of caring and support and team approach to supporting doctoral students.*

The master's program advisors also collaborate with our faculty to ensure student success. For example, Master of Public Health students are required to complete a practicum at the end of the program. We collaborate with the lead faculty and practicum coordinator to ensure a student has a practicum site and meets all needed requirements. In another example, master's program advisors support the Post Baccalaureate Teaching Certification program. This support requires advisors to work closely alongside Dr. Newton Miller, Lead Faculty, Department of Education and Liberal Arts at each program milestone to ensure students are prepared for the third phase of their program, student teaching. Dr. Newton Miller shares

*"Working with Nadia and Theresa has been a breath of fresh air. In order to operationalize our Post-Baccalaureate Teaching Certificate program, there were lists of requirements from our state accreditors that we needed to satisfy. Since this was a first for the university, there were several questions for which we quite frankly did not have an answer. Nadia and Theresa caught on to the vision and contributed possible solutions. Before you knew it, we had a system in place to onboard the first student cohort and support them to help ensure their success as they progress throughout the program. The knowledge, student-focused approach, and solution-generating energy that Nadia and Theresa are adding to this landmark program is priceless. The fruit of our teamwork is another example of why direct relationships between student advising systems and program level academic teams is a must when building systems that support student success in online education models."*

Student Advising is guided by the following statements:

**TEAMWORK:** We promote a collaborative and caring work environment.

**EXCELLENCE:** We succeed through ongoing development, growth, and improvement.

**ATTITUDE:** We have a positive and determined mindset.

**PASSIONATE:** We change lives through education.

**OWNERSHIP:** We are accountable for our results.

**TRUSTED:** We are confident in each other to do the right thing.

We realize there are 30,000 different student journeys. We constantly adapt to meet students where they are, and we pride ourselves on intentional interactions designed to meet students where, when, and how they need it. Our daily workflow allows advisors to focus on helping students and providing quality interaction.

## HERITAGE HOLIDAY CALENDAR

Dr. Avisha Sadeghinejad, Lead Faculty, Department of Professional Studies



Hi everyone! My name is Dr. Avisha Sadeghinejad, and I am the lead faculty of the Marketing and eMarketing programs at the Forbes School of Business and Technology.

At the beginning of this year, when President Pastorek and Vice President of Human Resources Monique Cook announced the [Heritage Holiday Calendar](#), I got very excited. I immediately checked the calendar to see if I could find any Iranian/Persian celebrations on it and found Nowruz there!

As an Iranian American, I am proud of both cultures; as a family, we enjoy celebrating various cultures' main events and festivities with our friends from around the globe.

Nowruz (pronounced. 'now'ru:z'; lit. 'new day') is the Persian-language term for the day of the Iranian New Year, also known as the Persian New Year. Nowruz begins on the spring equinox and marks the beginning of the first month of the Solar Hijri calendar. It is celebrated worldwide by various ethnolinguistic groups and falls on or around 21 March on the Gregorian calendar<sup>1</sup>.

Please visit the [UAGC Heritage Calendar](#) to learn more!

Nowruz has its origins in the "Iranian religion of Zoroastrianism and is thus rooted in the traditions of the Iranian peoples; however, it has been celebrated by diverse communities for over 3,000 years in Western Asia, Central Asia, the Caucasus, the Black Sea Basin, the Balkans, and South Asia" <sup>1</sup>.

"While Nowruz has been celebrated since the reform of the Iranian calendar in the 11th century CE to mark the new year, the United Nations officially recognized the "International Day of Nowruz" with the adoption of Resolution 64/253 by the United Nations General Assembly in February 2010" <sup>1</sup>.

Celebration for Nowruz starts about a month before with the tradition of "Khuneh Takooni" (lit. 'Shaking the house' or spring cleaning) when everyone does a thorough cleaning of their house. It is accompanied by purchasing new colorful outfits for everyone in the family (to prepare for a lot of family and friends gatherings and visits), baking pastries and baklavas, donating to charities so people in need can also prepare for the new year, and of course, shopping the items for the Haft-Seen table. Haft Seen (lit. seven S's) represents the seven main items everyone includes in their spread while welcoming spring and Nowruz. Each item has a meaning and symbolizes what we wish for our family and friends in the new year.

### The Seven Symbols<sup>2</sup>

- Sabzeh (freshly grown sprouts): symbol of rebirth and growth
- Seer (garlic): symbol of health
- Senjed (silverberry): symbol of love

- Seeb (apple): symbol of beauty
- Samanoo (sweet wheat pudding): symbol of affluence
- Serkeh (vinegar): symbol of old age and patience
- Somagh (red tangy spice): symbol of sunrise

#### Other items on the Haft-Seen table/spread<sup>2</sup>

- Mirror: clarity and reflection
- Candles: warmth and happiness
- Water/Rosewater: purity
- Coin: wealth
- Hyacinth and other flowers: nice fragrances and beautiful blooms in spring
- Painted Eggs: fertility
- Book of Hafez, Shahnameh, or Quran: knowledge
- Goldfish: new life
- Bread: prosperity
- Traditional Iranian Pastries: sweetness
- Esfand (Wild Rue Seeds): protecting against the evil eye



*My family and I celebrating Nowruz,  
3/20/2021*

There are two other significant celebrations related to Nowruz. One is Chahar-Shanbeh-Suri (the fire jumping festival) held on the last Tuesday night before the Nowruz day, where family and friends gather, sing and dance, and jump over bonfire flames, symbolizing the 'burning away of anything bad that happened in the past year.' While jumping over the fire, you would say: "Zardi-e man az to, Sorkhi-e to az man," which means: 'may my paleness be yours and your red glow be mine'<sup>2</sup>.

To wrap up the Nowruz celebrations nicely, Iranians leave their houses to picnic outdoors and enjoy nature on the thirteenth day of the new year. This is called the 'Sizdah-Be-Dar' ceremony. The sprouts of the Haft-Seen setting (Sabzeh) are thrown away, particularly into running water, while the family wishes for the flow of good and happy moments in their life in the new year. It is also customary for young single people, especially young girls, to tie the leaves of the greenery before discarding

them, expressing a wish to find a partner. Another custom associated with Sizdah-Be-Dar is the playing of jokes and pranks, similar to April Fools' Day<sup>1</sup>.

