THE UAGC CHRONICLE

WHAT EVER YOU DO, DO IT WELL. ~WALT DISNEY~ 2021

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

IN THIS ISSUE

SECOND QUARTER 2021 ISSUE

THE UAGC CHRONICLE: A FACULTY–FOCUSED PUBLICATION

The Center for Excellence in Teaching and Learning proudly showcases our faculty community's latest news and successes 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.

LETTER FROM THE EDITOR

Dear University of Arizona Global Campus Faculty and Readers,

In a year that's largely focused on staying healthy and safe, acknowledging our academic community's successes is critical to our personal and professional fulfillment. The Q2 2021 issue of The UAGC Chronicle aims to do just that.

In this issue, you will learn about the research and work our faculty are doing both in their fields and on instructional and interpersonal practices that have supported our students, from a wide range of circumstances, as they've worked through the pandemic toward their goals. In June 2021, UAGC honored our graduates in the spring 2021 commencement, and here we reflect on the lessons we've learned and the positive impact of our work. The Q2 2021 issue is a celebration of our growth through challenging times.

In the first issue of 2021, the UAGC Chronicle team shared a key annual goal – to continue to increase readership. Thanks to your engagement both as readers and as contributors to our faculty-focused publication, the Q1 2021 issue not only has met our goal but also has broken the standing readership record with over 1000 readers!

The UAGC Chronicle strives to meet faculty engagement, development, and community-building needs. We hope you will continue to support it with your readership, contributions, and feedback. We accept submissions from all faculty as well as others external to the UAGC academic community. Please share with your professional networks.

Questions? Contact TheUAGCChronicle@uagc.edu.

SPRING 2021 COMMENCEMENT

UAGC was honored to recognize more than 6,000 graduates at the spring 2021 commencement held on June 6, 2021. More than 25,000 people attended this virtual commencement ceremony. Please take a look at these special moments captured by our grads and their families!

Many events celebrated our graduates this spring! You may view the recording of the virtual ceremony here.

Our faculty hosted more than 30 Connect with Faculty sessions by academic program to engage with their graduates. These sessions included networking opportunities, special guest speakers, and fun! In addition, specific events celebrated our military-affiliated, CHAMPS, honors, and honor society members

Faculty and Student Spring 2021 Commencement Celebrations

Thank you to all of the faculty and staff that made this special virtual commencement celebration possible!

AUDITING OUR COURSES FOR EXCELLENCE IN DIVERSITY, EQUITY AND INCLUSION

Yolanda Harper, Ph.D., Core Faculty, Department of Behavioral Sciences, John Bathke, J.D., Core Faculty, Department of Organizational Studies

"A diverse mix of voices leads to better discussions, decisions, and outcomes for everyone." ~Sundar Pichai

UAGC is committed to providing high-quality courses and educational opportunities for our students that are inclusive, foster equity, and support the success of our diverse learners. A review of higher education publications and media reveals that diversity, equity, and inclusion (DEI) are at the forefront of conversations about post-secondary education.

At the University of Arizona Global Campus, we are a global community that values diverse perspectives and actively pursues inclusive practices to support the success of our community of students, staff, and faculty. Furthermore, we value the dignity of the human experience. Therefore, our commitment is to champion the inclusivity of thought, belief, and choice of all populations, intentionally including the marginalized and underserved, as an integral part of our mission to provide a broader and deeper educational experience.

The Change Advisory Group authored **Equity for Excellence: A Call for Action, the UAGC Diversity, Equity and Inclusion Statement,** endorsed by UAGC leadership and the Board of Directors.

In 2020, the UAGC President's Change Advisory Group (CAG) was charged with several initiatives. One facet of work aligned with the Equity for Excellence statement is an audit of all UAGC courses through a lens focused on diversity, equity, and inclusion. In Q3 of 2020, an interdisciplinary team of faculty and administrators was charged to develop a rubric to assist in the course auditing process. Team members included John Bathke (FSBT), Yolanda Harper (CAS), Don Frey (FSBT), Michelle Rosser Majors (CAS), Tricia Lauer (Assessment), Pamela Reyes (Assessment), and Miriam Ruiz (Associate Faculty, CAS). Dr. Iris Lafferty, Interim Provost/CAO/ALO, supervised this initiative.

The DEI Course Audit Rubric Development Team conducted extensive literature reviews, investigated current practices at universities across the nation, and found no published tools that precisely fit the needs of UAGC. As a result, the team developed the UAGC DEI Course Audit Rubric to align with the team's research as well as the following reference points and resources:

- *Equity for Excellence: A Call for Action*

- Three of the UAGC Institutional Learning Outcomes (ILOs) are explicitly relevant to DEI:

- ILO 1: Apply logic and critical thinking to evaluate reasoning, explore diverse perspectives, and engage in metacognition.

- ILO 6: Cultivate knowledge of and respect for people with diverse backgrounds, values, and lifestyles.

- ILO 7: Apply knowledge of commonalities and differences across varying cultural, economic, and geographic populations as part of global citizenship.

- The National Association of Colleges and Employers (NACE) Global/Intercultural Fluency Competency recently revised as the Equity and Inclusion Competency (National Association of Colleges and Employers, 2021)

- U.S. Department of Education's description of Global and Culturally Competent Individuals based on their Framework for Developing Global and Cultural Competencies to Advance Equity, Excellence, and Economic Competitiveness (U.S. Department of Education, 2017).

In the audit process, the course lead faculty and at least one faculty external to the program review all aspects of the course using the DEI Course Audit Rubric as a guide. After evaluating the course content, auditors meet to share their findings and discuss recommendations. The DEI Course Audit Rubric was piloted in December 2020 to determine its utility and to identify areas for improving the rubric and audit process. In addition, information was obtained to ascertain the types of professional development that might enhance both the course auditing process and inform future course developments and revisions considering DEI-relevant goals. The audit included sixteen courses representing fifteen programs and included first-year (ASH101) courses through the doctoral level courses.

It is essential to note the DEI course audit rubric tool is one part of the process intended to prompt faculty to look at UAGC courses comprehensively and support collegial dialogue among professionals who examine the course from their unique vantage points. We were pleased to find the rubric proved to be sufficiently sensitive to be of use in identifying course strengths and areas for improvement. We were also happy to receive specific feedback to aid in enhancing the rubric and course audit initiative.

The DEI Course Audit Rubric Development team is currently consulting with the CETL, which is charged with creating professional development for auditors in anticipation of the official UAGC course auditing initiative to begin in Q3 of 2021. The target date for all UAGC courses to have completed audits is Q4 2023. Deans and program leads will work with the Office of Learning Assessment and Program Review to develop a timeline for auditing the courses in their programs. The audit schedules will take into account program review and existing courses development/revision schedules whenever possible.

The DEI Course Audit initiative focuses exclusively on content in the UAGC course shells and evaluates courses, not faculty. As mentioned previously, several additional initiatives pertinent to the Equity for Excellence call to action are directly related to curriculum and instruction and others pertaining to university functions and practices. Future curriculum-related initiatives will include reviewing programs and faculty instructional practices.

One of our ultimate goals is to ensure UAGC courses are contemporary, culturally relevant, and culturally appropriate, while modeling and promoting the development of industry and community-

relevant cultural awareness and diversity, equity, and inclusion-related competencies. To that end, UAGC is enlisting professionals throughout our university to provide opportunities for reflection, constructive feedback, and dialogue among colleagues about how the current course content and instructional methods reflect diversity, equity, and inclusion.

Ways to Get Involved

Full-time faculty

The Office of Learning Assessment and Program Review is currently recruiting full-time faculty volunteers to assist with the DEI course audits. Contact assessment@uagc.edu for more information.

All faculty:

- Watch for professional development opportunities related to DEI integration initiatives. The UAGC Teaching and Learning Conference (TLC) offers several tracks relevant to DEI. Visit the TLC website for more information.

- UAGC offers professional development opportunities throughout the year. We are always interested in identifying faculty with specific areas of expertise relevant to DEI, relevant to course development and instruction. If you are willing to share your knowledge by offering a live or recorded session, contact assessment@uagc.edu.

- Consider sharing your DEI-relevant best practices in online learning and student engagement in a future edition of *The UAGC Chronicle.* For more information, contact TheUAGCChronicle@uagc.edu.

- If you would like to be considered for participation in future initiatives related to the *Equity for Excellence* call to action, contact your program lead and watch for volunteer requests to serve on committees and workgroups. In addition, associate faculty may be offered opportunities to assist with aspects of the course audits in the future.

References

National Association of Colleges and Employers (2021): *Competencies for a Career-Ready Workforce (Equity and Inclusion).* https://www.naceweb.org/uploadedfiles/files/2021/resources/nace-career-readiness-competencies-revised-apr-2021.pdf

Pichai, S. (2015, December 11). *Let's not let fear defeat our values.* https://medium.com/@sundar_pichai/let-s-not-let-fear-defeat-our-values-af2e5ca92371

U.S. Department of Education. (2017). *Global and Cultural Competency: Why Global and Cultural Competency?* https://sites.ed.gov/international/global-and-cultural-competency/

THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS FACULTY COUNCIL PREPARES FOR ITS SECOND YEAR

Dr. William Woods, Lead Faculty, Department of Organizational Studies

The University of Arizona Global Campus Faculty Council began its second year of operations on June 15, 2021. The council members are led by co-chairs Dr. Yvonne Lozano of the College of Arts and Sciences and Dr. William G. Woods of the Forbes School of Business & Technology. Dr. Lozano filled Dr. Iris Lafferty's position on the Council when Dr. Lafferty accepted the role of Interim Provost with UAGC.

The Council is comprised of faculty members from each academic department in the College of Arts and Sciences and the Forbes School of Business & Technology. The Council focuses on matters and processes concerning student retention, assessment, and curricular matters impacting undergraduate, graduate, and doctoral degree programs. In the first year of operations, members of the Council formed special workgroups to address student engagement and created a new student end-of-course survey. Council members supported the Turn the Tide initiative and the Change Advisory Group Hiring Task Force.

Each year, the Promotion Advisory Committee of the Council reviews the rank promotion applications of faculty members. Review of applications occurs in March and August. The review helps to determine whether a faculty member will earn the rank of Assistant Professor, Associate Professor, or Professor.

