

THE UAGC CHRONICLE

First Quarter 2021 Issue



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

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FIRST QUARTER 2021 ISSUE

THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

The Center for Excellence in Teaching and Learning proudly showcases the latest news and successes of our faculty community in The UAGC Chronicle. This publication highlights the many success stories of our faculty and aims to keep the broader academic community informed about the events, initiatives, and people that help shape our University.

In an effort to make this publication a diverse representation of our faculty body, submissions from associate faculty from all colleges are highly encouraged and welcomed. Please check the Looking Ahead section for more information on submitting an article for consideration.



INTRODUCTION

Dear University of Arizona Global Campus Faculty,

First and foremost, THANK YOU for your engagement and support throughout the last year. Faculty engagement is critical to the success of The Chronicle, especially as it has offered a means of support and resources for the faculty community during times of significant change, including the COVID crisis and the university's transition to the University of Arizona Global Campus. At that time, we sought faculty feedback to select a new name for this publication. You did not disappoint! We received over 100 responses from faculty who voted or offered suggestions for the new name and appreciate your creativity and enthusiasm.



We are pleased to kick off 2021 with this first issue as the new UAGC Chronicle!

As the Chronicle team approached our planning for 2020, we prioritized increasing our readership rate. We are pleased to share Chronicle readership increased 40%. In 2021, we plan to capitalize on the momentum we gained in 2020 with readership rates *and* to focus on two new goals: providing a space for faculty to submit their research in progress and extending contribution opportunities to external academic partners. This publication has established itself as a tremendous opportunity to connect and engage with faculty. The Chronicle team is up for the challenge!

In this issue, you will find a new section: Faculty Voices. This section recognizes the diverse accomplishments of our faculty and aims to connect faculty within our community. [Please share your accomplishments with us.](#)

Additionally, we encourage faculty to share your ideas for this publication to
TheUAGCChronicle@uagc.edu.

UNIVERSITY, PROGRAM, AND CURRICULUM NEWS

PAUL PASTOREK APPOINTED AS UAGC PRESIDENT AND CEO



On February 8, 2021 the University of Arizona Global Campus Board of Directors announced the appointment of Paul Pastorek as the CEO and President of the University of Arizona Global Campus. [Learn more about this appointment here.](#)

[Learn more about Paul Pastorek here.](#)

DR. IRIS LAFFERTY APPOINTED INTERIM PROVOST

Please join us in congratulating Dr. Lafferty in recognition of her appointment to Interim Provost. Dr. Lafferty will continue to serve in her role as the Dean of the College of Arts and Sciences. [Learn more about Dr. Lafferty here.](#)



CENTER FOR ENHANCEMENT OF THE FIRST YEAR EXPERIENCE



Dr. Mingzhen Bao, Associate Director in the Center for Enhancement of First Year Experience reports the revised MAT 232 Statistical Literacy launched on March 30 with many interactive features and PHI 103 Informal Logic launched in March with an enhanced Amplifire experience. These courses fulfill quantitative reasoning and critical thinking competencies.

The MAT 232 course is designed to meet general education quantitative reasoning (mathematics) requirements. It covers such topics as sampling, bias, probability, distributions, graphical methods of portraying data, measures of center, dispersion and position, and the central limit theorem. It also covers computational techniques such as correlation, regression, and confidence intervals.

[Lane Andrew](#), Lead Faculty for Mathematics shares his insights on the MAT 232 revision.

Q: Why was this revision necessary?

A: Data showed that some students were doing poorly on the midterm and final exams in the course. This revision focused on better preparing students for these assignments.

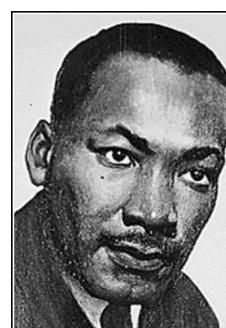
Q: What was accomplished with this revision?

A: Practice midterm and final exams were added to the course. The practice tests align in concept to the exams and mirror the testing environment. By taking these practice assignments before the real exams, students can diagnose their weak areas and be more comfortable and more confident on the midterm and final. The discussion board instructions were reworked to be more concise and clear. Also, interactive learning lessons (“Interactives”) were created for students to complete each week. In these assignments students learn the weekly concepts by passing through real world scenarios that come alive as the student is asked to make choices, answer questions and input values.



[Christopher Foster](#), Lead Faculty for Philosophy shares his insight on the revisions to PHI 103 Informal Logic.

This course has been revised to provide more depth with deductive reasoning, the ability to complete an enthymeme to make an argument valid and contemplate the truth of the new premise(s). This new revision provides students additional practice creating their own arguments for a theses and encourages the student to choose a topic from their potential career field to support career relevance in the course. The course now features a workshop, Creating a Sound Argument, which is an opportunity for students to practice and apply what they are learning. The idea is to learn by doing: I think that they will gain more depth of insight by attempting to create their own sound argument than they would by learning abstract techniques (truth tables and Venns). The practice of adding premises to make it valid and evaluating their truth, then revising, is integral to philosophical reasoning and to logic applied to real topics.



The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

— Martin Luther King —

AZ QUOTES

FORBES SCHOOL OF BUSINESS AND TECHNOLOGY IMPLEMENTING GRADUATE READINESS MODULES IN 2021

Dr. William G. Woods, Lead Faculty, Masters of Arts in Organizational Management

All Forbes School of Business and Technology graduate degree programs are currently in the early stages of being outfitted with the Graduate Readiness Modules created by Dr. Michelle Warn, Dr. Maja Zelihic, and Dr. Sherrie Hwangji Lu. The modules assist graduate students with becoming more familiar with what it takes to successfully adapt to graduate-level research, writing, and course room performance requirements.



Included in the modules is a tutorial on Graduate level research. Students are also informed about their academic voice that centers on original thinking supported by research. The modules are to be used in two out of six weeks in the first course of each program. For most students, a maximum of two hours would suffice to complete the modules.

The goals of utilizing the modules are to increase student retention and success in their graduate degree programs.

The adoption process included presentations to the members of the Forbes School of Business and Technology. Next was a vote to formalize the acceptance of the modules by the Forbes faculty. Following the vote, a planning meeting with the seven program lead faculty members determined the best approach for implementing the modules in their programs. Multiple meetings with Dr. Warn and the curriculum development team also took place.

CETL UPDATE



Dr. Teresa Kuruc, Director of Faculty Support and Development, Center for Excellence in Teaching and Learning

The Center for Excellence in Teaching and Learning (CETL) is dedicated to creating cohesive and integrative faculty professional development opportunities that motivate regular self-reflection among faculty and Academics staff about their practice and, in turn, inspire experimentation with tools and tactics that positively impact student success. To that end, the CETL is pleased to share exciting updates to our professional development offerings, which have the potential to build community through conversation about critical instructional themes:

- **Course Feedback** – Keep an eye on your profile in the Faculty Portal for your next installment of Faculty Support and Development [Course Feedback](#), which will be posted over the first week of

April. Course Feedback will point you to learning materials targeted at helping you meet your instructional goals.

- **New Learning Materials Coming Soon** - The [CETL's Professional Development](#) page is expanding to include an annotated bibliography of key scholarly and industry articles – curated by faculty support staff and full-time faculty from each academic department – which offer a theoretical foundation for important instructional practices. Click on any of the four current professional development categories to access these academic resources. The CETL encourages faculty to share entries, which we hope will continually grow and inspire productive conversations.



Faculty use classroom tools and technology to meet required deadlines and actively participate in the classroom throughout each learning week.