This year, Nowruz is on Sunday, March 20, 2022. Spring equinox in the Northern Hemisphere will be at 8:33 a.m., and that's the moment the Persian New Year starts. A few hours before that minute, all the family members gather around their Haft-Seen setting and eat, drink, sing, and wait eagerly for this very moment of the equinox that is called 'tahvil-e saal' (start of the new year). In countries that celebrate Nowruz, this moment is celebrated with fireworks, music, and dance (similar to fireworks at 12 a.m. on Gregorian New Year's Day).

My family and I wish you a very beautiful Nowruz, filled with health, love, happiness, and prosperity for you and your family. May this spring bring peace, safety, and health to everyone, and may it be the end of the war for once and all around the world.



*My husband and I jumping over fire, celebrating Chahar-shanbeh-Suri, 3/16/2021*

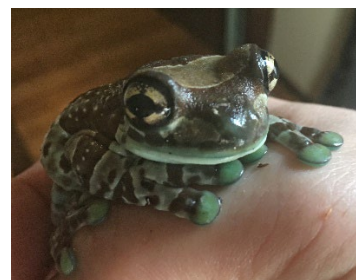
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## SPOTLIGHT: DR. CLIFFORD BLIZARD, LEAD FACULTY, ACADEMIC ENGAGEMENT CENTER



**City or State or Region:** Chattahoochee Hills, Georgia

**Hobbies and interests:** getting out into nature (hiking, kayaking); reading books on eclectic topics (megalithic structures of the early Neolithic in Europe; Amerindian prehistory; natural history; Colonial American history; online education (of course), indigenous philosophy, sense of place, geology; keeping animals (frogs, bearded dragons, axolotls, skinks, geckos, turtles, tortoises); travel (to the American West and overseas); iPhone photography.



### Current Research Interests | Practices | Initiatives:

1. Honors Program at UAGC: redesigning courses; enhancing the online Honors Learning Community space; offering live learning programs for Honors students and prospective students; research into the efficacy of the Honors Program.

2. Research into obscure natural history writers from the age of Thoreau (1850s) until WW 2 – the more unusual, the less known, the better; see [www.commonplacenature.org](http://www.commonplacenature.org) for some of the work I have read.

3. New approaches to online lab experiences for undergraduates, in collaboration with Carolina Biological Supply

**Favorite movie quote:** "Bring me a shrubbery!" – from "Monty Python and the Holy Grail."

**Favorite onomatopoeia word:** tintinnabulation

**Favorite novel:** The Lord of the Rings

**Favorite first line of a novel:** "When Gregor Samsa woke up one morning from unsettling dreams, he found himself changed in his bed into monstrous vermin." – Franz Kafka, The Metamorphosis

**Favorite poem:** "The Four Quartets" by T.S. Eliot

**Favorite Dewey Decimal system call number range:** 818.303 – Walden by H.D. Thoreau – anything close to that

**If there were a UAGC retreat for all faculty and admin, it should take place:** The Alice Springs Desert Park: <https://alicespringsdesertpark.com.au/>

**People would be surprised to know that:** As an elementary-aged kid, I co-formed a Daredevils Club. The club had two members – the girl two houses down on my street, Meg, and me. I can't recall a single daring thing the club accomplished during its brief tenure. I am about the least dare devilish person I know.

**If my life were a Broadway musical, it would most resemble:** "Oliver!" because I am a practiced mooch and tend to come back for more (and sometimes my work is gruel-ing)

**If I had more time, the hobby I'd like most to pursue is:** volunteering to assist with archaeological digs around the world.

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## FACULTY VOICES

This section of the Chronicle is dedicated to recognizing our amazing faculty body's contributions to their fields! Please share your accomplishments via the [Faculty Recognition Form](#). In addition, please remember to enter your accomplishments in your profile on the [Faculty Portal](#).

### David Layton, Department of Education and Liberal Arts

Published "Being Human: Androids, Humans, and Identity in Red Dwarf."

This article published in the journal Galactica Media Vol.2 No.2 Discusses how the teleplay "DNA" is an episode of the British science-fiction satire television series Red Dwarf (1988- ), calls into question the perspective in transhumanist thinking and in much of science fiction that one can use technology to



transcend all the problems of human physiology and psychology. By using an android's experience after becoming human and the renunciation of his new human body to assert that a transfer of personality from one body to another, the episode shows that changing form does not necessarily equate to going beyond the perceived limitations of one's existence and that such a transfer is unlikely to produce a better life.

**David Layton, Department of Education and Liberal Arts**

Published "Personalized History: Modernist Techniques, Memory, and Social Conscience in Toni Morrison's *Beloved*"

In the nineteenth century, Toni Morrison's most famous novel, *Beloved*, has been rightly considered a scathing critique of American slave history. Most assessments of Morrison's novel focus on the contents of the story and not much on the techniques and structure of the writing. However, Morrison knew much about modernist narrative techniques and employs nearly all of them to rewrite the history of slavery in the U.S. These modernist techniques provide Morrison the means of turning the major historical events and circumstances of multitudes into personal histories of triumph and failure, and thus give the reader a sense of what it felt like to be ensnared in these movements of history.

**Tanya Mooney, Academic Engagement Center**

My husband and I co-presented "Trapped & Bitter: How to Support Students Raised by Grandparents." at the 2022 Summit on School Safety, Security, and Trauma-Informed Practices: A Shared Responsibility!

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## NEW FACULTY

**Bobbi Noland | Department of Professional Studies**



Hello! My name is Bobbi Noland, and I am beyond excited to be joining the UAGC community as an associate faculty member. I was born in Texas and currently live in Las Cruces, New Mexico. I have a Master of Business Administration from New Mexico State University. Before falling in love with teaching, I worked as an Academic Advisor at NMSU. My mother is also a college instructor, so I attribute my passion for teaching to watching her inspire students all my life.