In upcoming articles of The UAGC Chronicle, Council and sub-committee members will be introduced along with Council initiatives as they arise.

ENGAGING STUDENT ACHIEVERS: THE UAGC HONORS PROGRAM LAUNCHES JULY 1ST!

Clifford Blizard, Lead Faculty, Academic Engagement Center

The day after this issue of The UAGC Chronicle goes to press, the new re-visioned UAGC Honors Program will open its doors to UAGC students who have a GPA of 3.75 and have completed fifteen UAGC credits.

Offering educational opportunities in the focus areas of leadership, creativity/innovation, global perspective, and civic responsibility, the UAGC Honors Program is designed to challenge and empower highly motivated undergraduate scholars to become global community leaders. This program represents a substantial redesign of the previous UAGC Honors College to make it even more relevant and beneficial to our diverse university students. Its innovative design, incorporating service learning, was developed by Mingzhen Bao, Clifford Blizard, and Marc Hnytka. A truly interdisciplinary venture, the program's design was crafted in close consultation with a faculty advisory board representing every department in both the Forbes School of Business and the College of Arts and Sciences. As such, it offers a model for future collaborative projects integrating a traditional academic curriculum with opportunities to participate in (and lead) a range of co-curricular events here at UAGC.

The UAGC Honors Program consists of three key components: The Honors Learning Community, the Honors Curriculum, and Honors Events and Activities. The Learning Community is a space set aside for the Honors students in Canvas, which provides them with a "home base" for their Honors experience. It is a space that is simultaneously both academic-oriented (students learn, reflect, and fulfill program requirements there) and socially oriented (students meet and greet each other and Honors faculty there). The Learning Community includes a comprehensive, regularly updated list of pertinent Honors activities, Honors documents, an Honors curriculum overview, and contact information for faculty associated with the program. There will also be a live feed of news and articles from various highly respected organizations and publications in the four Honors focus areas for students to review.

The Honors Curriculum consists of three classes:

- HON270 Thinking Critically about Global Issues; guides students in using critical thinking skills to analyze a global issue and develop their argument.
- HON280 Society, Power, and Responsibility; covers the structure of American government and culminates in students performing civic responsibility.
- HON490 Capstone Seminar; serves as the culmination of the Honors experience; students revisit the four focus areas of the program and ePortfolio to showcase their learning.

One of the most exciting, innovative facets of the new UAGC Honors Program is its Prior Learning Assessment credit requirement. This element enables students to choose their learning experiences while participating in the greater UAGC community (or even attending a conference outside the university). All Honors students are expected to participate in 15 hours of designated events and activities, ranging from online workshops to UAGC student club events to Champs program mentoring opportunities. Those students willing to take on a leadership role (presenting at a conference, for example) will accrue three hours toward their 15-hour PLA Credit requirement for each hour spent in a leadership capacity.

Students interested in applying to the program can easily do so through the Student Portal. Students should click on My Forms on the left-hand navigation pane, then click Registrar Forms, then Online Forms, and search for the Honors Program Application. At that point, students click the Honors Program Application for Acceptance and follow the instructions.

On behalf of the UAGC Honors Program, I am excited to welcome the first students to our program in July. The Honors faculty look forward to engaging students in discussions, mentoring them on service projects, and supporting their journey through the Honors Program.

Questions? Contact uagchonors@uagc.edu.

UAGC Faculty, please encourage your most highly motivated students to consider the UAGC Honors Program. Use this sample Classroom Announcement to share this information with your students.

THE VALUE OF JOINING UAGC TOASTMASTERS INTERNATIONAL CLUBS

Dr. Wendy Conaway, Lead Faculty, Academic Engagement Center

Have you ever felt very self-conscious and nervous when delivering an oral report, speech, or presentation to a group of people? Did you ever want to crawl under a chair and hide when being unexpectedly asked to give an opinion or answer a question? If so, you aren't alone! The National Institute of Mental Health reports approximately 75 percent of our population suffers from some degree of anxiety when speaking in public (Montopoli, 2017). This anxiety can range from the feeling of having butterflies in one's stomach and a slight increase in heartbeat to sweaty palms and a complete lapse of memory.

Many factors contribute to the development of public speaking anxiety, including the fear of being judged by one's peers or feeling rejected if we don't meet their expectations. Feeling judged is a product of societal appraisal and the risk of ostracism if we don't "measure up." To avoid these angst-ridden feelings and fears, we simply avoid putting ourselves in situations that can trigger them, including those involving public speaking.

However, even though not speaking up and out in public does minimize the risk, it also prevents us from experiencing the rewards, including increased feelings of satisfaction and self-confidence when sharing ideas, presenting solutions to challenging problems, and demonstrating competence to others (Tsaousides, 2017). Sounds promising, doesn't it? But how do we overcome those fears to become more confident when speaking in public?

There is an old joke about visualizing one's audience without any clothes to overcome one's fear of public speaking. Whereas it elicits a slight giggle, it really doesn't work. Many other techniques are useful and helpful such as reframing one's anxiety as excitement and rationalizing and accepting the level of judgment that may or may not be present in the audience. Still, those don't always work either, especially if they are hit or miss.

However, what does work is the ability to practice public speaking in a safe, supportive, and encouraging environment. That is what Toastmasters International is all about. Toastmasters International is a non-profit educational organization that has been in existence since 1924. It operates within a worldwide network of clubs (16,200 clubs in 145 countries at last count) and is staffed almost entirely with volunteers who participate in and believe in the power of support networks to achieve goals.

I joined Toastmasters International in the middle of 2020, during the pandemic. I had struggled for years with public speaking anxiety and felt it was time for me to work on it as a personal developmental goal. After a few months of writing and delivering speeches, I began to appreciate the value Toastmasters brought not only to my ability to speak publicly but also with respect to increasing my self-confidence. I am aligned with ASH 101, which is the first course students take at UAGC. In that course, we ask

students to perform a personal SWOT analysis to understand better how to leverage their strengths and weaknesses when pursuing goals. Time after time, students identified fear of public speaking as a weakness. I realized that by bringing Toastmasters International to UAGC, we could help students improve their public speaking skills and leadership skills, which would benefit them as they prepare themselves for them their careers.

UAGC Toastmasters International Club Meetings offer students the ability to assume leadership roles, practice writing and delivering effective speeches, sharpen their listening and feedback skills, and enhance their self-confidence, poise, and self-awareness. Most of all, being a member of Toastmasters International demonstrates one's commitment to personal growth and development, which is vital in the corporate world.

Currently, UAGC has Toastmasters International clubs for faculty, staff, and students. If you are interested in learning more about our clubs, please visit our website or reach out to us via email at toastmasters@uagc.edu.

We hope to see you in one of our clubs soon!

References

Montopoli, J. (2017, February 20). Public speaking anxiety and fear of brain freezes. *National Social Anxiety Center.* Retrieved from https://nationalsocialanxietycenter.com/2017/02/20/public-speaking-and-fear-of-brain-freezes/#:~:text=The%20National%20Institute%20of%20Mental,or%20negative%20evaluation%20by%20others.

Morgan, N. (2016, February 18). Why you should join Toastmasters. *Forbes.* https://www.forbes.com/sites/nickmorgan/2016/02/18/why-you-should-join-toastmasters/?sh=2741c098749e

Tsaousides, T. (2017, November 27). Why are we scared of public speaking? Understanding the roots of this common fear can help us conquer it faster. *Psychology Today.* https://www.psychologytoday.com/us/blog/smashing-the-brainblocks/201711/why-are-we-scared-public-speaking

COLLABORATIVE ANNOTATIONS FOR ACTIVE READING, RETENTION, AND ENGAGEMENT!

Dr. Nathan Pritts, Lead Faculty, Academic Engagement Center

We don't often think about the process of reading. We just do it. We point our eyes in the direction of some symbols and let our minds decode and process them. It's an autopilot function. But there are ways to bring mindfulness and a new intention to the process – ways to unlock profound levels of engagement.

Active reading is the key to ensuring we grasp all the information in a text simultaneously as we experience all the rich pleasures that come from reading. Active readers aim to interpret rather than gain a basic understanding of the text. Active reading enables the reader to understand the material. It equips the reader with the skills needed to analyze what you've read and respond critically, whether in a writing assignment, an exam or on job tasks.

The process of reading is not something you master once and are done with; it is not a destination, but is more of a journey, a constant procedure you must be aware of and follow. Of course, many of us intuitively know when we're reading and staying on the surface, skimming, or reading for pleasure. But there is a deeper and more rewarding complexity that we can get to when we read. And maybe that complexity comes not necessarily from the content of what we read but from how we lean into what we read. It's a quality *we* bring to the table rather than something outside ourselves.

Utilizing active reading strategies in the classroom can result in better retention of the content. But how can online faculty help ensure students slow down, deepen their focus, and engage in active reading?

The situation

Most online courses require learners to do some reading to give them a background in core concepts, demonstrate applications and use cases, and elaborate intriguing directions. And while there are lots of ways to frame and support that reading, many of the methods we employ are separate from the reading itself. There might be a pre-reading quiz or pulse check, or a post-reading discussion forum or journal response. But a more effective strategy would integrate that process.

Rather than treating reading as a passive process, we can create a dynamic environment that activates students. And with heightened interactivity, we can engage students in the process of learning and retention. We create a collaborative learning experience that forges your students into a true community of learners.

One way to accomplish this is to use document annotation to guide a student's reading experience and help them feel supported as they work through the material. But rather than static annotation, we can use a variety of tools that turn even the most esoteric or technical journal article into a collaborative workspace.

A solution

Students need to read a robust and lengthy journal article in one of my courses before responding in a discussion forum. However, it became clear to me that students weren't interacting with the article the way I hoped. They weren't pulling the right insights from the reading – maybe partly because they were hitting a variety of roadblocks throughout the piece. Of course, it's possible they weren't even reading the article at all! I could motivate them to read the material in the classroom, and I could provide resources that helped cut through the difficult passages. But without finding some way to embed this within the process of reading itself, I wasn't able to put my support where students needed it most.