Keywords: Canvas, Interventions, Student Performance Data, Classroom Tools, Context Card, Messaging, Analytics, Speedgrader, Access, Grading, Comments, Phrase Express, Curriculum Feedback Form, Dashboard, Discussion Forum, Organization, Collaboration, 3-Stage Process, Signalz, Functionality, Engagement, Outreach, Waypoint, Comment Library, Rubrics, Assignment Feedback, In-Text, Markup, Assessment Data, Instructive Feedback, Self Improvement, Instructor Development, Communication, Faculty Expectations, Encouragement, Guidance, Modeling, Resources

Academic Resources

[Current articles and research pertaining to Classroom Tools and Technology.](#)

We encourage faculty to share professional development resources you have found impactful to your teaching practice. Contact CETL@uagc.edu.

- **2021 Classroom Management Mastery Series (CMMS)** – The 2021 CMMS will kick off at the end of April! Leveraging feedback from past faculty participants and from the annual classroom experience survey, the CETL has defined targeted topics – such as Signalz, civil discourse in the classroom, and video presence – which the CMMS will address from the perspective of theory, practice, and assessment. Stay tuned to the [CMMS page](#) and the [CETL Events Calendar](#) for news about the first event in this deeper dive into classroom management topics.

Faculty who attended or viewed recordings and completed follow-up activities for at least nine of the eleven CMMS sessions during 2020 received the inaugural CMMS badge. Over 80 faculty earned the Classroom Management Mastery badge.

Please join us in congratulating the following faculty for their achievement!

Elaine Alden	Stephanie Anderson	Marcia Ashbaugh	Dariush Azimi	Maria Bagshaw
Allison Boldt	William Brown	Marion Burke	Kathryn Cohan	Penni Cooke
Michelle Cranney	Shawn Custer	Christine Dargon	Rosanne DeConto	Dana Dillard
Lynn Dorey	Ted Fekete	Kyle Fix	Matthew Fox	Kilburn Fulton
Christian Funk	Leslye Garner	Michelle Gomillion	Sherry Grover	Caron Higley
Deborah Holt	Jamal Ibrahim	Layana Jackson	Maryalyce Jeremiah	Erick Lear
Ann Little	Daniel Louviere	Nikola Lucas	Suzanne Malek	Cynthia Martinek
Michael Millstone	Robert Murray	Theresa O'Brien	Dawn O'Day	Peggy Olsen
Karen Olson	Elaine Phompheng	Ladawn Pieczonka	Catherine Piepenbrink	Dolores Puterbaugh
Patsy Reece	Sharon Sarver	Cynthia Simon	Fran Steel	Deb Swanson
Cindy Terebush	Jessica Thompson	Dan Tinianow	Terry Truhlar	Karen Vail
Elizabeth Vanausdeln	Margaret Vorndam	Michael Wells	Carolyn Woods	William Woods

CONGRATULATIONS!!

CLASSROOM MANAGEMENT

HOW TO BE AN EFFECTIVE AMBASSADOR FOR STUDENT TUTORING RESOURCES

Millie Jones, MA; MEd, Lead Writing & Learning Specialist, SupportU

While tutoring can help students reach their academic goals, it is essential to understand the respective roles the instructor, the tutor, and the student all play. You can help to alleviate frustrations around tutoring by becoming an effective ambassador of academic support for your students.



Your Role in Academic Support



Tutoring may be precisely the support a student needs, or it may not. You are the best person to assess your students' needs. Students trust you to lead them to learning.

1. It starts with you.

As the instructor and subject matter expert, you are the students' first point of contact for help with course content and assignment expectations. As an accomplished academic, you can also provide general research and writing best practices.

2. Suggest and provide the appropriate support.

Tutoring is one option for academic support, but other options may be more appropriate for a specific student or learning opportunity.

Guides and Tutorials: The UAGC Library and [Writing Center](#) have many guides and tutorials on specific research or writing topics. Become more familiar with the library and writing center sites, and you'll be better able to help students who need a bit more information on a research or writing best practice.



Self-paced Refreshers: When foundational knowledge is missing, or a student needs remediation in a subject area, a tutoring session isn't the best fit. The student may need a self-paced refresher course, such as the [Writing Refreshers](#), that provides pathways to improving their skills. Other refreshers might include [Khan Academy](#) for math. What refreshers in your field of study can you provide to students missing foundational knowledge?

3. Prepare a student for the tutoring session.

We may assume a student knows how to work with a tutor effectively, but students are often unsure what they need or how to ask the tutor for what they need.

See the final section below on **How to Help Your Student Have a Productive Tutoring Session** for more tips on preparing students for tutoring.

Recommended Best Practices for Tutoring

What can tutors do? What can they *not* do?

When should I refer a student to tutoring, and when is another approach best?

Tutors Can

- Answer specific questions (how to cite a source, find a scholarly article, calculate a percentage, etc.).
- Review an assignment or piece of writing to provide feedback on areas for improvement.
- Help a student better understand a specific course concept.



Tutors Cannot

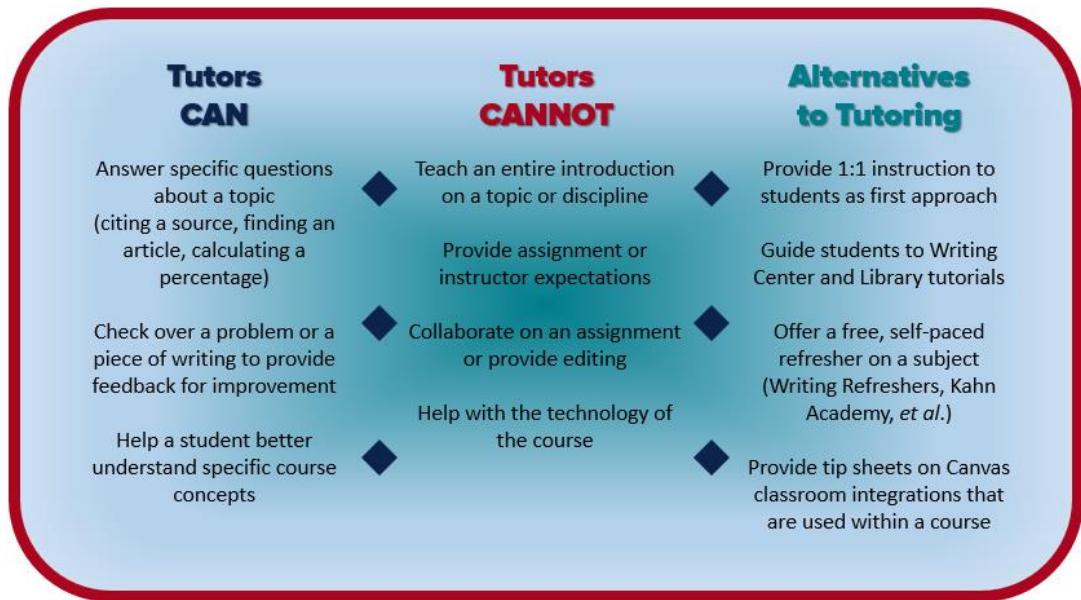
- Fill in as the course instructor by providing assignment expectations or interpretations
- Teach an introductory course on a subject to provide remediation.
- Provide instruction on how to use a program within a course or Canvas.
- Complete an assignment for the student or edit the student's writing.
- Tutors should not provide the initial instruction of a concept—the instructor should be students' first source for instruction.

Tutoring Alternatives

If your student needs something from the Tutors Cannot list, you might offer alternatives such as:

- Meet with students and provide 1:1 instruction.
- Ask students to use the UAGC Writing Center and Library guides and tutorials.
- Offer tip sheets on how to use Canvas or a program within the course.
- Provide a student with information on a free self-paced refresher course if the student requires too much remediation to be successful in the 5- or 6-week course. This may mean that the student needs to retake your course at a later time, but you are providing a way to help them succeed in the future. Some refreshers include [Writing Refreshers](#), [Khan Academy courses](#), or other field-specific resources.





Help Your Students Have a Productive Tutoring Session

Your students' allotted tutoring time is limited, and so is the tutoring time available.