I graduated with my MBA in 2018, so I am extremely familiar with what it is like to be in school. This allows me to relate to students on a more personal level. I love to travel in my free time, whether in the United States or abroad. I try to go somewhere new every year with my family. I can't wait to work with students and faculty here at UAGC.

### Deneil Christian | Department of Behavioral Sciences

My name is Deneil Christian, and I am a new associate faculty member in the Doctor of Psychology (Criminology & Justice Studies) program. I work full-time as an Assistant Professor of Criminal Justice. Before transitioning to my current position, I served as a Business and Criminal Justice Teacher at an all-girls Catholic college preparatory high school in Philadelphia, PA. In addition, I dedicated over five years to at-risk and youth offenders through my employment and volunteer work in Pennsylvania and Louisiana. I am a native of the beautiful Caribbean Island of Jamaica and have lived in Pennsylvania, Louisiana, and the U.S. Virgin Islands. I served the Jamaica Constabulary Force for almost four years in intelligence, public information, traffic enforcement, special operations, and mounted patrol. In addition, I served as a police officer in the state of Louisiana. I earned a Ph.D. in Criminal Justice from Liberty University, an M.S. in Criminal Justice from Lamar University, an MBA in General Management from Don Bosco University, India, and a B.S. in Criminal Justice from Ashworth College. My research interests include the academic achievement of juvenile offenders, mental health services in the juvenile justice system, alternatives to juvenile incarceration, police body-worn cameras, and zero-tolerance policing. I have published peer-reviewed articles in Youth Justice and Safety & Emergency Services journals and a book review in Policing and Society journal.



### Edward Haberek | Department of Professional Studies



Hi, my name is Edward Haberek Jr., and I am a new associate faculty member with the University of Arizona Global Campus. It is an honor and privilege to be part of the UAGC family! I have over 30 years of experience as a corporate, academic, and executive leader. I am a Director & Associate Professor of Business at a major university. I have also taught as an adjunct business faculty instructor at several State Universities, Private Colleges, and Online Institutions.

My business experience includes working for several Fortune 500 companies, including Becton Dickinson and DuPont. I hold a B.S in Management, MBA in Marketing, C.A.G.S. in Business Administration, and a Ph.D. in Management/Political Economy. I have also completed academic studies at Harvard University, University of Notre Dame, Rutgers University, University of London, and a Certificate in Digital Marketing with Columbia Business School. I am a fitness and informational junkie! I did a major transformation in 2014 and have been a competitive master's bodybuilder for several years. I also enjoy traveling and sports and have two wonderful adult daughters, Nicole & Olivia.

### Jeremy Bond | Academic Engagement Center

My name is Jeremy Bond, and as someone who relied on non-traditional learning experiences to complete my undergraduate work and completed my graduate and doctorate degrees online, I am so excited to be part of UAGC! I've worked in higher education since 1999, first in technical support and system administration roles and later evolving into learning design and faculty development leadership positions. My team and I have done exciting work in the latter capacities, earning us national and international awards from the American Association of University Administrators and Blackboard, Inc. I am a three-time graduate of Central Michigan University. I hold a Bachelor of Science in community development and public administration and a master of arts and doctorate degrees in educational technology. I fell in love with teaching diverse groups of students at the community college level, where I taught for sixteen years in subjects ranging from information systems to the history of the Mafia. In 2012, I began teaching at the graduate level, online, in educational technology, and more recently, digital leadership and organizational dynamics. My research interests include instructional design (ID) practices, gender issues in the ID field, and learning science. Away from work, I am "Amy's husband," of nearly nineteen years, and "Ella, Mitch, and Carter's dad." In my free time, I enjoy binge-watching (and sometimes re-watching) streaming series such as Ozark, coin collecting, and traveling to the South Carolina coast to escape Michigan winter weather whenever I can.



### Madlyn Bonimy | Department of Behavioral Sciences



Hello, my name is Madlyn Bonimy. I have worked in higher education for over 14 years. I have served as mentor and chair for doctoral dissertations, supervised faculty for master's degrees, and directed research projects in public administration, public policy, education, and health care. I hold a Ph.D. in Public Administration from Tennessee State University and a Master of Management Degree (Tourism) from McGill University in Montreal, Quebec, Canada. I have published in several academic journals. I have also published in books, book chapters and presented many papers at various international conferences in the United States and Canada. I have experience leading projects in the US, Canada, France, Africa, and the Caribbean with American and global education. I like watching French films and the French news in my free time. I look forward to working with students and colleagues at UAGC as an associate faculty member in doctoral research.

### Hadi Rajabbeigi | Department of Behavioral Sciences

I earned my doctoral degree in Organizational Leadership from Pepperdine University in July 2021. I have valuable experience in teaching and research. I have served as TA, RA, and GA, and I can facilitate learning for doctoral students to complete their dissertations. I have helped doctoral students at Pepperdine University conduct quantitative research, analyze data with SPSS and MS Excel. Also, I have revised the doctoral dissertation according to APA 7th ed.; I use collaborative learning and group assignments to help students become familiar with learning strategies.



### Aprel McNeal | Academic Engagement Center



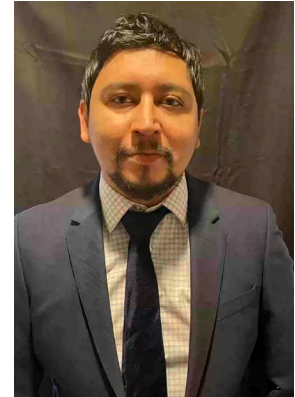
Hello Family! I am Aprel McNeal...Wife, Mom, MTSS Coordinator, Edugence Coordinator, RtI Specialist with ESL Certification, and now instructor.