First, I located a PDF version of the article and dropped it into my Google Drive. Then, I went through the article myself, highlighting different passages and offering explanatory annotations. I also asked questions. When the article included a specific application of a course concept, I asked if anyone had experienced something similar – or how they felt about a particular finding. Finally, I allowed myself to get informal. I dropped a few comments at the start of particularly challenging passages. These things weren't strictly relevant to the reason I selected the article anyway and told students they could skip ahead.

Using Google Drive functionality, I created a shareable link that would allow students to respond to my comments, leave their own annotations, and add their own highlights. Then I created a starter post in the discussion forum. Finally, I shared the link and explained what I'd done while motivating students to jump in and engage.

Collaborative annotations engage students in critical reading, critical thinking, writing, and collaboration. It can help ensure students think more critically about the material under consideration while increasing retention. Students feel more engaged by the process as they can literally see their instructor and peers at work together, which boosts their confidence in their ability to analyze particularly complex material.

Steps to take:

- Locate a PDF or DOC version of the text – any shareable format will work.

- Upload that to a digital app that allows annotation. Google Docs works well!

- Add your annotations or comments, being sure to encourage students by asking questions throughout!

- Create a shareable link to the annotated document and get it to your students – and be sure to motivate their use of this new tool!

Dr. Nathan Pritts is an award-winning educator, course developer, and faculty mentor with a strong focus on innovation and practical applications. He is a Professor and Lead Faculty at the University of Arizona Global Campus. He brings expertise in business communication, advertising, marketing, and online user experience to the General Education classroom to maximize student learning and heighten

engagement, infusing curriculum with foundational outcomes bolstered by clear ties to a student's academic and career path.

PRONOUN FUNCTIONALITY: CANVAS CLASSROOM UPDATE

Acknowledging All Students | Preferred Pronouns

UAGC is pleased to announce Canvas functionality that enhances our relationship-building opportunities with all our students. Beginning **June 28**, students will have the option to display their preferred pronouns in the Canvas classroom. Because this function is completely voluntary, you might not see your students using it immediately. However, we encourage you to prepare for how you'll leverage the information it offers to solidify positive student relationships by addressing students in the manner that best supports them.

Please watch this presentation from Rachel Orlansky, Director of Student Affairs, to learn more about what a pronoun is and about the importance of and best practices for using students' preferred pronouns. Feel free to include this announcement in your classroom. Also, note that the function of a preferred pronoun will be available for faculty in the Faculty Portal soon. Stay tuned!

THE F.A.C.U.L.T.Y. S.T.A.R.S. FRAMEWORK

Pamela Ann Gordon, Ph.D., Associate Faculty

When faculty members have a guiding framework for teaching practices, they are more apt to deliver a robust and consistent learning experience to students. The online learning environment provides faculty members with an array of options for effectively and efficiently presenting course materials. I developed the F.A.C.U.L.T.Y. S.T.A.R.S. framework to showcase a two-pronged strategy for online faculty members. The F.A.C.U.L.T.Y. prong is external. The S.T.A.R.S. prong is internal and allows you to self-reflect. These are the teaching strategies you may find helpful and hopefully encourage you to think of additional practices for each component.

F.A.C.U.L.T.Y. – External to Students

F – Facilitate Lively Discussion

University of Arizona Global Campus students are adults who bring a wealth of ideas and experiences to discussions. Encourage students to share workplace examples as well as sharing your own personal and professional experiences. The more varied perspectives allow students to understand concepts better and see how they are applied in the real world.

A – Assess Learning with Classroom Assessment Techniques

Utilizing formative (non-graded) assessment techniques allows you to assess learning at intervals during the course. Many techniques easily fit into the online environment, for example:

- asking students to summarize the week's concepts in one sentence.
- a muddiest point thread for students to ask for clarification on weekly concepts that remain unclear and
- classroom opinion polls in preparation for potentially controversial discussions (Angelo & Cross, 1993).

Real-time assessment of student understanding and learning allows you to focus on topics that need additional explanation and then move forward when you establish students have an adequate level of understanding.

C – Cultivate a Learning Community

Especially in the online learning platform, some students tend to feel more isolated than others. Encourage students to network with classmates, join U.A.G.C. student organizations, and utilize the Student Support Center services. A feeling of community bridges gaps, reinforces commonalities, and brings everyone closer together.

U – Uphold University Policies and Procedures

UAGC has faculty requirements, policies, and procedures in place to ensure we support students and institutional processes successfully.

L – Learning Style Focus

Students differ in how they learn best. Establish discussions and class activities that incorporate visual, verbal, auditory, kinesthetic, social, and solitary styles. The variety keeps everyone involved and engaged with a "something for everyone" component.

T – Theory to Practice

It is essential for faculty members to reinforce the blending of theory and practice constantly in career-based education. Emphasizing the relevance of all course concepts is another tactic that keeps students engaged so they see theories in actual workplace practice.

Y- YouTube and other Supplemental Materials

Each course comes with required textbooks and readings; however, adding supplementary materials allows you to make the course your own. Utilizing YouTube videos and other supplemental materials allows each course a measure of uniqueness and provides students with an insight into your specific course content interests.

S.T.A.R.S. – Internal to Faculty

S – Sustain Your Enthusiasm throughout the Course

One key benefit of the online, asynchronous learning environment is that you (and the student) log on when it is convenient. Make sure your tone is always upbeat since students tend to model you. If you are excited about the course content and it comes through in your posts, the excitement is catching.

T – Take a Break to Renew and Refresh

While we all love teaching, and enjoy the feeling of giving back, it is important to take a break to renew and refresh. Feeling overly tired and overworked or frustrated tends to come across in our posts and feedback. Faculty schedulers ask if you want to accept a class because they realize other obligations or the need to take a break may mean occasionally, you say "no" to a course offering. Take the time to recharge your own mental and physical batteries so you come back as the best version of yourself.

A - Achieve Synergy by Networking

Just as students feel isolated in the online environment, so do faculty. Please take the opportunity to reach out to colleagues during the professional development programs we attend every time we teach. Get to know your faculty support individual, your scheduler, your Dean, as well as other faculty colleagues. The synergy achieved through camaraderie becomes priceless.

R – Review and Update Materials Regularly

It is a great feeling after teaching a class for the first time – you now have an array of posts and materials for future sections of that course. However, use your current materials as a foundation and strive to update and incorporate current events and new materials to keep the course up-to-date and fresh for you so *you* do not become bored.

S – Strengthen Skills

It is important to always stay "on top of your game." Read the current, scholarly literature in your field, attend academic and professional conferences and publish, brush up on A.P.A. or other skill sets, and participate whenever possible in the U.A.G.C. professional development programs. Demonstrate to your students you are a life-long learner.

The F.A.C.U.LT.Y. S.T.A.R.S. framework is a platform for faculty to establish teaching practices and self-reflect. It is meant as a starting point, one where you can add your ideas under each component and built a personalized commitment to excellence in teaching.

References

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). Jossey-Bass.

PRACTICE HUMILITY BUT "STICK TO YOUR GUNS"

Lindsay Larimore, Associate Faculty, Academic Engagement Center

According to the Cambridge Dictionary, the idiom "stick to your guns" means "to continue to have your beliefs or continue with a plan of action, even if other people disagree with you." We are professional educators, and we know how to do our job. The best of us take the time necessary to understand our students' writing and then critically evaluate their work so appropriate grades are assigned. However, at times when strong-willed students want to argue the grade we assigned was unfair or inappropriate, we need to patiently and graciously "stick to our guns" because we know what we are doing, and we respect the work we do.

Earlier this year, I had an exceptional student in my entry-point course. She was articulate, a working professional, engaged with her classmates and me, and consistently produced high-quality work. However, upon receiving her less-than-A+ grade with my detailed feedback, which included comments added to the rubric as well as a descriptive summary comment on her Week 3 Discussion post, she boasted she had *never* received such a "low" grade on any of her assignments from her previous college professors, implying I had made a mistake.

She was upset and could not understand why she lost a few points. Despite my lengthy, respectful clarifications and affirmations, she was unwilling to accept critical feedback. Seeing that I was getting nowhere with her, I proposed this idea: I would submit her work to my superior (course Lead or full-time faculty) to get their feedback on her discussion, and if they graded her higher than I did, I agreed to change and improve her score. I had no problem learning from those in authority, and I wanted to model this to her. She was satisfied with this option.

As it turned out, two of my superiors ended up reviewing her work, and they were thoroughly supportive of my evaluation. One superior graded her the same as I did (found the same prompts underdeveloped), but the other graded her *lower* because her post had not met the minimum word count requirement. I had completely overlooked that requirement because her writing was always so eloquent! Within 24-hours, I responded to the student again with details regarding the additional feedback my superiors had provided. Rather than lower her grade due to the insufficient word count, I said I would leave her grade "as is" because it was both

justified and accurate. Furthermore, I encouraged her to be more open-minded about receiving critical feedback in the future, especially since "self-regulation" and "metacognition" were the concepts in discussion for that week.

Did this student end up hating me because I did not raise her grade? No, she did not. Instead, she respected me because of the way I handled her concerns. These were the words she shared with me in our Week 5 Discussion: "BTW, you are an excellent teacher and leader because you take into consideration your student's concerns without patronizing or ridiculing them as so many others are prone to do. I appreciate that and the additional learning resources you provide for us for further personal development. That shows that you do care about your students and have their best interests at heart, which makes you a master teacher in my book."

Situations like this one are rare, but still, we must respect the work we do by standing by our initial evaluation if there is no good reason to change a grade. You are a professional educator, and you do good work, so "Stick to your guns!"

HOW TO INCREASE ONLINE STUDENT RETENTION UTILIZING MACHINE LEARNING

Yamil Guevara, Associate Faculty, Department of Organizational Studies

Distance Educational Deficit

It is no secret universities struggle with enhancing student retention in online courses (Cochran et al., 2014). Many have employed numerous retention strategies to combat head-on rising withdrawal rates (Cochran et al., 2014). Despite numerous retention strategies aimed at engaging online students, the rising tide of withdrawals persists (Leeds et al., 2013). It has been determined that the withdrawal rate for online courses is significantly higher than traditional face-to-face courses (Merena, 2006). The stark differences between the graduation rates of online students versus traditional students have been dubbed the "distance educational deficit" (Simpson, 2013, pg. 1) due to the fact that institutions that specialize in delivering online education experience "less than one-quarter of the graduation rates of conventional institutions" (Simpson, 2013, pg. 1). The educational deficit is so significant that it has led some scholars to ask themselves, "are we failing our students?" (Simpson, 2013, pg. 1).