Encourage your students to:

1. Come prepared.

To be matched with a tutor who can best assist them, students need to know the specific question or concept they are struggling with. You can help by providing this language to your students. When you refer them for tutoring, tell them precisely what to focus on with the tutor.



Examples include:

- Ask a writing tutor to help you with citing sources in APA format.
- Ask a statistics tutor to go over how to calculate the simple cash flow for a business statistics assignment.
- Ask a library tutor for help finding scholarly articles on your topic.

2. Maintain focus and keep the session under 30 minutes.

Effective learning happens in short, focused sessions. Students should bring just 1 or 2 questions or problems to the tutoring session and focus on them for no longer than 30 minutes.



A quick, focused session allows students to absorb any new information and think about how they can apply it. After the session, students should continue working on their own to practice independent learning. Like any support, tutoring can be a great benefit, but only if used appropriately and productively. Help your students find the right balance of getting support but also building their skills as independent learners.

Remind students to stay focused and that improvement comes in small steps. Learning anything is a process that takes time and independent practice.

Q1 2021 CLASSROOM UPDATES AND 2020 CLASSROOM EXPERIENCE SATISFACTION SURVEY RESULTS

Cole McFarren, CETL Faculty Support and Development Manager



The Center for Excellence in Teaching and Learning surveys faculty on their overall classroom experience each year. Survey results from years past have informed specific classroom enhancements and professional development opportunities for faculty, including the 2020 Classroom Management Mastery Series. The 2020 Classroom Experience Satisfaction Survey was the third iteration of this survey. Responses were recorded from November 3 - December 26, 2020, and 199 faculty responses were received.

During the month of February, I conducted an in-depth review of the 2020 classroom experience satisfaction survey. Faculty feedback has already been useful in helping us prioritize enhancements and professional development opportunities for 2021 and beyond. The first quarter of 2021 was a busy time for classroom updates! It seems like just yesterday that our classrooms were rebranded to the new UAGC colors, and already there are encouraging enhancements that align with faculty requests.

Survey results indicate that, overall, faculty are pleased with the majority of the Canvas classroom tools, such as announcements, the inbox, Speedgrader, and navigation. Faculty feedback indicates the Discussion Forums and Waypoint are areas of opportunity for improving the faculty experience, as they have in years past. Areas that faculty were less familiar with such as tutoring support, the mobile experience and Portfolium provide direction for 2021 training emphases. For example, 2020 survey results also indicate that faculty would like to receive training on Signalz, incorporating video into teaching practices, the mobile classroom experience, and New Analytics.

In 2021 we anticipate additional development around using Signalz, discussing both how to use the technology and best practices in outreach and providing resources to students. [A handful of Signalz updates in February](#) rebranded the interface to reflect UAGC branding, added an inbox notification to the dashboard, and enhanced the flow of email communication. This update included an improved communication notification. Now, when faculty receive an email notification of a student reply to a Signalz message, they can reply directly to the student from that email, replies are sent to the student and logged in to the Signalz platform.

When asked what type of third-party tools they were using, faculty reported that supplemental video tools were popular. Many faculty utilized YouTube for its superior accessibility, and a number of faculty used Zoom to engage with students or tools like Screencast-O-Matic to share their screen and present information to students. We encourage faculty to further investigate and incorporate supplemental video tools into your teaching practices.

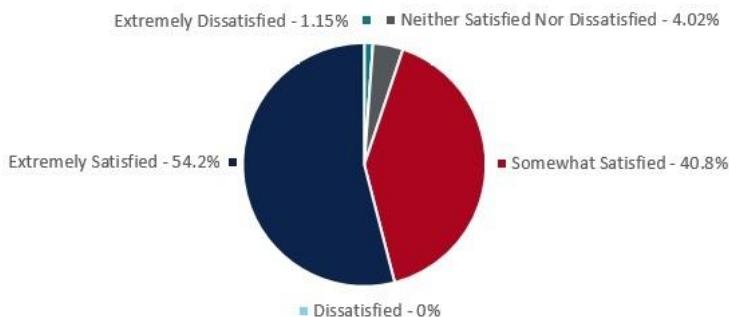
In addition to quantitative questions in the survey gauging satisfaction with various areas, faculty were offered the opportunity to leave textual suggestions for improving the faculty classroom experience. The two most common topics in these comments were Waypoint and discussions. Faculty requested to generally improve Waypoint, move to Speedgrader to assess written assignments, and improve load times and formatting. At the end of January, [the .pdf file converter used in Waypoint was upgraded](#) to a new product. Now that [additional adjustments and improvements](#) are completed, we are optimistic the faculty experience will continue to improve in this area. The new tool should offer more accurate formatting conversion in addition to updated mark-up tools and an improved student view. There were numerous tangible ideas for improving Waypoint gathered through last year's survey that are currently being investigated for possible future implementation. We appreciate your patience in working through some of the growing pains of these updates!

The most requested feature in discussions is the ability to check posts for academic integrity. While this item is not on the current Canvas discussion tool roadmap, there are third-party integrations that offer this feature. Additional suggestions were submitted to encourage us to continue integrating more interactive and engaging discussion assignments as well as continuing to improve the visual discussion experience. Various third-party vendors are currently being evaluated to enhance and rethink our overall discussion approach, and Canvas has indicated they will be focusing on improving the learning management system discussion experience this year.

Canvas made an [improvement to the rich content editor tool in January](#) that addressed a handful of faculty suggestions, such as the ability to more easily embed images or attach multiple files to a post. We took some time at the beginning of February to meet and answer faculty questions about all of the recent classroom updates. This [webinar recording gives a visual walkthrough of the recent Waypoint, Signalz, and rich content editor updates](#).

UAGC faculty have an overall positive perception of their classroom experience. Though the overall satisfaction levels of the classroom experience are quite high, continued work is necessary in the aforementioned areas to continue to innovate and improve the faculty and student classroom experience. We look forward to working closely with faculty to continue to improve the faculty and student classroom experience in 2021.

Faculty Overall Level of Satisfaction with their UAGC Canvas Classroom Experience



BUILDING ACADEMIC COMMUNITY

LIFE AFTER LOCKDOWN: NEW RESEARCH HIGHLIGHTS THE FUTURE OF WORK AND FAMILY LIFE.

Elaine Alden, PhD, Program Lead, Sociology



With advancing technology, the world of education and work has been poised for major change for many years. Recently we've seen this in education with the increasing use of virtual classrooms and the evolution of online education delivery. In the workplace, researchers support the benefits of flexible work options for workers seeking to balance life and work, especially those with parenting and care-giving duties (Alden, 2011). Similarly, it has been suggested that employers are rewarded with productivity, employee goodwill, and greater operational efficiency. As progressive employers have more readily adopted flexible working options, this promise has proven to be true for many of them (Alden, 2012c). Additionally, research supports that society benefits environmentally with fewer students and workers commuting and socially with families able to spend more time together (Alden and Selhorst, 2015).

Frustratingly, progress to adopt work-from-home policies has been stymied. Barriers include an unwillingness to see work roles and their management differently and a concern that the effect on operations and culture during a broad workforce transition would be too problematic. Employers hesitate to move forward, fearful that what worked for some organizations may not work 'here' (Alden 2012c). Policymakers are also challenged to support workers who need flexible working options. The most promising legislation ideas are weakened to 'right to request' only, and employers are often

reluctant to honor requests due to business need (Alden, 2012b). Collectively proponents lamented that if only employers had the opportunity of a trial period, they may experience the benefits and be more open to change.

Then in 2020, the COVID-19 lockdown occurred, forcing employers and educational institutions to scramble and accommodate working and schooling from home. Researchers in the UK seized this unique opportunity. They performed research during several weeks of lockdown to gain an understanding of how working from home had changed the lives of working families and potentially the future of working life. The results of *“Working from Home During the Covid- 19 Lockdown: Changing preferences and the future of work”* were recently presented by the research team, former colleagues of mine at the University of Kent. These results are a fascinating window into modern work and family life in the UK and may provide insights into experiences in the US, too.