My husband has been married to his gift for 33 years. We have three beautiful grown daughters who still enjoy their parents' company. My inspiration to get into education came from my daughters; they are my gift, my motivation. Education in the form of leadership is a gift, and I have never looked back, only looking for ways to increase my impact when it comes to leading individuals to their potential. I hold a Master of Education Leadership from Concordia University, received my principalship from Schreiner University, and a Bachelor of Science in Education from Arkansas State

University. I am an educator with over 20 years of experience in various grade levels ranging from elementary to high school and now college. With me comes an expectation of success and accountability for every learner. I believe that academics and relationships are intertwined. All students should be given the opportunity to develop into lifelong learners through an equation of academics and relationships that utilize individualized and group learning. Although this equation is most likely an inequality. I am so pleased to embark on this journey at the University of Arizona Global Campus!

### **Alfonso Lopez | Academic Engagement Center**

My name is Alfonso Lopez, and I am excited to join UAGC! Although I was not born in Texas, I have lived here my entire life and see no plans to change that anytime soon. I grew up in a small town outside of Fort Worth. I moved to Arlington to attend the University of Texas at Arlington, where I received my bachelor's degree in English Literature. After graduating, I spent a little over a decade working in various high schools in the Dallas/Fort Worth area, teaching reading and writing in various roles. I also worked closely with ESL students teaching and developing courses centered on English Language Development and acquisition. Eventually, I decided to return to school, where I obtained my Master of Arts in English Literature from the University of Texas at Tyler. Once again, I feel honored to join UAGC and hope to share my passion and expertise with future students for years to come.



### **Paula Dawidowicz | Department of Behavioral Sciences**



Hi, I've worked in higher education for almost 21 years. I have a crazy quilt background, having served in the Air Force, run nonprofits, and taught high school before serving as research faculty at two different universities. At the second university, I spent 17 years serving as a research methods instructor and supervisor to doctoral students using qualitative and mixed methods or program evaluation. I also served as a literature review development expert after having a book published that was used in numerous classes. I received a Ph.D. in Education and a doctoral concentration in psychology. I'm currently completing an ACUE certificate in effective online instruction. I've published numerous peer-reviewed articles, presented at many international conferences, and published numerous books on literature.

### **Adam Wright | Department of Professional Studies**

Feel free to address me as Adam Michael (yes, it's okay). I am so pleased to be part of the Global Campus faculty community, and I hope you are too! At Oklahoma State University, I triple majored in history, journalism, and English in my undergraduate years. I hold two masters of fine arts, one in creative writing from the University of Central Oklahoma and one in documentary film from the University of North Texas. Currently, I am nearly completing my humanities Ph.D. at the University of Texas at Dallas, where I've primarily focused on documentary film history/theory, film adaptation, creative writing, and literary/narrative journalism.



For the past nine years, I've served in various adjunct and lecturer positions for composition/rhetoric, literature, creative writing, art history, film, and scriptwriting at schools such as the University of Texas at Dallas, the University of Central Oklahoma, the University of North Texas, as well as two-year schools like Dallas College, Collin College, and Oklahoma City Community College. When it comes to a specific teaching philosophy, I feel expressivism, cognitivism, social constructionism, and critical pedagogy have all had something meaningful to contribute to the process and dynamics of classroom interaction. I like moderate expressivists because they place emphasis on the individual student while employing a heuristic, Socratic approach to instruction. Still, knowledge is also "made" within the discourse of communities, so I try to employ a collaborative effort in the classroom that remains open and receptive to any and all dialogue, regardless of my own biases or preconceived notions. Furthermore--this seems elementary to say--but, just so I'm clear, the arts and the humanities are not just expressions of individual artists but, when assessed in a greater context of other works and other mediums, these products say something about us—about humanity, about society, about who we are becoming because of who we have been. Regardless of whether the artwork is a novel, poem, short story, documentary, short film, feature film, painting, sculpture, song, etc., each can help to define society and social norms, as well as both teach and comment on these various societal identities for the viewer, reader, or listener. Art is a representation of different eras, people, and ideas as much as it is a portal to them.



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## THE FACULTY COUNCIL IS MOVING FORWARD WITH ITS PLANS FOR 2022.

**Dr. William Woods, Lead Faculty, Department of Organizational Studies, Dr. Kristin Ballard, Lead Faculty, Department of Behavioral Sciences, and Dr. Liz Krewson, Core Faculty, Department of Behavioral Sciences**



The UAGC Faculty Council connects the full-time and associate faculty voices to the institution. For 2022, the overarching goal for the Faculty Council is the retention of students at the University of Arizona Global council. The members of the Faculty Council are encouraged to develop and share ideas benefiting students, faculty, and staff.



### **The Promotion Advisory Committee (PAC)**

The Promotion Advisory Committee completed the spring round of evaluation of applications for faculty rank promotion in March of 2022. Dr. Amjad Alkilani and Dr. Jessi Upshaw were both promoted to the rank of Associate Professor. The committee updated the rank promotion application and calculator to streamline the application process this year. In March, the PAC completed the creation of definitions for every category in the rank promotion application. The definitions are now available for August applicants to guide their application process. Each year, faculty have two opportunities to submit their rank promotion applications on March 15 and August 15. Through this committee, years and decades of faculty achievements are recognized because of the evaluation process. The process includes evaluating rank promotion applications and the notification of rank promotion approvals. To be a member of the PAC, faculty must be full professors. Faculty can contact the co-chairs, either [william.woods@uagc.edu](mailto:william.woods@uagc.edu) or [yvonne.lozano@uagc.edu](mailto:yvonne.lozano@uagc.edu), to request an application for rank promotion.

### **The Curriculum and Assessment Steering Committee**

The Curriculum and Assessment Steering Committee focuses on improving the UAGC curriculum and making our assessment processes robust. One of the committee's recent projects is the approval to implement the Diversity, Equity, and Inclusion (DEI) rubric. The committee recommended to Faculty Council that the rubric be utilized in new course and course revision projects. More recently, the committee conducted a calibration in grading project followed by a widespread assessment project wherein each committee member assessed eight randomly selected capstone papers for written communication and critical thinking using faculty-developed rubrics based on the American Association of Colleges and Universities standards. Results are currently being analyzed for institution-wide distribution.