Online Student Characteristics

Are there common characteristics of online students that would serve as predictors of future academic performance? A research study on the variables that influence the withdrawal rate in online courses indicates that such characteristics do indeed exist (Shaw et al., 2016). The research study results indicate "that verbal and physical learning styles and personal attributes such as procrastination increase the likelihood for attrition" (Shaw et al., 2016, pg. 211). This research study isn't isolated in determining that online students share common characteristics that serve as predictors of academic performance. In a

research study published in the American Journal of Distance Education, Dr. Pamela A. Dupin-Bryant (2004) concludes that "cumulative grade point average, class rank, number of previous courses completed online, training in Internet searching, operating systems and file management training, and Internet applications training" (p.1) are variables directly related to online student retention. These research studies indicate online students share common characteristics that can serve as predictors of academic performance.

Since online students share common characteristics that can serve as predictors of academic performance, it would be of immense benefit for all stakeholders to identify these characteristics. Identifying these characteristics would serve to build a profile of online students who would be at risk of failing once they start online courses. This profile would enable universities to be proactive by providing academic support to online students who would be at risk of failing before these students log into their first online course and during their first academic year. Therefore, instead of being reactive to student failure, universities would be proactive by preventing student failure.

Big Data in Higher Education

Universities have been accumulating massive longitudinal data on their students' database systems (Daniel, 2015). The spectrum of information in these database systems is not limited to grades and encompasses information on "sentiments, social connections, intentions, and goals" (Daniel, 2015, pg. 912). As a result, online students who complete online courses leave a massive trail of personal information that includes, but is not limited to, personal biographies, personal perspectives on sensitive social issues, social connections or the lack thereof, and much more. This massive amount of longitudinal data is often referred to as big data (Daniel, 2015). Big data is therefore composed of hundreds of variables and thousands of individual observations on each student. Due to the complexity and size of big data, selecting a quantitative method designed to identify the common characteristics of online students that would serve as predictors of future academic performance must be done carefully.

Machine Learning in Higher Education

Several quantitative methods effectively identify characteristics of online students that can serve as predictors of academic performance. The quantitative method utilized in the research study on the variables that influence the withdrawal rate in online courses was multiple regression analysis (Merena, 2006). Multiple regression analysis is a useful statistical method if the independent variable count is less than five (California State University Long Beach, n.d.). However, suppose the independent variable count exceeds five. In that case, the problem of multicollinearity may present itself (California State University Long Beach, n.d.), which has the potential to leading to erroneous conclusions (Weaving et al., 2019). Therefore, since big data is composed of more than five independent variables, it is necessary to utilize an alternative quantitative method to identify the characteristics of online students that can serve as predictors of academic performance.

Machine learning algorithms are utilized to predict the effectiveness of cardiac resynchronization therapy (Hu et al., 2019), obesity (Gerl et al., 2019), physiological states of the stomach such as retching

and emesis (Nanivadekar et al., 2019), and much more. Among the most popular machine learning algorithms are Classification and Regression Trees (CART) (Brownlee, 2019). Classification and Regression Trees are more commonly referred to as Decisions Tree algorithms, and they "can be used for classification or regression predictive modeling problems" (Brownlee, 2019, pg. 1). A classification tree algorithm can learn from a large and complicated dataset (Song & Lu, 2015) of independent categorical and or continuous variables to make predictions on dependent binary or nominal variables (Tan et al., 2018). Likewise, a regression tree algorithm has the capacity to learn from a large and complicated dataset (Song & Lu, 2015) of independent categorical and or continuous variables to make predictions on continuous dependent variables (Tan et al., 2018).

As a direct result of the capacity for Classification and Regression Trees to make predictions based on a large and complicated dataset (Song & Lu, 2015), they are more appropriate for the task of identifying the characteristics of online students that would serve as predictors of future academic performance. Because of this reason, Classification and Regression Trees should be the machine learning algorithms of choice when identifying the characteristics of online students that would serve as predictors of future academic performance.

R Statistical Computing Software

Thus far, a distance educational deficit has been identified as a significant problem in online education. A practical solution to this deficit is to build a profile of online students who would be at risk of failing once they start their online courses by identifying their common characteristics. Once this profile is built, then universities would focus their student support resources on these online students in a concerted effort to prevent them from failing. Numerous quantitative methods can be utilized to identify the common characteristics of online students at risk of failing. One of those quantitative methods is multiple regression analysis. Unfortunately, multiple regression analysis has a significant limitation, and it is the fact that it is not appropriate for large and complicated datasets. The most appropriate quantitative method to analyze significant and complex datasets is machine learning. The machine learning algorithms best suited for the task of identifying the common characteristics of online students who would be at risk of failing are Classification and Regression Trees (CART).

R is a state-of-the-art statistical computing software that is freely available for download and use as part of the R Project (r-project.org, n.d.). R has an immense library of algorithm packages that are versatile in their functionality. One of these packages is rpart. The package rpart is a highly sophisticated Classification Tree machine learning algorithm package whose functionality includes the creation of classification, regression, and survival trees models. The rpart package was employed on a simulated graduate student admission dataset (Acharya et al., 2019) to create a machine learning model to build a student profile at risk of failing their online graduate program prior to starting their first online course. The resulting machine learning model is discussed in the proceeding section.

At-Risk Student Profile

The machine learning model depicted in Figure A predicts that the online graduate students who would be at risk of failing once they start their online courses are those with (1) a TOEFL score of less than 102 and (2) a Change of Admit rating of less than 0.6. Suppose an online graduate student fits this profile. In that case, the university must focus its student support on this online graduate student in a concerted effort to prevent the imminent failure of this student. By strategically focusing on this online graduate student, the university would proactively prevent failure instead of dealing with failure after the fact.
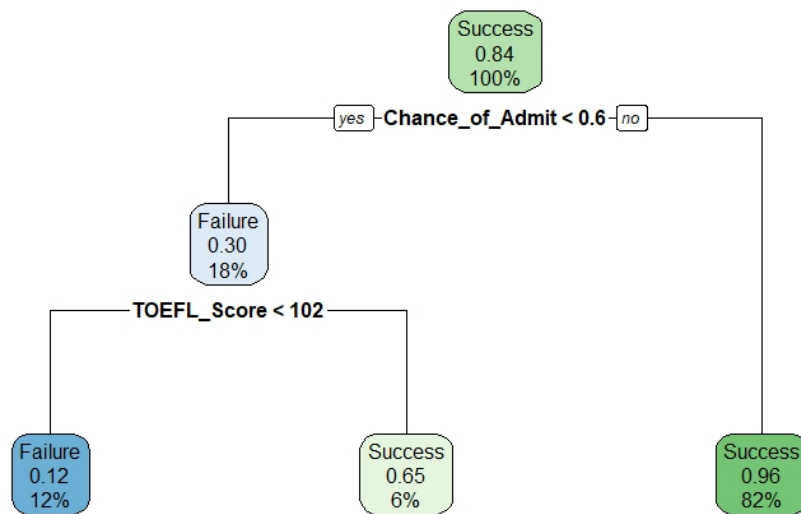
Figure A

This machine learning model also predicts that the online graduate students who would be borderline at risk of failing once they start their online courses are those with (1) a TOEFL score of greater than 102 and (2) a Change of Admit rating less than 0.6. Therefore, if an online graduate student fits this profile, the university should offer academic support to ensure academic success.

Recommendation for Improving Online Student Retention

Instead of reacting to student failure, universities must become proactive in preventing student failure. Universities must utilize machine learning to identify online students at risk of failing their programs once they start their programs. The statistical computing software R and its package rpart are freely available. Universities must take advantage of this powerful software to create machine learning models that will reveal the characteristics of online students who are at risk of failing their programs before they even step into their first course.

YouTube Video Demonstration

A video demonstration of each step involved in creating a machine learning model using R programming is found on Dr. Yamil Guevara's YouTube Channel (Guevara, 2019). The title of the video demonstration is Machine Learning in Education.

References

Ben Daniel. (2015). Big Data and analytics in higher education: Opportunities and challenges. British Journal of Educational Technology, 46(5), 904–920. https://doi-org.proxy2.library.illinois.edu/10.1111/bjet.12230

California State University Long Beach. (n.d.). Multiple Regression. Retrieved on October 26, 2019 from https://web.csulb.edu/~msaintg/ppa696/696regmx.htm

Cochran, Justin, Campbell, Stacy, Baker, Hope, and Leeds, Elke. (2014). The Role of Student Characteristics in Predicting Retention in Online Courses. Research in Higher Education, 55(1), 27–48. https://doi-org.proxy2.library.illinois.edu/10.1007/s11162-013-9305-8

Dan Weaving, Ben Jones, Matt Ireton, Sarah Whitehead, Kevin Till, and Clive B. Beggs. (2019). Overcoming the problem of multicollinearity in sports performance data: A novel application of partial least squares correlation analysis. Retrieved on October 26, 2019 from https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0211776

Dupin-Bryant, P. A. (2004). Pre-entry variables related to retention in online distance education. American Journal of Distance Education, 18(4), 199-206.