The research focused on survey results from 1,160 households with parents who worked for organizations that were not working from home before the lockdown and moved to working from home during the period of Government lockdown in the UK, May 22 to June 15, 2020 (Chung, Seo, Forbes, and Birkett, 2020).

Significant work from home-related highlights included (Chung et al, 2020):

- 36% of respondents reported increases in work and home task productivity.
- 43% of respondents reported a greater focus on work and home priorities.
- 52% of respondents reported it was likely or very likely their employer would allow a continuation of flexible working post-lockdown.
- There was a noted decrease in the negative perception towards those working flexibly and in the fear of negative career consequences due to working flexibly.
- There was a noted increase in management support towards working from home.
- There were significant increases in employers providing tools needed to work from home.



Source: Microsoft Edge Open Source Images

Significant division of labor highlights included (Chung et al, 2020):

- Fathers indicated an increase of childcare responsibilities and cited more time with children and their partner as the key benefits of working from home, suggesting a new gender norm.
- While mothers still performed the greater percentage of housework, childcare, and education tasks, there were decreases during the lockdown with fathers sharing more of the childcare and housework load.

- Both mothers and fathers reported significant increases in child education and childcare in home life, with mothers taking the greater role in education.
- Mothers struggled to find time and space to work from home, with only 50% reporting being able to find stable blocks of time to work. Accordingly, mothers reported feeling high levels of work-family conflict.
- Three-fourths of parents report wanting to work flexibly in the future to spend more time with children, and ¾ of parents would like to reduce their working hours to spend more time with children.

As part of the research, representatives from national employers presented that their experiences of work from home during the lockdown had been positive and had fast-tracked plans to embrace flexible working. What is more, the hopes for environmental benefits from more people working from home played out, with global indications of significant improvements to air and water quality (Khan, Shah and Shah, 2020; NASA/Goddard Space Flight Center, 2020). Subsequently, the COVID-19 lockdown has paved a new future for the environment, workplaces, family life, and gender norms.

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COPING AND RELAXATION DURING THE COVID-19 PANDEMIC

Dr. Romona Banks, Associate Faculty, BA in Psychology program and Dr. Dana M. Dillard, BA in Applied Behavioral Science program, Department of Behavioral Sciences



During a recent virtual gathering, the discussion of self-care and stress management during the pandemic came up. We discovered that we engaged in similar self care and stress management techniques, including the use of media to allow us to explore the world in a time where travel is challenging. During the darkest dark of winter, a virtual fireplace provided a wonderful background setting that added warmth and comfort to what could feel like a physically and emotionally cold season. A crackling fire combined with a preferred musical selection adds

ambiance that lightens the spirit. Although coping and relaxation techniques are incredibly personal (what works for one does not work for all), sharing what works individually provides opportunities to add tools to our stress management toolbox. The act of sharing creates space for social connection and togetherness during a distanced time.

So, what works? The most important technique someone can adopt is the one they will continue to use. Research supports the use of a wide variety of techniques: diaphragmatic breathing, nutrition, running, finding humor, yoga, meditating, hiking or walking, being in nature, reaching out to others (virtually and physically, when safe), and getting lost in a hobby (e.g., baking, knitting, coloring, scrapbooking, beekeeping, or dancing) (Kluge et al., 2021; Ma et al., 2017; Shapero et al., 2018; Wilson & Dillard, 2013, 2017). Relaxation techniques are useful because they reduce the physiological effects of stress.

However, relaxation techniques can be difficult to incorporate in our daily lives due to work-life challenges. We tend to be so focused on completing the bare minimum tasks that we lose focus on our wellbeing. With only 24 hours in a given day, we have become comfortable denying ourselves even a moment of relaxation (sleeping does not count, although it is very beneficial and necessary for the mind and body). We must provide ourselves with some measure of basic mindfulness-based stress techniques (e.g., walking in your neighborhood, playing board games, meditating/breathing for 15-30 minutes). Being mindful of our everyday surroundings can reduce stress (American Heart Association, n.d.; Brown et al., 2013; McAllister et al., 2017). Even eating can be done mindfully (Wilson & Dillard, 2015). If you find that it is absolutely too challenging to take 15-30 minutes for yourself on a daily basis, try any one of the following suggestions from the American Heart Association (n.d.); many of them can be incorporated while you work or during the time you spend with your family:

- Get out into nature - Watch a sunrise or sunset, walk the paths in a park or forest preserve, or focus on or think about that beautiful scenic desktop wallpaper/picture from time to time.

- Feel the music in nature - Listen to the babbling brooks, the warbling birds, and the whispering wind.
- Stretch - At your desk, in a chair, or while sitting in a park to reduce tension, especially in your neck and shoulders.
- Hit the books outside - Nature and sunshine can enhance your cognitive abilities and assist you in retaining more information.
- Eat, sleep and breathe in the great outdoors – If possible, bring your work outside to minimize stress and enhance the benefits of being in nature.
- Take the time to dream - Create a list of nature/outdoor sights you would like to visit and take a virtual tour. (Many are offered on YouTube.)



In addition to relaxation, holistic stress management also involves directly addressing stressors through coping mechanisms. While relaxation changes our physical reaction to stress to restore homeostasis and immune functions (Shapero et al., 2018), coping focuses on changing the nature of the stressor (McAllister et al., 2017). Resource management is a powerful tool for doing this. Time management helps with structuring schedules and ensuring tasks are realistic, manageable, and specific. Money management – making a budget that is realistic and adhering to it – helps exert control over a financial situation and potentially reduce anxiety (Headspace, n.d.; Sages et al., 2013). If we are unable to directly change a situation, we can work on changing how we think about a situation, a powerful technique known as reframing or cognitive restructuring. Instead of looking at a situation as hopeless, we can look for areas where we can exert change or identify a positive. One form of reframing is through the use of humor. Laughter itself is a relaxation technique – laughter has a demonstrable effect on the body's stress responses. Following an initial increase in sympathetic activity, laughter leads to diminished sympathetic reactivity and promotes the release of endorphins, the body's natural painkiller (Miller & Fry, 2009). This is just the laughter! Humor requires rethinking a situation. We have to reframe to find a situation funny, and what we find funny in a situation likely looks very different from how others will reframe a situation. This makes it important that we are careful not to make assumptions (or make light) of the situations that others are traversing. However, learning to laugh at ourselves is a powerful and empowering way to change how we look at our stressors.

Self-care often feels like a luxury; however, when the body is not allowed to replenish and rejuvenate, it tends to demand what is needed in the form of fatigue and sickness. Taking time to care for the self is not just a luxury but a way to nourish the body and promote optimal performance. Incorporating coping and relaxing strategies into everyday activities, in anywhere from 5 to 30 minutes or more, can become a healthy habit that supports physical, mental, emotional, and spiritual wellbeing, especially during challenging times such as COVID.

Resources

[7 Cups](#)

[Active Minds](#)

[Love Is Louder](#)

[Calm](#)

[Headspace](#)

[Moodfit](#)

[Virtual Fireplace](#)

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WELCOME NEW FACULTY!

Darryl Hawkins | BA in Business Leadership | Department of Professional Studies

I am a veteran, father, husband, and teacher. I have had a passion for teaching for most of my life. I have twenty-plus years working in executive leadership positions in corporate America – most recently, working for Comcast/NBC Universal as the Vice President of Operations. As the market leader, my responsibilities include providing leadership for all aspects of the market, including Technical Operations, Finance, and Human Resources. Prior to this role, I was the Senior Leader for Comcast in Southern Arizona; my responsibilities included P&L, External Affairs, Technical Operations, Vendor Management, and Sales Performance. Previously, I spent 18 years at Verizon Communications, with my last position as the Sr. Director Customer Operations PA (\$1.2B P&L). I have a strong passion for the youth in our community. I have developed various internships providing opportunities for at-risk youth across the country. I am a former United States Marine and a native of Washington, DC. I hold a Bachelor of Science in the Administration of Justice from the University of the District of Columbia, a Master of Business Administration (Human Resources Management) from Indiana Wesleyan University, and have completed three years of a Doctorate program in Organizational Leadership from Walden (DBA – ABD).