The Curriculum and Assessment Committee continually works on the development and assessment of the academic degree programs at the University of Arizona Global Campus. The committee works with the Office of Assessment and Curricular Affairs

### **The Doctoral Advisory Committee (DAC)**

The Doctoral Advisory Committee (DAC) serves as a subcommittee of the Faculty Council. The purpose of the DAC is to develop strategies to build and strengthen doctoral culture using best practices and innovations in graduate research and education. This committee recommends policies and practices supporting doctoral students from initial enrollment through graduation (e.g., developing a doctoral student orientation). DAC also recommends curriculum enhancements to support student engagement and promote the growth of doctoral programs.

Some of the achievements within the Doctoral Advisory Committee and ad hoc committees include the following:

- Developed an IQR rubric and IQR process for Chairs
- Devised a doctoral research Chair performance process and Chair performance requirements
- Revised Doctoral Dissertation handbook

- Revised Chair handbook
- Revised the Applied Doctoral Research (ADP) handbook
- DAC Charter AU to UAGC rebranding/revision/updated

In 2022 the Doctoral Advisory Committee will focus on the following:

- Create doctoral research project policies to help students complete doctoral research projects successfully (Introduction to Doctoral Studies course, enhanced in-Residence courses, APA editor requirement for doctoral research projects)
- Troubleshoot Chair and committee alignment issues and Chair assignment challenges
- Evaluate ways to promote doctoral programs throughout the entire university
- Assist in the design of a formal Chair training
- Execute plans for the annual hooding ceremony, poster session, and other doctoral commencement events.

The Doctoral Advisory Committee continually works to improve the processes that impact doctoral students.

### **Faculty Council Elections**

Finally, the Faculty Council is now in election season. Faculty can check with the Deans of their respective colleges to see which positions are available in the assigned department. There are positions available for Associate Faculty and Full-time Faculty. The elections will conclude by May 3, and there will be an orientation in June. New members will take office on July 1, 2022.

The associate faculty make up a significant portion of our total faculty body and as such, it is vitally important to have associate faculty representation on the Faculty Council. We are able to increase the voice of the associate faculty by having each academic department represented by One fulltime faculty member and one associate faculty member. Associate faculty members' votes on any measure that is presented to the Faculty Council carries the same weight as a full-time faculty member's vote.

## **EVENTS AND PROFESSIONAL DEVELOPMENT NEWS**

### **BLACK HISTORY MONTH 2022 CELEBRATION: LEGACY OF LEADERSHIP: PAST AND PRESENT**



**Newton Miller, Lead Faculty, Department of Education and Liberal Arts**

The makings of black history month began in 1926 when a gentleman named Dr. Carter G. Woodson birthed what was known as "Negro History Week." This week was strategically chosen to be the second week of February. It was celebrated at the same time as the birthdays of two men significant to the black community, Frederick Douglass and Abraham Lincoln (Scott, 2010).

Woodson established the week to provide a time for reflection on the strengths and contributions of the Black community, to celebrate pride, and to commit to a plan for further progress. It was customary for events such as oratorical and essay contests, parades, and community dinners, to be held, usually at schools and local churches within the Black community.

Dr. Woodson established "Negro History Week," but he always dreamed of extending the week into an entire month. To gain national attention to make that goal a reality, he established the Association for the Study of Afro – American life and History (ASALH) (Scott, 2010). This organization still exists today and continues to promote the study of Black history all year. Fifty years later, in 1976, during the nation's bicentennial celebration, President Gerald Ford dedicated the month of February as Black History Month. In his speech, he urged Americans to "seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history" (Scott, 2010). However, it was another ten years in 1986 before Congress and Senate voted to pass [Public Law 99-241](#), making February "Black History Month." This action prompted then-President Ronald Reagan to deliver [Presidential Proclamation 54432](#), which states, "the foremost purpose of Black History Month is to make all Americans aware of this struggle for freedom and equal opportunity... it is a time to celebrate the many achievements of African Americans in every field from science and the arts to politics and religion" (Wood,2008).

UAGC is committed to keeping alive and well the traditions of awareness, celebration, and unity that Black History Month represents. For the entire month of February, the Global Black Community (GBC) student organization hosted a series of events aimed at starting conversations about the contributions of African-Americans in the realms of education, community activism, and leadership. The month-long celebration titled "BHM 2022: Legacy of Leadership, Past, and Present" was a huge success.

A series of "little-known Black history facts" was published on the [BHM2022 event's website](#). One fact per day, totaling 28 Black history facts highlighting contributions by African-Americans in the sciences, arts, education, political, technology, and leadership arenas, are posted on the website. Additionally, five-panel discussions were held throughout the month. The panel discussions were carefully designed to walk celebration participants through a strategic and intentionally planned journey depicting some of the foundational thoughts and principles that have shaped the Black experience. The journey began with a focus on educational commitment and accomplishments in the Black community. It transitioned to a discussion of barriers of implicit bias and a call for inclusiveness and "allyism," and a discussion highlighting the need for celebrations such as Black History Month. This led to a real-time, solutions-based talk about the integrity of adopting diversity, equity, and inclusion slogans and statements that seem plenteous following the public witness of George Floyd's murder. The series included a panel of seasoned servants to the Black community who spoke of the state of those communities and provided advice on what action we can all take to ensure a positive trajectory towards achieving oneness in our society.

From the onset of the project, the GBC designed the Black History Month celebration to provide an opportunity to honor, celebrate, and learn about the existence and impact of the accomplishments that

African Americans have contributed to American society. It was a time of highlighting unfiltered and realistic awareness of all forms of the Black experience in the U.S., regardless of the perception, impact, or outcomes of an event.

More than 3,700 people visited the BHM 2022 website throughout the month, where there were 253 downloads of the little-known black history facts. Additionally, 619 individuals logged in to participate in the live panel discussions. There is no way to measure the qualitative impact the event may have had on the lives of those who have participated. However, the GBC is pleased with the exposure that the event has attracted and believes that seeds of wisdom and knowledge were planted in the soil of the lives of each participant, which will, in turn, produce a positive change.

The Global Black Community student organization of the University of Arizona Global Campus reminds you that whether you are Black, White, Red, Yellow, or Brown, you are Black history; you are American history.