Gerl, M. J., Klose, C., Surma, M. A., Fernandez, C., Melander, O., Männistö, S., … Simons, K. (2019). Machine learning of human plasma lipidomes for obesity estimation in a large population cohort. PLoS Biology, 17(10), 1–25. https://doi-org.proxy2.library.illinois.edu/10.1371/journal.pbio.3000443

Hu, S.-Y., Santus, E., Forsyth, A. W., Malhotra, D., Haimson, J., Chatterjee, N. A., … Lindvall, C. (2019). Can machine learning improve patient selection for cardiac resynchronization therapy? PLoS ONE, 14(10), 1–13. https://doi-org.proxy2.library.illinois.edu/10.1371/journal.pone.0222397

Jason Brownlee. (2019). Classification And Regression Trees for Machine Learning. Retrieved on October 26, 2019 from https://machinelearningmastery.com/classification-and-regression-trees-for-machine-learning/

Leeds, E., Campbell, S., Baker, H., Ali, R., & Crisp, J. (2013). the impact of student retention strategies: An empirical study. International Journal of Management in Education, 7(1/2), 22–43

Merena, P. S. (2006). Increasing retention in online distance education courses (Order No. 3221128). Available from ProQuest Dissertations & Theses Global: Social Sciences. (305323888). Retrieved from https://search-proquest-com.proxy2.library.illinois.edu/docview/305323888?accountid=14553

Mohan S Acharya, Asfia Armaan, Aneeta S Antony. (2019). A Comparison of Regression Models for Prediction of Graduate Admissions, IEEE International Conference on Computational Intelligence in Data Science 2019.

Nanivadekar, A. C., Miller, D. M., Fulton, S., Wong, L., Ogren, J., Chitnis, G., … Horn, C. C. (2019). Machine learning prediction of emesis and gastrointestinal state in ferrets. PLoS ONE, 14(10), 1–20. https://doi-org.proxy2.library.illinois.edu/10.1371/journal.pone.0223279

Pang-Ning Tan, Michael Steinbach, Anuj Karpatne, and Vipin Kumar. (2018). Introduction to Data Mining (Second Edition). Pearson

r-project.org. (n.d.). The R Project for Statistical Computing. Retrieved on June 1, 2021 from https://www.r-project.org/

Shaw, Melanie, Burrus, Scott, and Ferguson, Karen. (2016). Factors that Influence Student Attrition in Online Courses. Online Journal of Distance Learning Administration, 24–31. Retrieved from http://search.ebscohost.com.proxy2.library.illinois.edu/login.aspx?direct=true&db=eft&AN=119845389

Simpson, Ormond. (2013). Student retention in distance education: are we failing our students? Open Learning, 28(2), 105–119. https://doi-org.proxy2.library.illinois.edu/10.1080/02680513.2013.847363

Song, Y. Y., & Lu, Y. (2015). Decision tree methods: applications for classification and prediction. Shanghai archives of psychiatry, 27(2), 130–135. doi:10.11919/j.issn.1002-0829.215044

William Cope and Mary Kalantzis. (n.d.). Recursive Feedback - Evaluative Dimensions of Learning. Retrieved on November 24, 2019 from https://cgscholar.com/community/community_profiles/hrd-572-fa19-edd-59659/community_updates/108373

Yamil Guevara. (2019). Machine Learning in Education. Retrieved on November 24, 2019 from https://www.youtube.com/watch?v=Q6MnAhwm-LQ&t=14s

BUILDING ACADEMIC COMMUNITY

A TRIBUTE TO DR. GLORIA ZÚÑIGA Y POSTIGO, ASSOCIATE PROFESSOR AND CORE FACULTY, PHD ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP

Gloria Zúñiga y Postigo, Associate Professor, passed away on March 31, 2021. UAGC honors her contributions to scholarship and teaching in her field, her dedication to her students, and – most importantly - her friendship to and collegial support of fellow faculty and staff.

Gloria was born in 1968 in Arequipa, Peru. In 1986, she moved to the United States, where her sister and three brothers were already living. Gloria attended California State University East Bay to complete a bachelor's degree and master's work in business economics. She earned her PhD in Philosophy from the University at Buffalo, New York, where her work was influenced by the turn-of-the-century Austrian philosophical tradition and theoretical economic thinkers. Later, she completed a post-doc in social and political philosophy at the Acton Institute in Grand Rapids, Michigan. A proficient speaker of four languages (English, Spanish, French, and German), Gloria completed international studies with prominent philosophical scholars, including John Searle at the University of California Berkeley and Rudolph Lüthe at the Universität Koblenz-Landau, where she conducted dissertation research on a DAAD Fellowship.

Gloria began her teaching career at Grand Valley State University in Michigan in the early 2000s. In 2009, she joined Ashford University as full-time faculty in the College of Liberal Arts. After transitioning to the Department of General Education, Gloria became the first Core Faculty member in the PhD program in Organizational Development and Leadership (PhD ODL) at the end of 2019. In this role, Gloria was responsible for the doctoral course in business and professional ethics, taught doctoral in-residence courses, and served on dissertation and ADP committees. She was instrumental in building the PhD ODL program, notably working to strengthen teaching practices among associate faculty.

A frequent contributor to the fields of philosophy, ethics, business, and economics, Gloria is the author of nearly 20 peer-reviewed publications on topics ranging from ontology and phenomenology to critical thinking and social order. She received several rewards recognizing her professional excellence, including the 2015 and 2017 Ashford University Faculty Scholarship Awards. Gloria was a member of the American Philosophical Association, the Society for Business Ethics, and the Edith Stein Circle.

Gloria met her husband, Jacob Arfwedson, in 1996 in Vienna, Austria; they subsequently were reunited in 2013 in Jacob's home country of

Sweden and married in September of 2014. Gloria and Jacob split their time between Brussels and Detroit. She is survived by Jacob, her sister Lola, two brothers, Lucho and Gherardo, and three stepchildren, Anne-Sophie, Jonas, and Elias.

Gloria's UAGC colleagues remember her as demanding, dedicated, and cheerful teammate whose scholarly interests and work ethic demonstrated the highest level of integrity and an incredibly productive mix of academic rigor, administrative acumen, and empathy that ensured the success of her students and her colleagues. We will miss Gloria's cheerful nature, her friendship, and her sound academic contributions.

A memorial service in Gloria's honor will be held later in July in the Dallas-Fort Worth area. A video link to the service will be provided. At a later date, Gloria's remains will be reunited with those of her parents in Peru.

Rest in Peace, Gloria.

THREE REASONS TO GIVE PODCASTS A LISTEN

Dr. Heather Frederick, Associate Faculty and Methodological Reader, Department of Behavioral Sciences

I was a statistical outlier. Last year when my niece suggested I start a podcast, I had only a vague idea of what one was. "Come on, Aunt Heather, it's like a YouTube without the video." My niece went on and on. She claimed podcasts had changed her life for the better. Always looking for ways to enhance my life and the lives of my students, I decided to check out what all the hoopla was about. After a bit of research (and downloading some episodes for a lengthy car trip), I was hooked!

Podcasts seem to be taking the world by storm, and their popularity continues to grow. As of April 2021, there are over 2 million podcasts shows and over 48 million episodes. According to researchers, the people consuming these shows can be described as loyal, affluent, and educated.

Some fun facts about podcasts:

- 50 percent of all US homes are podcast fans
- Podcast listeners listen to an average of 7 different shows per week
- Most people consume a podcast through their smartphone while at home
- South Korea leads the world in the percentage of people who have listened to a podcast in the past month (58 percent)
- Slightly more men (56 percent) than women (44 percent) listen to podcasts
- Comedy is the most popular genre, followed by education and news

Not on the podcast bandwagon? Here are three reasons to give podcasts a try (or if you are already an avid fan, to keep on listening!)

Podcasts make you smarter. A good podcast will allow you to learn from the experts. Plus, researchers have found the brain is more active when listening to podcasts compared to watching TV (and it's no secret that too much screen time isn't good for you).

Podcasts expand time. A good podcast allows you to learn *and* be entertained WHILE you are doing something else, effectively expanding time. So go on! Stop being held captive by your computer (have you heard that sitting is the new smoking?) and listen at the same time you walk, shop at the farmer's market, cook a healthy meal, or heck, while relaxing in your backyard soaking up some Vitamin D! No need to take notes, most podcasts have show notes that capture the key information available for reference later if needed.

Podcasts are a portal to your tribe. A good podcast will satisfy a basic human need: Connecting with others. When you find a show that resonates with you, it's as if you've been delivered your tribe on a silver platter. Most podcasts have websites and other ways to connect with listeners via other social media platforms or private communities.

Wondering how to find a good podcast? Look no further. Below is a list of UAGC faculty who have taken the plunge and are bonified Podcast Hosts. Happy Listening!

The Happy Doc Student Podcast

Feeling alone, frustrated, confused? Thinking of throwing in the towel? Founded on the belief that you can realize your dream of becoming a doctor with your sanity, health, and relationships intact, the Happy Doc Student Podcast delivers weekly inspiration through academic wisdom and esoteric insight. The creator and host, Heather Frederick (Ph.D.), has over 20 years of experience working with students and faculty at the doctoral level and loves interviewing experts who can make a difference in how students experience their reality. It's no secret that the doctoral journey is difficult, but you're not alone; join us and put more JOY in your journey! Learn more and access free downloads at: www.ExpandYourHappy.com

[Early Childhood Chatter Podcast](#)

Dr. Tisha Shipley and Dr. Stephanie Heald are the creators and co-hosts of the podcast [Early Childhood Chatter,](#) which went live in 2020. A new, relevant, and inspirational episode centered around an important topic aligned to early childhood education is released every other Wednesday. Currently, there are 20 engaging, creative, informative, and exciting episodes for all people working with young children. Each podcast is timed to about 10 minutes in length so that educators, parents, administrators, or daycare providers can listen to a new and practical idea that they could use in their classroom or with their child at home. Featured guests on the podcast have a passion for working with children and families and give their insight on topics and strategies that have worked for them when teaching and engaging with students. At the end of each episode, the speaker leaves the listeners with three key takeaways and one challenge to focus on.
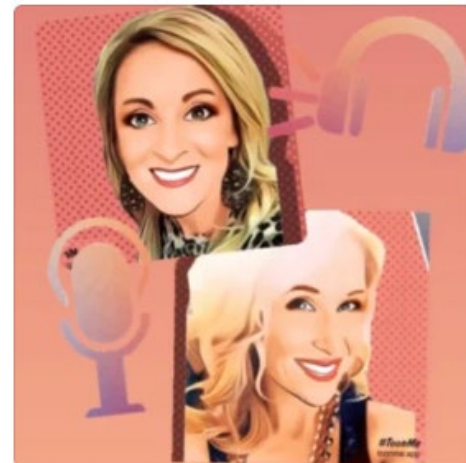
[Holding the Ladder in Sport and Leadership](#)

Dr. Tim Rice launched Holding the Ladder in Sport and Leadership launched in January 2021. Prior to this launch, only one sport leadership podcast was 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. 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. A new episode launches at 12 AM CT 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 would be a great guest at Timothy.Rice@uagc.edu.