Dr. Savannah McClinton Thomas | PhD in Education | Department of Education and Liberal Arts



My name is Dr. Savannah McClinton Thomas. I have been serving adult learners for the last five years as an Instructional Coach and college professor, and prior to that, I taught elementary school and served as a Reading Specialist in Mississippi, Virginia, DC, and California. I spent the last 5.5 years working and living abroad in Abu Dhabi, United Arab Emirates & Saudi Arabia, and traveling extensively across the Middle East, Africa, Southeast Asia, and Europe.

I earned my Bachelor of Science in Elementary Education from Mississippi State University and continued my M.Ed. journey. Then, I transferred to the University of West Alabama and

earned my Ed.S in Teacher Leadership. I graduated with my Doctorate of Education with an emphasis in Teaching & Learning from the University of West Alabama in 2020.

My academic training, experiences, and continuous quest for knowledge have prepared me to be unbiased, effective, and innovative in my teaching practice. I understand there is so much more to a culture than the apparent aspects of heritage and tradition. It is the culture's values, belief systems, codes of behavior, family roles, work ethics, gestures, attire, dance, and so much more! My notions of being inclusive are continuously evolving!

I am excited and honored to join the UAGC community of learners as an associate faculty member! My objective as an educator is to foster learner agency and help learners reach their maximum potential. I truly believe that every human is unique and deserves access to high-quality education and that EVERY individual has everything that they need inside of them to truly THRIVE, and I have the honor to help that be discovered and seen!



Dr. Barrett Mincey | Masters in Business Administration | Advanced Management Studies Division

My name is Dr. Barrett Mincey. I was born and raised in Miami, Florida. Teaching is a rewarding experience, especially when instruction is driven by transformative learning. My core teaching philosophy centers on facilitating, empowering, and fostering learning that is humanistic and purposeful. I have developed a real love for the process of education. I embrace the mission statement posed by Ramsey (1999), who stresses the importance of providing a caring environment for lifelong learning that enhances self-concept and broadens social and scholastic skills by responding to our changing society so that all learners survive and thrive with excellence.

My leadership philosophy is closely aligned with a transformational leadership paradigm. Transformational leadership is concerned with "transforming" people while they are in the process of accomplishing specific goals with values, ethics, standards, and long-term goals as major driving forces. It is a process that subsumes charismatic and visionary leadership. I embrace this philosophy because it is my belief that, as a transformational leader, I can assist followers in raising their levels of consciousness about the importance and value of specified and idealized goals. My primary focus is centered on addressing higher organizational needs. These needs are usually emergent and result as individuals relinquish the "me attitude" and embrace a "we attitude" to create change holistically.

In my spare time, I enjoy engaging in sports fitness training, reading self-help books, and spending quality time with my family.

Dr. Kimberly Smarr | Doctorate of Psychology | Department of Behavioral Sciences



I am Dr. Kimberly Nelms Smarr, PsyD. I serve as an online adjunct faculty at several universities and colleges. My areas of specialization are personnel selection, training and development, and conflict management. I volunteer in the prison system in order to encourage those who are incarcerated that behavior can be modified with the help of changing our minds and living for Christ. I also spend time at the domestic violence shelter, where I am able to encourage women who are survivors of all forms of abuse. I am married to a pastor and phenomenal church musician who is attaining his D.Min. in Leadership. We have four sons; all are in college. I cannot forget Princess, our cat and the only other girl in our family.

Dr. Daniel J. Smith | PhD in Organizational Development and Leadership | Advanced Management Studies Division

I serve on dissertation committees and teach both quantitative and qualitative research methodology and content-related courses. I have an MBA and PhD from Arizona State University and also offer more than 20 years of industry leadership work experience, with a focus in analytics and applied operations research. My industry experience is in health care administration, high-tech manufacturing, retail, and insurance. I also have director-level experience as an administrator in higher education and currently own and operate Averest Consulting, LLC, in which I provide clinical workforce and strategic clinical guidance to health care organizations. I have a one-year-old son and enjoy mountaineering, backpacking, and contributing to my community whenever possible.



Dr. Melanie Tidman | MA in Health Care Administration | Department of Health Sciences

I completed a bachelor degree in Occupational Therapy, a master of arts degree in Educational Psychology, and a doctorate in Health Science degree, all contributing to my 40+ years in healthcare delivery. During my professional experience, I owned and operated an outpatient Pediatric rehabilitation center for 22 years, that has advanced expertise in neurosurgery intensive care and adult and pediatric rehabilitation, I published several articles about telehealth,

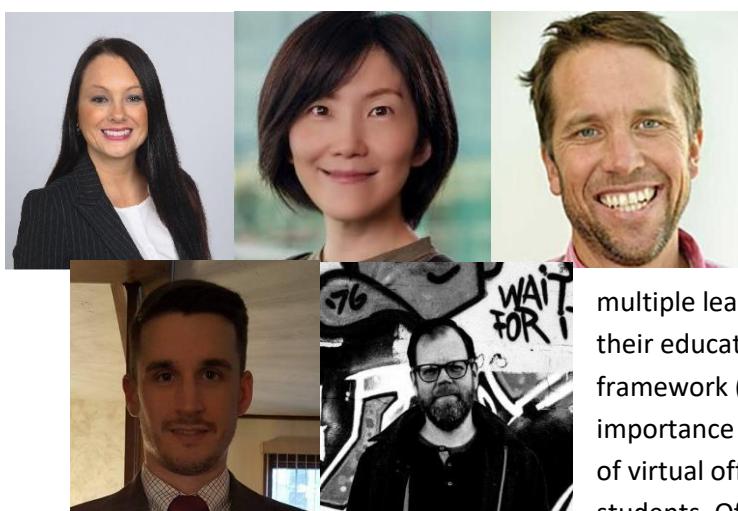
healthcare reform, Occupational Therapy fieldwork education, Parkinson's Disease, and is a contributing chapter author for an Occupational Therapy textbook. My first book "Families in ICU: A Survival Guide" was published by Xlibris publishers in October 2015 and is the first book in a series of educational guides for families of patients with neurological conditions. My second book, "Families in the Rehabilitation Center and Beyond" was published in February 2017.

I also conduct field research for the Colorado Parkinson's Foundation, and my 2019 research study was published in February 2020 in the Journal of Neurodegenerative Disease Management. I am currently conducting a field research study on Parkinson's Disease and Nutrition, with the completion of this study anticipated to be summer 2021.

I am a Adjunct Professor for three university academic programs and have particular expertise in healthcare delivery, patient/family-centered care, and professional writing instruction.

UAGC CEFYE FACULTY LEAD THE WAY AT NATIONAL CONFERENCE ON THE FIRST-YEAR EXPERIENCE

Two groups from the UAGC Center for Enhancement of the First-Year Experience were invited to present at the Annual Conference on the First-Year Experience, run through the National Resource Center for the First-Year Experience and Students in Transition (NRC-FYE). The NRC-FYE is the trusted expert, internationally recognized leader, and clearinghouse for scholarship and policy, serving education professionals by supporting and advancing efforts to improve student learning and transitions into and through higher education. The Annual Conference provides a forum for higher education professionals to share experiences, concerns, and accomplishments related to supporting student learning, development, and success in the first year of college.