## References

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## CENTER FOR WOMEN'S LEADERSHIP | INTERNATIONAL WOMEN'S DAY 2022

**Aubrey Baker, Center for Women's Leadership Manager and Misty Resendez, Core Faculty, Department of Advanced Management Studies**

March is one of our favorite months because it highlights International Women's Day! International Women's Day is a day to celebrate women's achievements, raise awareness against bias, and take action for equity. According to the International Women's Day website, "Imagine a gender-equal world, a world free of bias and stereotypes, and discrimination. A world that is diverse, equitable, and inclusive. A world where difference is valued and celebrated. Together we can forge women's equality. Collectively we can all #BreakTheBias." (International Women's Day, 2022)

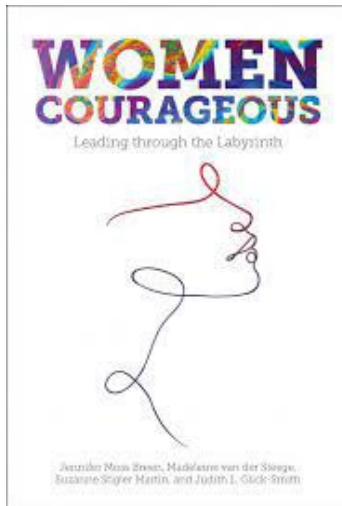


**International Women's Day 2022**  
**#BreaktheBias**



The Forbes School of Business and Technology Center for Women's Leadership (CWL) hosted several events to begin breaking the bias. On March 7, the CWL kicked off Women's History Month events with a fireside chat with Millie Virgil, VP of Enterprise Planning and Implementation at Blue Shield. Millie shared her experience as a senior executive in health care and spoke to the Center for Women's Leadership (CWL) International Women's Day theme: Embracing Courage to Live and Lead Authentically.

On March 9, Coonoor Behal, author of "I Quit! The Life-Affirming Joy of Giving Up," offered her unique perspective on the concept of quitting. This panel shared stories about real people who have summoned the courage to quit things in their lives to change course and leave behind endeavors and relationships that didn't serve them.



#### What is courage?

On March 11, CWL hosted Jennifer Moss Breen, Madeleine van der Steege, Suzanne Stigler Martin, and Judith Glick-Smith, editors of the new book "Women Courageous," to share a new perspective on courage. This dynamic group of authors and special guests discussed stories of courage; how it shows up, develops, and facilitates transformation.

On March 15, CWL held a Community Chat entitled Mastering Your Self-Confidence: Your Experience Overcoming Imposter Syndrome. Imposter syndrome can be defined as feelings of inadequacy that persist despite your education, experience, and accomplishments. CWL Community Chat Leaders Dr. Allison Rief, Dr. Asia Ghazi, and Author Krisshundria James shared their insights and invited conversations with participants.



## FOURTH ANNUAL UAGC RESEARCH SYMPOSIUM

This virtual conference is a unique opportunity for UAGC students and recent alumni to present their proposed or completed research or results from a thesis or capstone project.

The [Research Symposium](#) is presented in a formal academic format. Prospective presenters must submit a formal proposal, which is then reviewed by UAGC faculty for quality and academic content. Each presenter is paired with a faculty coach to help them prepare for a successful presentation. Guidelines and support are offered to ensure the presenters—many of whom are presenting to a public audience in an academic setting for the first time—feel comfortable discussing their actual or proposed research or the results of their completed Capstone project. This is a genuine resume-building opportunity for our presenters! In previous years, presenters have highlighted their presentation in their summary of academic accomplishments to support them in their current or future career track.

This year's [Symposium](#) featured students and alumni from the College of Arts and Sciences and Forbes School of Business and Technology. Faculty mentors and coaches who volunteer their time to screen proposals and work with the presenters also represent both colleges. Presenters participated via two formats: live virtual presentations that allowed for audience participation through questions, and via pre-recorded ePosters that are now available for [viewing](#).

You will be impressed at the quality of the presentations from our undergraduate, master's, and doctoral level students and recent alums. For more information about future [Research Symposiums](#), please contact [ResearchSymposium@uagc.edu](mailto:ResearchSymposium@uagc.edu).

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## UAGC READ ACROSS AMERICA WEBINAR MINA-SERIES A SUCCESS

[Michelle Simecek](#), Core Faculty, Department of Education and Liberal Arts



This year, the University of Arizona Global Campus Department of Education and Liberal Arts Engagement Committee sponsored a three-day webinar series in honor of National Read Across America Day. The webinar series featured a daily guest speaker presenting a literacy-based topic, followed by a short book talk from a guest librarian in the "Librarian's Corner." Each day, the audience left the webinar with strategies to support young readers in the workplace or at home.

Read Across America Day was launched in 1998 by the National Education Association (NEA). This initiative began to encourage children to read and has grown to include events throughout the entire year. In the first week of March, there is an increased focus on literacy and events to spark children's interest in reading. While the actual Read Across America Day was March 2 this year, NEA had a full month of events scheduled in March to excite young readers.

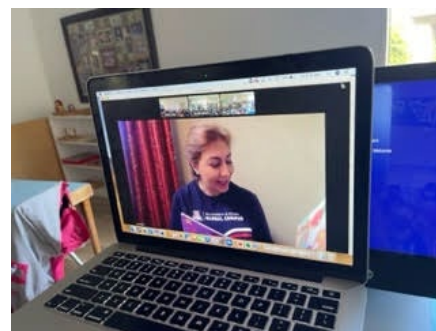


When the annual Read Across America Day began, the NEA partnered with Dr. Seuss Enterprises. Many people associate Read Across America with Dr. Seuss's books. However, the focus has shifted from celebrating one specific author to celebrating books and authors of all genres over the past few years. The NEA now celebrates a diversity of readers and showcases a variety of literature on their site to support Read Across America Day throughout the entire year.