IT TOOK A PANDEMIC TO SHIFT MY PARADIGM

Mary Leoson, Associate Faculty, Academic Center for Engagement

I am not new to the world of online learning. I have been teaching for more than thirteen years in person and about eleven online. But what I learned from the pandemic that dramatically shifted my in-person classes to the world of Zoom has completely changed the way I view teaching online.

Pre-pandemic, I kept the worlds of face-to-face and online instruction separate. Sure, we used Blackboard as a supplement for in-person classes to store weekly PowerPoint presentations and have students submit work. I even taught a few hybrid courses that required discussion board posts, but these worlds were not thoroughly integrated. If I'm honest with myself, I had different rules for students in both worlds because I'm a "softy." I would usually accept late work from in-person students and rigidly hold the line with online students, falling back on institutional rules for asynchronous classrooms.

It's not that I was consciously trying to hold online students to a different standard consciously. It came down to that, as an adjunct, I am simply stretched too thin to allow for late work submissions across the board. It is easy to hold students accountable for due dates (giving the institutionally designed grace periods for late work) in the online forum because I have less human contact with those students. But herein lies the problem. If I am not empathizing with those students in the same way that I am with my in-person students, I'm not serving them as I want to—I'm not embodying the teacher I want to be.

So, I am doing some hard work to narrow the gap between how I approach my teaching responsibilities in these two forums. For the past year, I have been working on a doctorate in English Pedagogy (Literature focus) at Murray State University, reflecting upon the curriculum and engaging students in writing, reading, and discussing texts. I have also earned an Effective Online Teaching Practices Certificate from the Association of College and University Educators (ACUE), a professional development program offered in conjunction with Cleveland State University, where I teach for their English Department. This training from ACUE invited me to think about various aspects of interacting with students in the online environment, both synchronously and asynchronously. In conjunction with the school of hard knocks resulting from an influx of traditional students into my Zoom classroom, this training has resulted in the take-aways I offer to you here.

First, there are ways to show up with even more presence in the classroom than I thought; even though I have taken the training and taught about COI (Community of Inquiry - teacher presence), I still found more ways to do this (Catellanos-Reyes, 2020). For example, I record videos for my students that explain things I often take for granted - such as why discussion forums are essential in the online learning environment. Watch that video here.

Second, while my in-person students get to know me very well, including stories about my own life (like the antics of my dogs and the difficult road I traveled as a young single mom to graduate from college), **my online students only see those stories as posts.** I have an introduction video with pictures and music, but it's not the same as meeting me in person. So, I have begun to supplement with more videos, especially when I offer feedback that might make students feel they are not doing well. This is an example I use for a local community college where extra credit is allowed.

Third, Zoom has become a second home for me and offers lots of possibilities for interaction. Some students are hungry for interpersonal contact, and their learning process can benefit from it. As an informal experiment, I tried hosting optional Zoom meetings for two asynchronous online classes at a local community college (one English Comp 1 class and one advanced psychology class). The students overwhelmingly stated how much they appreciated the gesture; while many did not show up in real-time, they did watch the recorded meetings I posted. In addition, they said it helped with their sense of community in general and seeing me as a human being rather than a grading robot (we've all heard that one before, I'm sure).

Fourth, I have simply got to keep learning and growing, adapting and changing the way I see things. If I don't, I will not serve students to the highest degree possible. I'm not a superhero—I have limits, and there will be times when I must hold the line when I must say no to make-up work and late submissions. But I need to reflect on these decisions more profoundly, and I don't want it to take a pandemic to realize that I am too rigid. I want my online students to feel the same sense of warmth and welcome that I offer to my in-person students, and with a little more effort, I can continue to narrow that gap.

Learn more about recording videos for the classroom

Learn more about The Association of College and University Educators (ACUE) training.

Mary Leoson teaches composition, literature, film, creative writing, and psychology courses in the Cleveland area and online. She holds an MFA in Creative Writing (Fiction), an MA in English, an MS in Psychology, and a Post-Master's Certificate in Adult Education. She is working toward a Doctorate in English Pedagogy at Murray State University. You can learn more at www.maryleoson.com. Feel free to connect through Linked In or Twitter.

References

Catellanos-Reyes, D. (2020). 20 years of the community of inquiry framework. *TechTrends, 64*, 557-560.

RETURNING TO ACADEMIA AFTER 30 YEARS

Dr. Andrew Beran, Associate Faculty, Department of Organizational Studies

After completing my undergraduate degree, which I was much too young to appreciate fully, and my graduate degree in business, which I rushed to complete so I could get a job and start to support my family, I started my career: first as an executive with Intel and then as a serial entrepreneur growing and selling businesses. For over 30 years, I enjoyed success in business and with my family.

After selling my last business, I had the chance to take on a new challenge. In my family, the absence of a doctoral degree left me lonely and jealous of my siblings and my children. So it was time to return to the classroom.

Four years ago, I decided to enroll in a doctoral program. If I managed to complete it, I hoped it would allow me to explore my passion for senior transportation and technology in the form of a dissertation on how older adults would accept and adopt shared autonomous vehicles. I also hoped it would enhance my value as a consultant and provide me with the needed credentials to teach.

Spoiler alert, I did complete the program and the dissertation, and earlier this year, I was awarded a doctorate in business administration. Along the way, I learned a few lessons:

1) Academia lives by its standards. I had never heard of APA and never formatted a citation or reference beyond copying a URL or two. At first intensely resistant, I eventually became a master of APA, spanning three manual editions in my studies. Now I feel almost physical pain when I see missed commas or misplaced parentheses.
2) In business, I rarely relied on the published expertise of others, and the more senior I became, the more I became the expert. In academia, I learned that we truly do stand on the shoulders of giants (which quote I will attribute to Isaac Newton in 1675). As a result, academia has humbled me, at least a little. I don't feel comfortable unless I'm connected in real-time to Google Scholar. Thank goodness they don't charge by the search yet.
3) Critical thinking became almost second nature to me and a constant annoyance to my patient spouse and friends. I lost the ability to read for fun. I challenge everything, marveling at the lack of demonstrated research and data-based reporting, even in our local newspaper. When my daughter gave me a t-shirt that reads, "I have a doctorate, so let's save time and just assume I'm right," I knew I had completed the transition.

My well-honed, bottom-line, profit-generating motivations shifted almost entirely to counting paragraphs and railing at the anti-competitive nature of Grammarly. I measured myself and my progress not by people hired, deals closed, or customers won, but by grades, feedback, error corrections, and the logical flow of my stilted arguments.

Graduation brought a validation of the journey and my evolution from business to academia. I proudly insert "Dr." in my correspondence and happily steer my OMM622 students to greater compliance with APA. I feel I am better able to appreciate the struggles of my students, not just as their teacher but as a fellow traveler. I also can show a little grace and tolerance for their bumps along the road. I internalize their issues, encourage their efforts, and try to give them a sense that there is, really, a light at the end. For their sakes, I hope it doesn't take them 30 years, but even if it does, it will be worth it.

WELCOME NEW FACULTY!

Dr. Alisher Akhmedjonov

My name is Alisher Akhmedjonov. I received my Master of Arts in Economics from the University of San Francisco and my Ph.D. in Policy Analysis from the RAND Graduate School. My teaching interests include microeconomics and macroeconomics. I emphasize critical thinking and problem-solving in my classes. My research interests are in the areas of applied microeconomics, development, and transition economics. My publications can be found in Applied Economics, Economic Modelling, Economics Letters, Applied Economics Letters, and Eastern European Economics. My research has been presented at various international conferences, and I am currently an Associate Editor of the Journal of Applied Economics and Business Research.

Dr. Mark Arcuri

I am so excited to be part of the UAGC family! I come to UAGC as a former University of the Rockies faculty member, where I loved teaching in the PsyD Sports Psychology and Health and Wellness Psychology specializations. My assignments here at UAGC are in the same programs. My background is in clinical psychology, and specifically integrative mental health. I am currently completing a two-year fellowship at the Academy of Integrative Health & Medicine in San Diego and formerly completed a six-month interdisciplinary fellowship at the Andrew Weil Center for Integrative Medicine in Tucson. My greatest joy is bringing a biopsychosocialspiritualenvironmental perspective to my students, my clients, and my life! I am a published author in the self-help genre and academic chapters related to integrative health and herbal medicine. I love presenting virtual and onsite seminars and workshops wherever I may be called. Other teaching appointments include Walden University and Southern New Hampshire University. I call Santa Fe, NM, home and spend as much time as possible in Querétaro, MX, and I love traveling anywhere to experience the richness of the people, foods, wines, and local culture.

Dr. Anastasia Asare

I am originally from Ghana, West Africa, and an associate faculty member currently teaching BUS105 for UAGC. I am an avid learner and teach or engage with individuals from diverse backgrounds. I hold a Master of Science degree in GIS from Southern Illinois University Edwardsville, and I am also a doctoral student pursuing a Ph.D. in Global Leadership and Organizational Management. I enjoy traveling, cooking, Zumba lessons, and entertaining friends and family in my spare time. I am happy to be a part of the UAGC community!

Dr. Mark Baylor

Hello, I am Dr. Mark Baylor. My international business experience includes Southeast Asia/Pacific, Latin America, Europe, and the Middle East. I have traveled to over 70 countries, lectured, published articles, and been an executive, consultant, arbitrator, and college instructor. My 30 years of teaching and lecturing experience includes undergraduate and graduate students at several colleges and universities. My business career involved the logistics and global marketing of commodities, industrial raw materials, and transportation services for private and public trading companies, including responsibility in the formation and operation of a shipping company. I began work as a college student on the piers of Philadelphia. I advanced to hold the title of Vice President of a Fortune 100 company, two private international trading companies, and CEO of a U.S subsidiary of a European-based shipping company. My instructional model emphasizes three areas of learning: conceptual learning, applied learning, and creative learning. My goal for my students is to have them successfully challenge their thinking on class topics and working in collaborative partnerships. I have regularly taught courses in Entrepreneurial Studies, International Marketing, International Business, and related marketing and management courses. My consulting work is specifically designed to the client needs and has involved entrepreneurial and intrapreneurial strategies, operational and informational productivity improvements, and customer-based marketing enhancements. Improvements have all positively affected bottom-line results. I received my MBA from Drexel University and Ph.D. from the University of Delaware. In addition to consulting and teaching, I enjoy the opportunity to spend time doing landscape and vegetable gardening, beekeeping, hiking, kayaking, and learning to play guitar.