Sonja Bethune, Ph.D., Mingzhen Bao, Ph.D., Christopher Foster, Ph.D., Marc Hnytka, M.S., and Nathan Pritts, Ph.D., presented *Live Learning: Supplementing Asynchronous Courses with Synchronous Web Meetings*. The group discussed their research into the importance of students having access to

multiple learning resources to ensure success in meeting their educational goals. The Community of Inquiry framework (Garrison et al., 2020) emphasizes the importance of social presence, which involves an inclusion of virtual office hours as an additional learning source for students. Offering weekly "live learning" video sessions as

an additional resource within asynchronous online college courses will increase course satisfaction and learning of the course concepts, thereby increasing the likelihood of student success and retention. They

shared both quantitative and qualitative results captured during the first 9 months of this ongoing project.



Nathan Pritts, Ph.D., and Jennifer Vogel, Ph.D., presented “One Model for Building a Video Library for First-Year Student Support.” In their presentation, Pritts and Vogel described the genesis of the project and walked through the development – including a roll-out plan to generate faculty consensus and buy-in, the onboarding content-creation materials, the conceptual framework for the videos themselves, and the

production cycle all leading to [the launch of the UAGC CEFYE YouTube page](#). They also shared some of the (always changing!) analytics of the data gathered, discussed how they got the word out to other stakeholders and students within the university, and pointed the way forward with practical tips and lessons learned

The Annual Conference on The First-Year Experience is designed to provide educators from every segment of higher education a comfortable, welcoming environment to share innovative ideas, programs, tools, and research critical to the learning, development, and success of first-year college students. The conference aims to promote a comprehensive and engaging community open to a diversity of ideas, in which all delegates are given the opportunity and resources to grow personally and professionally.

Being invited to present on these important projects helped to proclaim the goals and means of the UAGC Center for Enhancement of First-Year Experience, and helped set the tone for the vital contribution our Center faculty are making in the global conversation about First-Year success.

UAGC'S DR. RICE "HOLDS THE LADDER" THROUGH NEW SPORT LEADERSHIP PODCAST

[Dr. Tim Rice, Lead Faculty, Doctor of Psychology program](#)

[Holding the Ladder in Sport and Leadership](#) launched on Monday, January 4, 2021. Prior to this launch, there was only one sport leadership podcast available, and the hosts are not currently offering new episodes. To fill this gap, I decided to start holding the ladder with the intent of helping sports professionals who are perhaps stuck in a rut with coaching, sports psychology, administration, sales, marketing, product development, sport journalism/sport information. As a sports professional with over



30 years of experience as a sport professional, Associate Professor and Lead Faculty member of the Doctor of Psychology (PsyD) academic program, I launched my first independent podcast.

Some may wonder what “holding the ladder” means. Anyone who knows me, knows that this is one of my favorite phrases to explain what I do as a sport and educational professional. But, I cannot take full

credit for the concept. I share this credit with my wife, Dr. Candy Rice (who serves as an Associate Faculty member in the Forbes School of Business and Technology). A few years back Candy and I were on a drive and discussed our life philosophy. We were frustrated somewhat by not being rewarded by the sacrificial giving of our own time and expertise to others. However, we realized that it is our mission — our calling honestly — to help others climb to greater

heights in life, their career, whatever, regardless of whether we are thanked or not. That really changed our worldview, leading to the ‘Holding the Ladder’ idea.”

The ladder concept was a combination of a sport coaching blog that I read which touched on the subject and can be attributed to Dr. Samuel Chand, the author of “Who’s Holding Your Ladder?”. Dr. Chand’s book reminds us that the height and fulfillment of any visionary leader are contingent on whoever is holding their ladder. In my version, I flip that concept the other way - it takes leaders in the sport industry to hold the ladder for their followers. I have seen many in my field who did not have people like that in their career climb, holding them back somewhat. I was fortunate to have had a lot of ‘ladder holders’ on my way up.

The idea for the podcast is to seek out experienced sport professionals as guests who want to share their insight and experience with the audience. Early on, the guests have been from various segments of the sport industry: sport psychology, sport journalism, collegiate sport coaching, collegiate sport administration, high school sport coaching, sport product design, sport sales and marketing, sport fundraising, and sport broadcasting. This scope of guests and topics has provided the audience with great insights that hopefully can be of great value to them as they navigate the tough career path that sport presents.

The podcast is off to a strong start with featured guests who are accomplished professionals in the sport industry, such as long-time Duke University head women’s basketball coach, Joanne McCallie, and former University of North Carolina player and head men’s basketball coach, Matt Doherty, as guests. Our audience spreads across eight countries and two continents — pretty neat stuff! To know that people are listening in places like Denmark, South Africa, Ireland,



Dr. Rice and his wife, Dr. Candy Rice



Turkey, Ukraine, the United Kingdom, and the Republic of Moldova, as well as 24 U.S. States, really has me excited for how it can impact sport leadership for the future!

While it is my mission to help “hold the ladder” for sport professionals, it is also my hope that anyone listening to the podcast can gain some helpful information for their own career outside of sport. I also want it to be an enjoyable experience that is entertaining, inspiring, and educational for varied listeners. I know that one of the best parts of hosting it so far has been how much I have learned! And that is not just related to sport. It has been a blessing.

A new episode launches at 12 am Central Time every Monday. You can find the Holding the Ladder in Sport and Leadership podcast on [Apple Podcasts](#), [Spotify](#), [Google Podcasts](#), [Anchor](#), Breaker, RadioPublic, and Pocket Casts. Please let Dr. Rice know if you have someone you know who could be a great guest at Timothy.Rice@uagc.edu.

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](#).



Dr. Nancy Bellucci is an associate faculty member who teaches in our MS in Nursing program within CAS. Her latest article for The Daily Nurse, “Nursing Educators, Students Adjust to Teaching and Learning During a Pandemic,” is a brief discussion of the ways that nursing programs have had to facilitate learning experiences from a distance during the pandemic. This article also speaks to the resilience of nurses and nurse educators during a time of crisis. Further, this article explains the empathy we have for one another in the profession and how educators worked, and continue to work, to keep nursing students on track. If you would like to see her last five publications for The Daily Nurse / Springer Publication, click here for the [Author's page](#).

Peter Elliot is an associate faculty member who teaches GEN 104 in the Center for Enhancement of the First Year-Year Experience. He was published in *English Journal*, the National Council of Teachers of English academic journal for secondary education. The theme of the issue was Writing Bravely, and in his article, “[Student Literary Magazines in Our Lives: Creating Spaces for Courageous Writing](#),” he examined how a student literary magazine encourages student advocacy and provides a voice for change in the community.



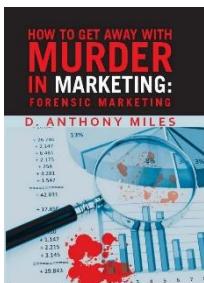


Dr. Yamil Guevara, an associate faculty member in the MA in Organizational Management program within FSBT. He presented [How to use Machine Learning to Increase Student Retention in Online Environments](#) at the 28th Annual 2020 ADEIL Conference: United Together: Enhancing the Quality of Online Learning.

Dr. Mary Hoke is an associate faculty member who teaches in the MA in Psychology program in CAS. She co-authored a research article focused on the intersection of trauma and addictions, “[Trauma Treatment and Addictions: Results of the NAADAC Member Survey](#),” that was published in 2020 in *Advances in Addiction & Recovery*, the official publication of the Association of Addiction Professionals (NAADAC).



Dr. Anthony Miles is an associate faculty member who teaches in the PhD in Organizational Development and Leadership program within the FSBT. He is an author and researcher who is well published in numerous academic journals. He is a best-selling author of three books. His latest book, *How to Get Away With Murder in Marketing: Forensic Marketing*, is set to be another bestseller. He is a forensic marketing expert. His two previous books, *Risk Factors and Business Models* and *Entrepreneurship and Risk*, were well received. He also serves on the editorial boards of 12+ academic journals.