The UAGC Read Across America celebration had two components for 2022. First, employees were encouraged to read a book in a community classroom. Last year, this was done virtually due to the pandemic, but the committee encouraged partnerships with community schools this year. The hope was to create a moment when UAGC staff could excite and encourage young readers in the classrooms across the country. The UAGC Engagement Committee sent a custom t-shirt for all participants to wear during their reading time in the schools. Since many schools still have protocols during the national pandemic, some of these readings occurred online. Still, the hope is that in 2023, even more employees will volunteer to step into their community classrooms to share the love of a great story.

The three-day webinar series took place March 1-3. On Tuesday, March 1<sup>st</sup>, guest speaker Lisa Sims from the Forbes School of Business and Technology spoke about encouraging children to explore a love for STEM and STEAM while sharing specific book titles that tie into these types of topics. She shared many activities and experiments that parents and teachers can do with children to inspire them to explore science, Technology, Engineering, Art, and math topics. Teresa Handy, a full-time faculty member in the Master of Arts in Early Childhood Education, presented on Wednesday, March 2<sup>nd</sup>. Teresa shared resources and books that will spark courageous conversations at home or in the classroom. The books shared in this session help children learn to celebrate differences in all people and have open discussions with their caregivers. The series concluded on Thursday, March 3<sup>rd</sup>, with a guest speaker, Keanna Allert, from the Lindamood-Bell Institute in Memphis, TN. Keanna shared strategies for using visual imagery to understand and remember what is read. She introduced excellent strategies for parents or teachers to help readers recall what they read. Each of the three days concluded with a ten-minute presentation from our guest librarian, Sally Nie. Sally shared new book titles and highlighted award-winning books that will inspire readers of all ages.



If you missed the webinar but are interested in viewing the recorded sessions, please visit the [Open Ed Resources Page](#) created by the Department of Education and Liberal Arts.

## References

Baptist, Kelly J., et al. "Read across America." *NEA*, [www.nea.org/professional-excellence/student-engagement/read-across-america](http://www.nea.org/professional-excellence/student-engagement/read-across-america). 6<sup>th</sup> Annual UAGC Virtual Conference

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## 6<sup>TH</sup> ANNUAL UAGC VIRTUAL EARLY CHILDHOOD CONFERENCE



**Dr. Tisha Shipley, Core Faculty, Department of Education & Liberal Arts**

Mark your calendars for the 6th Annual UAGC Virtual Early Childhood Conference on June 7th, 8th, and 9th. The conference is free and open to anyone interested in early childhood education topics. Past UAGC Early Childhood Education conferences reached over 1,000 attendees worldwide, promoting networking and engaging with other professionals. Each session is recorded and housed on the [UAGC Early Childhood YouTube channel](#) and

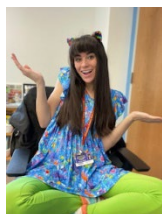
provides UAGC students and all participants with engaging and relevant professional development opportunities. Those who attend all live sessions receive a certificate of participation and badges are awarded by session topic.

This year, there will be 18 live sessions covering various topics including literature links, supporting families, getting children up and moving, tips and tricks to set up classrooms, making play a priority, supporting childhood mental health, science, and adoption and foster care. There are 12 asynchronous sessions attendees can watch during the conference and evenings. Those sessions will include reading to children, developmentally appropriate practices in the classroom, mindfulness, social-emotional development, and thematic units.

Register on the [Early Childhood Education website](#), and please send this information to anyone that would benefit from the conference.

Questions? Contact [Dr. Tisha Shipley](#).

### **This year's keynote sessions include:**



**Miss Macee Doyle - Second-grade teacher and Tik-Tok celebrity** | Miss Doyle will be the Opening Keynote Speaker and share multiple strategies she uses in her classroom community to reach today's learners. Teaching changes over time, and it is imperative that teachers use engaging, meaningful, and real-world/unconventional strategies to reach all learners.

**Patrick Carman** | Patrick has authored over 40 novels with over 5 million books in print across 23 countries, and Jennifer Clary, Co-Founder, and CEO of GoKidGo, the audio imagination company for kids. In this session, Patrick will introduce GoKidGo Live! a FREE program that teaches kids in schools around the world with virtual presentations, curriculum, exclusive content, bestselling children's authors, and high-tech 'meet the character' experiences.





**Jennifer Clary** | Jennifer will introduce Camp SELway, the first interactive podcast program for use in classrooms. Developed in conjunction with the founder of Learning.com and leading academics, Camp SELway is the NAMI (National Alliance on Mental Illness) supported audio storytelling program where students learn social and emotional learning skills (SEL) while going on big adventures with new friends. The program is available in English and Spanish on two exciting elementary series (pre-K through 2nd grade and 3rd-6th grade).

**Dr. Emily Devor** | Dr. Devor, with No Excuses University, will explore how to engage students in college and career readiness discussions at the earliest ages. Too often, students do not engage in conversations about their future until junior high or high school. Dr. Devor will share a tool that facilitates these developmentally appropriate discussions with structure, purpose, and relevancy for pre-school-aged students, requiring only 30 minutes per month.



**Michele Benyo** | Certified Grief Recovery Specialist® and early childhood parent coach, and the founder of Good Grief Parenting believes that rather than try to protect young children from the pain of grief, what if we understood that childhood is the best time to learn about loss and grief? Loss and grief are inevitable human experiences, and when we help children face loss and grief in helpful and healthy ways, we give them the gift of good grief. Michele equips caring adults with insights about the purpose of grief and tools for supporting children to build resilience and grief-coping skills for life.

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## CRITICAL THINKING ACROSS THE CURRICULUM FACULTY SEMINAR

### **Christopher Foster, Lead Faculty, Academic Engagement Center**

"The conference, Critical Thinking Across the Curriculum, was a tremendous opportunity to engage with leaders, faculty, students, and staff in connecting about strategies and approaches to promote student mastery of a key core competency." – Tricia Lauer

In celebration of the university designating 2021 as the year to focus on the *critical thinking* learning outcome, UAGC hosted a university-wide conference on teaching this essential competency in November 2021

The topic of critical thinking across the curriculum was chosen to introduce and reinforce concepts of critical thinking in courses across the university. We came together to share ideas for how our courses and teaching methods can best help our students strive towards mastery of this crucial competency. Presenters shared ideas about the value of learning critical thinking and successful methods of teaching reasoning skills that can benefit students in their education and their lives.