Dr. Germika Brandon

I am an associate faculty in the Nursing program at the University of Arizona Global Campus, currently teaching NUR 300 Professional Role Development and Practice in Nursing. My career experience includes Emergency Room and Intensive Care Unit (ICU) practice settings and nursing leadership roles at Level 1 Trauma hospitals. I completed a Ph.D. in Nursing (2021) and earned an MSN – Nursing Education (2011), both from Walden University and a BSN at Grambling State University (2007). My dissertation detailed quantitative research analysis to discover job satisfaction among generational cohorts (Generation X and Millennials) in nursing practice. I enjoy teaching didactic nursing courses and teaching students how to safely practice nursing using in-person and virtual high, medium, and low fidelity simulation. I have taught in ADN, BSN, and MSN nursing programs both on-ground, virtual, as lead faculty, simulation coordinator, clinical and online adjunct positions. I am excited to join the University of Arizona Global Campus faculty!

Dr. Deena Fahmy

My name is Deena Fahmy. I received my bachelor's degree in economics from American University and an MA degree from Wayne State University in Michigan. I am a Ph.D. candidate in Economics. I have been teaching since 2002. I am fortunate to experience both traditional and online settings. I am even more fortunate to get the opportunity to teach in the United States and Canada. I am honored to start my teaching career at UAGC. I love teaching and interacting with my students. I love watching them graduate and move on with their plans. Some of them keep in touch with me even years after we meet.

Jeanette Goodwin

Hello! My name is Jeannie Goodwin, and I am excited to be a part of the UAGC family! I am an associate faculty member of the Forbes School of Business teaching accounting. I am a CPA and a CFE. I earned my bachelor's degree in Accountancy from Indiana University South Bend and my master's degree in Business Administration from Texas A&M University-Commerce. I have been in the accounting profession for over 25 years and have worked in several industries, including public accounting (Deloitte), private industry, and the government sector. My exposure in industry comes in banking, construction, education, healthcare, and manufacturing. I had the opportunity to hold bookkeeper positions, payroll/benefits coordinator, auditor, finance manager, and controller throughout my career. Most recently, I was the controller for a subcontractor in the construction industry. I have had many opportunities to teach and

provide training in my accounting career. I have been teaching at the collegiate level for about seven years. I teach managerial accounting, financial accounting, advanced topics in financial accounting, financial statements analysis, payroll, and fraud investigations. I am a member of the American Institute of Certified Public Accountants, the Michigan Association of CPAs, and the Association of Certified Fraud Examiners. I have been married for 22 years and have three children. My son is 18 years old and attending the University of Michigan in Ann Arbor, and twin 15-year-old girls who will start their sophomore year in high school this fall. I look forward to working with all of you!

Dr. Laura Green

I am an Associate Faculty in the Department of Behavioral Sciences teaching PSY 630 Psychopharmacology. My educational background includes a doctoral degree in psychology and a master's degree in school counseling and guidance. Since grade school, my professional goal was to be a teacher. I began my educational journey studying to be a teacher for the deaf and then teaching in the K12 setting for seven years. In 2005, I accepted my first contract to teach at a local community college, and as the saying goes, the rest is history. I have been teaching traditional, online, and blended classes in psychology at the graduate and undergraduate levels for the last 12 years. I am an enthusiastic, highly engaged, student-focused instructor whose passion is to support all students in their pursuit of higher education. On a personal note, I am fluent in American Sign Language, enjoy long walks, love reading, and cherish time spent with my family.

Dr. Breon Haskett

I am currently an Associate Faculty member at the Forbes School of Business and Technology. I recently completed teaching my first course, BUS 119 Principles of Personal and Organizational Leadership. Leadership and learning are two of my great passions, which I'm excited to utilize here at UAGC. I hold a B.A. in Business Management from Averett University, an M.A. in Leadership and Organizational Behavior from Shorter University, and a Ph.D. in Education with a specialization in Organizational Leadership from Northcentral University. I am also a retired U. S. Marine who understands the challenges and opportunities associated with being an Adult Learner. My teaching philosophy is informed by my personal, educational journey and the observed pedagogical approaches of many professors and mentors. Both my positive and challenging experiences have helped detail what can foster a love of learning and make a quality teacher. In general, understanding how to seek, acquire, synthesize and develop personal conclusions on concepts and ideas have been invaluable. My most useful tool while teaching in an all-online modality is metacognition. I seek to assess capability, introduce and develop learning strategies, and model critical thought and decision-making processes with my students. An essential lesson that I learned is that classes that are not challenging are ultimately not believed to be useful from the student's perspective. In the classroom, I act as a moderator of

complex or controversial discussions and not an advocate or detractor from student's diverse opinions and views. When effectively employed, this classroom dynamic is more conducive to receiving critically contemplated student responses to what could be considered the heart of the classroom – the discussion forum. My research interests include trauma-informed student-teacher relationships and leadership practice to contribute to adult learner success positively.

Dr. Jude Igbokwe

Hello! I am Dr. Jude Igbokwe. My professional career spans over 25 years in both government and academics. Past positions held include Adjunct Assistant Professor – The University of Iowa; Adjunct Associate Professor – Des Moines University; Lecturer – Iowa State University; Lead Faculty Area Chair – University of Phoenix - Des Moines Campus; Assistant Professor – American Institute of Business College; among others. My service in government includes Research Economist with Iowa Workforce Development; Departmental Statistician/Bureau Chief and Director – State Center for Health Statistics, Iowa Department of Public Health; Senior Fiscal Policy/Budget Analyst with the Governor's Office of Iowa Department of Management and Budget; Division Administrator/Labor Market Information Director – Iowa Workforce Development; among others. In addition, as the LMI Director for the State of Iowa, I served on various national committees with the Bureau of Labor Statistics. I received a B.S. degree (double Major in Business Administration and Regional Analysis-Economics with honors) from the University of Wisconsin-Green Bay (1982), an M.S. degree in Economics, an MPA degree in Public Finance and Administration, and a Ph.D. in Education from Iowa State University of Science and Technology.

Amber McCall

My name is Amber McCall. I grew up in South Carolina and am currently married to my best friend. I have six nieces and nephews and several fur babies. I love to travel and learn new things. My professional nursing history includes intensive care, medical-surgical nursing, hospice and primary care. My research interests include faith and health, health decision-making, and education. I am a lifelong learner, and I believe that an outstanding educator inspires their students for years to come and reminds their colleagues of why their discipline is so special. In addition, educators add to the world around them via their students' changed perspectives—now and for generations to come.

Dr. Tammie Merkel

I am pleased to join UAGC. I love teaching! I discovered teaching in 2015. I was hired as a last-minute replacement, and boy, did that work out for me! I enjoy working with students to focus on the importance of the subject and how it relates to the real world of business. I feel I add value to the student's online learning process and enhance their educational experience to prepare them for their future. I have experience teaching a wide range of diverse individuals in the business, accounting, and finance fields. I have taught at the

graduate, undergraduate, and community college levels. In addition, I have taught online, in the physical classroom, and in a hybrid environment, where I taught from a remote location, but the international finance students were on campus. I have a Doctorate in Business – Specialization in Advanced Accounting, Master's in Finance and Accounting, and an MBA. I have 30-plus years industry experience, including several years of project/program management experience with the United States Postal Service (USPS). I have seven years as a Senior Accountant for USPS, H.Q. in policy and strategy. I have created policy and trained over 300,000 employees, and provided policy guidance to 33,000 offices across the country. I have over 15 years of experience in accounting, auditing, marketing, operations, and management. I have recently joined the Supply Management group. I have experience as a systems accountant, internal auditor, finance analyst, budget analyst, and city post office manager with over 75 employees. I also have 18 years of working as an hourly employee delivering and sorting mail.

Dr. Geneva L. Reed

I am Geneva Reed, and I am so pleased to be a part of the University of Arizona Global Campus (UAGC) community as an online associate faculty. I received my Doctor of Business Administration in Leadership at Walden University, my Master of Arts in Organizational Leadership at Lewis University, and my Master of Project Management at Keller Graduate School of Management. I have many years of experience in the public/private sector in corporations, higher education, and K-12. In Information Technology, I have lead I.T. departments within corporations and higher education. I have experience teaching courses online, hybrid, and in person. I served almost ten years in the Illinois Army National Guard at Mid-Way Airport in a helicopter unit. Lastly, I founded The Freddie Mae Leverston Leadership Foundation (FMLLF), a not-for-profit, 11 years ago to mentor culinary arts students at my former high school in Chicago, IL. We award annual scholarships for students continuing in culinary arts in college. I am passionate about helping people to succeed and grow in their leadership capacity to find fulfillment.

Dr. Misty Resendez

My name is Misty Resendez. I have over 15 years of professional experience in business administration and leadership methodologies. I have practiced in for-profit and non-profit arenas holding both clinical and management roles, allowing me to utilize my expertise in coaching and mentoring leaders to increase organizational performance. An avid educator, I spend much of my time teaching both business and community leaders the importance of cultural diversity, leadership, and inclusion—focusing on the impact these necessities have on overall success at work, at home, and abroad. I often present my research and expertise at national and international leadership conferences. My experience enables me to grasp the interworking of people and the organization to positively affect cultural diversity and inclusion, organizational change, and leadership development firmly. Education: Doctorate of Education (Ed.D.) in Organizational Leadership, Indiana

Wesleyan, Master of Science in Management, Indiana Wesleyan University, Bachelor of Science in Criminal Justice, Indiana University

Dr. William J. Triplett

I am an associate faculty in the Business Administration Program at Forbes School of Business and Technology. My business experience in the private sector includes leadership roles with American Healthcare Executives, Associate Faculty University of Maryland Global Campus, Director of Information Technology, and Military Cyber Professionals Associations. I am a strategic advisor in business, healthcare, information technology, cybersecurity, and strategic communication. I served as the Advisor of Cybersecurity and Information Technology Advisory Board for the Maryland Center and Healthcare Information Management Executives. I routinely present at the National Institute of Standards and Technology. I served as the deputy director of information technology, director for open data, and the executive lead for federal acquisitions in the United States Navy. In addition, I served as a mentor, liaison, and advocate to meet veterans' needs in information technology and ongoing academic advising and counseling for military veterans. I earned a Doctorate in Strategic Leadership and am currently working on a Ph.D. in Cybersecurity Leadership. I hold an MBA in Executive Leadership and a B.S. in Healthcare Management or Administration. I am excited to be on board and join this team of stellar professionals.