Dr. Felix M. Lao Jr. is an associate faculty member who teaches in our BA in Business Administration program within FSBT. He recently published *Pharmaceutical Marketing, 5th edition*. This new book promises to be a very useful and handy reference to marketing professionals in the pharmaceutical healthcare industry. Dr. Lao currently teaches Principles of Marketing and has been a member of our faculty since August 2008.



Debbie Carpenter, Denise Maxwell, Kelly Olson Stewart, & Jen Robinson – are full-time faculty within the Department of Education and Liberal arts in CAS. On January 4, 2021, the group presented virtually at the Hawaii International Conference on Education, *We Rise by Lifting Others: Virtual Mentoring in an Online University*. The presentation focused on the virtual mentoring efforts in the Department of Education and Liberal Arts and provided a framework for mentoring online associate faculty to promote faculty growth and student success.



Drs. Allison Rief, Jen Robinson & Kelly Olson Stewart, lead faculty within the Department of Education and Liberal Arts in the College or Arts and Sciences. These faculty presented virtually at the Hawaii International Conference on Education, *Developing a Virtual Professional Learning Community for Online Faculty*. This presentation delivered the results of three studies within the Department of Education and Liberal Arts focused on developing support systems and structures to better support associate faculty. Dr. Alan Belcher was a researcher in these studies, and his expertise was utilized in data dissemination and overall research. This presentation provided an overview of best practices to support associate faculty including: professional development, collaboration, communication, and connection. The researchers presented specific strategies and ideas to enhance morale, generate authentic community experiences, and provide relevant and practical professional learning opportunities.

EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

2021 RESEARCH SYMPOSIUM



Please mark your calendars!

Third Annual Research Symposium

April 20-22, 2021

Register to attend here!

Mark your calendar now for the **Third Annual UAGC Research Symposium, April 20 – 22, 2021!** This virtual conference is a unique opportunity for UAGC students and recent alumni to present their proposed, completed research, or results from a Capstone project. You are invited to participate during the live Zoom presentations and to view ePosters on the Symposium website.

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

This year's Symposium will feature students and alumni from both the Forbes School of Business and Technology (FSBT) and the College of Arts and Sciences (CAS). Faculty mentors and coaches who volunteer their time to screen proposals and work with the presenters also represent both FSBT and CAS. Presenters will be featured in two different formats: live Zoom presentations that allow for audience participation and questions and pre-recorded ePosters available for viewing beginning April 19.

Please plan to join us—you will be impressed at the quality of the presentations from our undergraduate, master's, and doctoral level students, as well as recent alums.

**REGISTER TO
ATTEND HERE!**

For more information, please contact ResearchSymposium@staff.UAGC.edu.



Forbes

School of Business
& Technology®

Center for Women's Leadership

FORBES SCHOOL OF BUSINESS & TECHNOLOGY® CENTER FOR WOMEN'S LEADERSHIP RECOGNIZES WOMEN'S RESILIENCY WITH CELEBRATION OF INTERNATIONAL WOMEN'S DAY

The Forbes School of Business and Technology® Center for Women's Leadership celebrated **International Women's Day** with a **Week of Resilience, March 5–12, 2021**. The week of events included a distinguished lineup of global women leaders, recognition of women advancing women's leadership, and celebration of women's stories and experiences of resiliency.

Dr. Maya Zehilic led a panel discussion with global women leaders including:

H. E. MADAME PRESIDENT
DR. AMEENAH GURIB-FAKIM

DANELA ARSOVSKA

DR. HAZEL HERRINGTON

LUMBIE MLAMBO

SENELA JAYASURIYA

[Session Recording](#)

- **H. E Madame President** - Dr. Ameenah Gurib-Fakim – Former President of Mauritius,
- **Danela Arsovka** - President of the Macedonian Chambers of Commerce Macedonian, Macedonian representative in the International Chamber of Commerce (ICC) and elected General Council Member in the World Chambers Federation
- **Dr. Hazel Harrington** - Global Brand Ambassador for Zim Thrive, Jeuneese, and Zimbabwe, Nominee of the Top Ten Women of Influence in Australia, Australia's Mumpreneur Award, & Australia's Multi-Cultural Award

- **Lumbi Mlambbo** - UN Global Leader, Global Goodwill Ambassador (GGA), and Humanitarian, Clean Water and Empowerment of Women and Youth
- **Senela Jayasuriya** – The recipient of the “Women Icons Asia Award”, the Founder & CEO of Women Empowered Global, and Diverse Consultants. Awarded as “Exceptional Women of Excellence” by the Women Economic Forum.

The Geena Davis Institute on Gender in Media was the recipient of the inaugural Center for Women’s Leadership 2021 Award for Excellence in Advancing Women’s Leadership, which recognizes a leader and/or organization that has demonstrated extraordinary commitment to advancing gender equality and women as leaders in business and society. The institute’s award-winning feature film documentary *This Changes Everything* (2019) was streamed for registrants as part of the Week of Resilience events.

Madeline Di Nonno, President and CEO of the Geena Davis Institute on Gender in Media said, “On behalf of Geena and all of us here at the Institute, we are so thrilled to be receiving this inaugural award. We know that seeing role models has a profound importance in inspiring women and girls to pursue leadership. Our motto is ‘if she can see it, she can be it.’ If we don’t see women and girls as leaders onscreen, we are limiting the aspirations of girls and women.” [You can watch the award acceptance here.](#)

The Center for Women’s Leadership Week of Resilience also included an artistic expression call for submissions and viewing titled [“Honoring Women’s Resilience.”](#) Although voting is closed, you may view these inspirational submissions [here](#). Global Campus student Kaitlynn Mascetti was awarded the 2021 Champion trophy for her personal story video entitled “Overcome & Empower.”

Dr. Jennie Walker, Center for Women’s Leadership Chair said, “The series of events was positive and powerful. We celebrated women’s resilience in a dynamic way by learning from diverse female leaders that include high profile leaders from various nations and representatives from field operations at the United Nations Office for Project Services. The message we imparted is that each individual’s story of resilience matters.” Dr. Walker led a workshop focused on resiliency, Navigating Your Life Journey with Purpose and Resilience Workshop. This workshop looks at the big picture of our

Katleen Felix, a leader within UNOPS Africa, discussed the role of UNOPS in helping the UN and its partners provide peace and security, humanitarian and development solutions in nations around the world. Its mission is to help people build better lives and countries achieve peace and sustainable development. The presentation touched on the approach they use

lives-our life goals, our current reality and the legacy we want to leave-and helps answer the question "How can we navigate our life journey and resilience?"

About the Center for Women's Leadership (CWL)

The [CWL](#) envisions a world in which all women are empowered as leaders. The Center's mission supports this by providing a community for networking and professional development and making recommendations to organizational practices through existing and novel research. The Center encompasses four distinct areas: events, education, mentorship, and research, each aimed at the empowerment of women leaders. For more information please visit the [CWL LinkedIn page](#).

IN CASE YOU MISSED IT

The CETL understands that often your inboxes are unmanageable. Accordingly, in Q1 2020, we debuted the faculty communication digest, a brief weekly synopsis of critical faculty-focused news and events that links to the full content on the CETL website.

We hope you will use this targeted weekly summary – instead of searching for individual emails – to declutter your inbox and refocus your time.

You can review all past digests in the [News section](#) of the CETL homepage.

TRANSITION UPDATES

Please visit the [University of Arizona Global Campus Transition page](#) for the latest updates about the transition.

Thank you for your questions and feedback.

SUPPORT OUR STUDENTS

Faculty should continue to provide support on an as-needed basis to students who have been impacted by crisis situations, including weather. Faculty may access the [Support our Students page](#) for further support resources.