The conference kicked off with keynote speaker Dr. Kevin DeLaPlante, the Critical Thinker Academy founder. He spoke to the topic, "Critical Thinking is a Complex Performative Skill: Challenges and Opportunities for Educators." He began by discussing whether there is a unified set of skills that constitute critical thinking for all fields, or whether critical thinking skills are domain-specific, with different approaches to critical thinking appropriate to different disciplines. As he investigated this question, his teaching began to include more writings on the psychology of human reasoning and the pillars of critical thinking (in addition to the traditional logical topics). He concluded his presentation by comparing the practice of critical thinking to the practice of martial arts. According to this analogy, critical thinking is a skilled performance cultivated with careful instruction and dedicated practice. This approach combines both the generalizable and domain-specific aspects of critical thinking. His presentation was fascinating and thoroughly thought-provoking.

Day two featured an all-student panel. UAGC student representatives Kayton Tomaszuk, Kimberly Caguitla, Mureeze Durrant, Jonathan Branyon II, and Miraj Simpson spoke powerfully about their experiences of learning critical thinking at UAGC. They shared specific examples of how they have gained critical thinking skills in our classrooms and how those skills have been valuable in their education and lives.

Kayton described critical thinking skills as a toolbox that he can use in any field he chooses to pursue. Kimberly gave examples of how critical thinking tools can help us make better decisions. For example, critical thinking can help us decide how to spend our money and protect us from scams and manipulative reasoning. Murreeze expressed that developing her ability to reason has helped her analyze what she reads. Evaluating evidence, she said, has helped her to increase her curiosity and improve her communication skills. Jonathan shared how applying critical thinking has helped him be efficient and effective in his work as a truck driver. He used the example of ethical reasoning within the military to show that critical thinking is necessary to make decisions that are correct in an ethical sense. Finally, Miraj presented ways that critical thinking is beneficial in her work in supply chain management, including assisting in thinking about ways that supply chains can be made more sustainable, socially responsible, and responsive to diverse global needs.

It was a treat to hear students' perspectives on their experience of learning critical thinking concepts at UAGC. Hearing from students enables us to see our courses through their eyes and learn how the concepts we teach can make a difference in students' lives and careers.

On day 3, attendees heard from a panel of professors across the university. Clifford Blizzard (AEC) discussed how critical thinking is embodied in the scientific process. For example, students practice utilizing logical reasoning to support conclusions by making and testing hypotheses. John Bathke (FSB) presented important ideas about using critical thinking to improve how we incorporate diversity, equity, and inclusion in our courses. This includes carefully considering the reading, assignments, and images we share with our students. He also suggested that we can strive to overcome our own biases to exemplify better what we teach. Irina Weisblat (FSB) pointed out that the global economy requires knowledgeable workers, and critical thinking is essential to that role. I appreciated her explanation of

how important it is to learn *how* to think rather than *what* to think. Jessi Upshaw (CAS) discussed how critical thinking is at the foundation of our students' educational lives and how developing those skills promotes success. Lastly, Susan Gould (FSB) used a fun example of buying a cup of coffee to demonstrate how we can use critical thinking to evaluate financial decisions. Her analysis revealed that we can evaluate the financial impact of the choice from several different perspectives and how the relevant principles are taught in business and finance courses at UAGC.

It was fascinating to learn how different faculty approach the teaching of critical thinking in their fields. Their presentations demonstrated the value of teaching critical thinking in diverse academic areas and created a powerful view of how and why we teach these essential skills. These various approaches manifest ways that our students are getting critical thinking concepts reinforced as they move from general to major courses and learn critical thinking across the curriculum.

The final day's panel featured professionals from the Office of Assessment and Curricular Affairs, Tricia Lauer (Vice President of Assessment and Curricular Affairs), Nichole Perri (Manager of Curriculum and Assessment), Renee Stuart (Assessment Specialist), and Alaina Pascarella (Assessment Professional). They presented a highly informative slideshow about how the university uses assessment data to improve teaching and curriculum. They shared specific examples of how the critical thinking outcome is supported by courses across the university. Their high-level overview of student performance data helps the university focus its efforts to maximize student success.

The conference was well attended (with more than 75 people in attendance each day) and was a stimulating and enriching experience. Gratitude goes to Mingzhen Bao, Department Chair, Academic Engagement Center, Haley Pestner, Faculty Support and Development Manager, and all the presenters for helping to make the conference successful.

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## LOOKING AHEAD

### We want to hear from you!

The Chronicle continues to strive towards creating a publication that showcases news, information, and the successes of our faculty community. In an effort to provide the most relevant and interesting content, we need your help.

#### Second Quarter 2022 Issue Submissions Due: July 6th, 2022

Need some ideas? Our faculty have spoken! They are interested in hearing more about:

- Faculty testimonials for best practices in online learning, including Canvas tips and tricks and student engagement
- Personal narrative focused on your career, teaching, students, self-care, and or classroom management
- Tell us about what you have been doing in your field (i.e., conferences, presentations, publications, awards)

#### Submission Guidelines

- 500 – 700 words (exceptions can be made for longer pieces)
- Include article title, author's full name, references, and citations
- Include links, author photo(s), and fair use images. You may embed images or videos in your article; please attach the full-sized original file.
- Submit one final copy using the [Chronicle Article Template](#) with all images and preferred design features
- The Chronicle reserves the right to edit and reformat content.
- Submit to [TheUAGCChronicle@uagc.edu](mailto:TheUAGCChronicle@uagc.edu)

The goal of The UAGC Chronicle is to **educate**, **engage**, and **inform**. So, be creative with your submissions! For any inquiries regarding submissions, please contact [TheUAGCChronicle@uagc.edu](mailto:TheUAGCChronicle@uagc.edu).

**Thank you for reading! We hope you enjoyed this issue.**



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