Student Affairs Quarterly – Develop your student support skills and access a badging opportunity with this new publication! [Student Affairs Quarterly](#) provides updates on Global Campus Student Affairs initiatives, features Student Affairs staff, links to useful resources to help your students, and offers an interactive conversation about student support topics, which can result in a badge for your email signature.

Tutoring Information - Help your students understand when to use tutoring and how to have an effective tutoring session by integrating [Get the Most from your Tutoring Session](#) into your announcements, messages, and emails! Have questions? Use the [SupportU Requests](#) form.

My Career - UAGC students can access a full suite of career resources - and schedule appointments with career advisors - by entering My Career through the Student Portal. [Visit this resource](#) to learn more and share with students.

CURRENT NEWS & EVENTS

April 5 – Call for Presentations - ADEIL conference – April 12-16.

Share the Vision: Engage, Inspire, Connect. Faculty are wanted to invite to submit a presentation to the ADEIL conference! Submit your prerecorded presentations on topics related to distance, online education, or asynchronous learning. There is no registration cost for presenters or attendees. Please share this information with anyone interested in remote or online learning!

[More information is available here.](#)

Online Learning Consortium | Membership - Faculty have access to a rich collection of learning opportunities via the Global Campus institutional membership with the Online Learning Consortium (OLC), a professional network and far-reaching community of online higher education scholars and administrators. [Learn more here.](#)

March 24-May 5 - Diversity, Equity and Inclusion in the Workplace Certificate with Muma College of Business. [Learn more here!](#)

Center for Enhancement of the First-Year Experience – The Student CenterED Newsletter's first issue is [now available](#). Inspired by our desire to know our students better, this newsletter is a student-centered publication driven by students' compelling voices. Student CenterED is a quarterly publication. Each issue provides a forum for students to share their thoughts and experiences about being a student, balancing life with school and work, and their thoughts on prevalent social issues such as race and justice in America. Each newsletter also includes a competency corner which focuses on the Institutional Learning Outcomes and NACE career competencies, and activities students can practice at home with family or friends.

CHAMPS Peer Mentoring Program - Thank you for your continued support for the **CHAMPS Peer Mentoring program**. Please post the announcement [linked here](#) in your classroom to invite students to join us in the Mentor Milestone plan. This plan is

designed specifically for qualifying student mentors to earn college credit for their mentoring commitment.

February 25 - Q1 2021 CAS Colloquium | Nudging Students

Toward Deeper Engagement. [Watch here..](#) Every class presents students with an array of challenges. Right out of the gate, our students juggle deadlines while working to first grasp and then master new course content. And while the design of the classroom, and our robust instructional materials, combine to offer direction and scaffolding for our students, sometimes they just need a little extra...nudge! Whether triggered to align with due dates, or to help clarify difficult concepts, nudges can provide students with an additional layer of support - and can leverage advanced insights into student behavior to ensure deeper levels of engagement and overall success. In this session, hear how three faculty members are using nudges in different ways and be inspired to explore using nudges in your own classes.

February 19 - FSBT CWL Presents: Women's Career Motivations, Obstacles, and Success Strategies – [Watch here](#). This presentation features the CWL Research Committee's 2020 work, which leveraged more than 1,300 survey responses and 80 pages of supplemental commentary. The CWL Research Committee aims to produce novel research projects, curate existing research, and foster research partnerships in the field of women's leadership studies. Join us to learn more about the group's findings as well as career advancement strategies to support your team and yourself! **Questions?** Contact CWL@UAGC.edu.

CETL Classroom Technology Updates Walkthrough and Q&A - This [recorded webinar](#) walks faculty through recent classroom updates to the rich content editor, upcoming Signalz enhancements, and offers tips for navigating the new Waypoint annotation tool.

January 20 – Watch now! The University of Arizona Global Campus Library invited all faculty learn more about IEEE Xplore, the exceptional database published by the Institute of Electrical and Electronics Engineers and its partners. Learn valuable tips for using the IEEE Xplore Digital Library to discover science and technology journal articles, conference proceedings, standards, books, and educational courses to support your research and course

development. Contact the library at library@staff.uagc.edu with any questions

January 15 - CWL Women in Technology Panel | Join the Forbes School of Business & Technology's Center for Women's Leadership for the Women in Technology Panel. [View panelists details.](#) [Watch here.](#) The technology industry continues to fall behind the curve in terms of gender equity in recruiting and hiring. Women constitute only 34% of the five largest technology companies, while they make up 47% of the workforce across all other sectors. Is this lag the result of lower interest among women in STEM fields or of resistance to recognize women's tech leadership qualifications? What action can technology companies and the women who seek to join them take to build gender equity? The CWL Women in Technology panel addressed these questions from the varied perspectives of exceptional women who broke through the glass ceiling to attain leadership positions in the challenging technology sector. **Questions?** Contact CWL@UAGC.edu.

January 14 - COVID-19: What We Have Learned and What Lies Ahead. [Watch here.](#)

Join Dr. Charles Holmes, PhD, M.S.P.H, Lead Faculty for the Master of Public Health program in the Department of Health Sciences, College of Arts and Sciences for this presentation which discussed the impact of the coronavirus on the body of those infected, current epidemiology, successes, and failures in containment and correct misinformation. A significant portion of the presentation focused on the vaccines that are now available, distribution strategies, and what can be expected once vaccinated.

SAVE THE DATE!

April 7 at 12 PM PT - Get CenterED! Professional Development Series – April Session. [Register here.](#) Join Dr. Christopher Foster for his presentation titled "Critical Thinking Across the Curriculum." Critical thinking is essential to students' academic and personal lives. This presentation will be an interactive discussion of how critical thinking can be more deeply incorporated into course design and teaching methodologies. Get CenterED! sessions fulfill contractual PD activity requirements. Questions? Contact CenterED@uagc.edu



April 8 at 1 PM PT - FSBT Colloquium – [Register here](#). What Students Want Most from Faculty and How Do We Give it to Them? presented by Debra Culler, Core Faculty, Department of Org. Studies. Our students face many challenges and outside forces that can impact their education and career paths. So, what are students looking for most from faculty when it comes to their experiences in the classroom? Being that link to help ensure their success is the ultimate goal!

April 15 at 1 PM PT - The College of Arts and Sciences presents ED Talks 2021 - Multipliers. Join the second session: Multipliers: The Talent Magnet presented by Dr. Tony Farrell and Dr. Jackie Kyger. [Register for this series here](#).

April 20-April 22 – 2021 Research Symposium-please mark your calendars! [Register to attend here](#). This three-day virtual event features UAGC students and alumni speakers presenting research they are currently working on or have completed during their programs. The Research Symposium is a student-friendly opportunity for students to practice their presentation skills and hone their research message.

April 21-April 23 - Equity Conference hosted by Peralta Community College District's Online Equity Team - Call for proposals is currently open, and registration is complimentary. [Learn more here](#).



We're excited to share that our spring commencement will take place virtually on **June 6, 2021**. Commencement is a special time for our graduates and our entire Global Campus community, as it gives us an opportunity to come together and celebrate our students' academic accomplishments. The Commencement Committee is currently working on the details for this event and will share more information on our graduation website as soon as more information is available.

FACULTY RECOGNITION

Have you recently been recognized for achievement in your field? Published or presented your work? [Please share with us!](#)

Interested in sharing your research on the [UAGC Creative Scholarship Blog](#)? Submit details to ORCS@uagc.edu.

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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.

Next Quarter Submissions Due: June 4, 2021

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 video in your article, please also attach the full-sized original file.
- Submit one final copy as a word document with all images and preferred design features
- The Chronicle reserves the right to edit and reformat content.
- Submit to TheUAGCChronicle@uagc.edu

The goal of The UAGC Chronicle is to **educate, engage, and inform**. Be creative with your submissions! For any inquiries regarding submissions, please contact: TheUAGCChronicle@uagc.edu.

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



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