Nyrobi Wheeler

My name is Nyrobi Wheeler, and I will be teaching BUS 202 - Professional and Business Communications. I am also an adjunct professor of business management and leadership for a private university in the Midwest. I have both my Master of Business Administration and Bachelor of Business from Roosevelt University in Chicago. My professional background includes working in human resources, business management, and early childhood education. I am a small business owner of both a resume writing and online education services business. I am also a self-publishing author of several educational e-books in Spanish, French, Italian, African American history, career advice, and a best-selling co-author of several books on Black Women. I enjoy creating online courses, writing, and watching classic T.V. shows and movies in my spare time.

Dr. Jongwook Won

My name is Jongwook Won. I have been a senior research fellow at the Korea Institute for Health and Social Affairs (KIHASA), a public research institute under the Office of Prime Minister of Korea, from 1996 to 2019. I have conducted numerous research projects in the field of pension policies and pension fund management. I earned a B.A. in Economics from Hanyang University, an MBA from the University of Wisconsin-Madison, and a Ph.D. in Economics from Purdue University. I served as a chair of the Investment Policy Sub-committee of the Korean National Pension Fund from 2012 to 2018 and as a member of the Working-level Review Committee of the National Pension Fund from 2000 to 2018. My research interests are in pension policy and social security finance. You can reach me at jongwook.won@faculty.ashford.edu.

Welcome, New Faculty,

to UAGC!

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.

Kelly Olson Stewart is a Lead Faculty in the Department of Education and Liberal Arts. In March 2021, she published Beginning Teacher Support Model: Elementary Teachers' Resilience and Retention in Arizona (International Journal of Modern Education Studies)

Article Abstract:

In the United States, beginning teacher retention rates are extraordinarily low; only 50% of teachers remain in the classroom after five years. In particular, the State of Arizona has been recruiting significant numbers of teachers from out of state and attempting to retain them with minimal success. This persistent problem has led the neediest of students to have teachers with lower levels of professional experience, leaving those students with continually lower achievement gains. Drawing on integrated action research and grounded theory methodology, this study took place in a large kindergarten to eighth-grade elementary school district located in a high-poverty neighborhood in Arizona. The study invited six new teachers in their first year of teaching to explore innovative strategies to increase these teachers' retention in the profession. The ultimate goal was to understand how such support might alter a beginning teacher's perceptions of their own persistence and resilience in dealing with the challenges of first-year teaching, thereby reducing beginning teacher attrition. The study finds that teachers must be nurtured and cared for in order for them to fully devote their time and energy to care for the students in their classroom effectively. Increasing self-awareness and resiliency has the potential to create a ripple effect to retain more beginning teachers, as they become more likely to persevere, ask for help, connect with others, and achieve a healthy life/work balance while positively impacting students and their community.

Stewart, K. O., Rotheram-Fuller, E., & Liou, D. (2021). Beginning Teacher Support Model: Elementary Teachers' Resilience and Retention in Arizona. *International Journal of Modern Education Studies*, *5*(1), 49-74.

Joshua Reichard presented at the 2021 Association for Distance Education and Independent Learning Conference in April 2021. His session, "Teaching and Talking: High Structure and High Dialogue in Online Instructional Design, " focused on reducing transactional distance in online learning. Dr. Joshua Reichard has taught both organizational management and computer science courses with UAGC since 2013. He was the Forbes School of Business and Technology 2016 Excellence in Teaching award recipient. Dr. Reichard is an experienced educator and a well-published scholar.

Dr. Jimmie Flores is an Associate Faculty member in the Department of Technology Studies. He completed the Certified Professional Co-Active Coach Credential (CPCC) in May 2021. Students of the program are immersed in the Co-Active Model, which includes the following cornerstones: (a) People are naturally creative, resourceful, and whole; (b) Dance in this moment; (c) Focus on the whole person, and (d) Evoke transformation. The course work and hands-on training are focused on learning and practicing these skills: listening, intuition, deepen/forward, self-management, and curiosity.

Dr. Flores began the first part of the program by completing five courses (104 hours of live training):

1.   Fundamentals (20 hours): Introduction to the Co-Active Model.

2.   Fulfillment (21 hours): Focused on identifying values and transcending limitations.

3.   Balance (21 hours): Learning different perspectives when the client is stuck.

4.   Process (21 hours): Focused on experiential coaching and engaging attuned listening.

5.   Synergy (21 hours): Building a coaching framework and unlocking intuition.

After completing the courses, Dr. Flores pursued the CPCC, which is a 6-month program. He was assigned to a pod with nine other coaching candidates. Given the global nature of CTI, other countries represented in this pod outside the United States included Australia, Canada, Singapore, and Belgium. The students met once per week for 90 minutes to take a deep dive into the content.

In addition to the weekly meetings, CPCC candidates must secure paying clients and coach at least 100 hours. Dr. Flores completed the coaching requirement in April 2021. At this point, he was able to schedule the final oral exam with two CTI examiners. On May 13, 2021, he coached these two examiners for 15-minutes, each using the Co-Active model. On the following day, he received notice from CTI that he met the rigorous expectations from the examiners, meaning that Dr. Flores applied the Co-Active Model successfully during the two coaching sessions

---

Bill Davis is a Lead Faculty in the Department of Organizational Studies. In May 2021, he received the ADEIL - Association for Distance Education and Independent Learning Presidents Excellence Award. Awarded by ADEIL President Dr. Aisha Haynes, Assistant Director of CETL at the University of South Carolina – Columbia, The award recognizes ADEIL members who have gone above and beyond to make a meaningful impact on the organization. Bill Davis is a Board Member in ADEIL, a Board of Regents member at the Institute of Certified Professional Managers. Visit his bio here.

Dallas Stout is an Associate Faculty member in the Department of Human Services. In June 2021, Dr. Stout joined the Connect-OC Inaugural Advisory Board. Learn more here.

EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

CONTRIBUTE TO TLC 2021

<p style="text-align:center">**DEADLINE FOR PROPOSALS EXTENDED TO JULY 12.**</p>

Contribute to **TLC 2021** - The **2021 UAGC Teaching and Learning Conference** is now accepting proposals! This year's theme is **Strengthening our Foundations: Learning Theory Online and Across Disciplines**. To bring this theme to fruition, we invite everyone - from any role, department, or discipline - to participate in our work. Submit your proposal to be a panel track member, present individually, or share an ePoster. Sign up today for one of these TLC volunteer opportunities:

- Proposal Review - Curate a diverse and engaging TLC presenter agenda by reviewing proposals; requires availability between July and August (no more than a 5-hour commitment).
- Communications Support - Encourage a strong inter-institutional, interdisciplinary presence at TLC by helping craft and share informative marketing and/or invitation messages; requires availability between July and October (no more than a 5-hour commitment).
- TLC Ambassadors - Generate networking and collaborative activity during TLC by spearheading and promoting the use of community-building tools in Whova, our conference platform; requires availability during TLC - November 2-4 (no more than 5-hour commitment).

5TH ANNUAL EARLY CHILDHOOD EDUCATION CONFERENCE

Dr. Tisha Shipley, Lead Faculty, Department of Education and Liberal Arts

The 5th Annual UAGC Early Childhood Education Conference will take place **August 10-12, 2021.** Visit here to join these sessions. Pre-registration is not required.

The Early Childhood Education Conference welcomes all families, administrators, teachers, aspiring teacher candidates, daycare providers, and preschool leaders. There is no registration fee. Sessions will be recorded and housed on the UAGC ECE YouTube Channel.

The conference promises engaging, hands-on learning with ample time to network and reflect on new ways of thinking. This year also ushers in some fun firsts for the ECE Conference- raffles and badges. The more sessions you attend, the better your odds at winning prizes, and you can work towards badges aligned with the conference tracks.

Note: Please use a computer to attend the conference. A certificate of attendance for each session will be offered through a digital download (accessible through phone-based zoom apps).

Additionally, please follow the ECE podcast, Early Childhood Chatter. Conference presenters will be featured on the podcast throughout 2021. You can catch a new episode every other Wednesday wherever you listen to your podcasts.
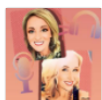
Keynote Speakers

Keynote sessions feature current professionals in the education community who spread awareness, joy, and education on various topics. We are honored to have them with us for this conference.

Day 1: Choosing love in our brave new world.

Scarlett Lewis lost her son Jesse in the Sandy Hook shooting in 2012. Since then, she has traveled speaking to students, teachers, and families about the Choose Love Movement. In addition, she works tirelessly on a free curriculum for schools focused on social-emotional learning.

Day 2: Applying the cultural lens: Building high-quality lessons with appropriate resources for early learners.

Mr. Willie Spears is a motivational speaker who travels all over the United States, giving the Willie Spears Experience.

Day 3: Advancing Equity in Early Childhood Education.

The Arizona Association for the Education of Young Children (AzAEYC) and the Southern Arizona Association for the Education of Young Children (SAZAEYC) are State Affiliates of the National Association for the Education of Young Children (NAEYC). As stewards for the early childhood profession, they strive to build strong, authentic relationships throughout the state by collaborating to advance equity, diversity, and advocacy for children, families, and educators.

This panel features education professionals including:

- Jennifer Argyros – Jennifer is the University of Arizona Cooperative Extension's Program Director for the Family Resource Centers in Santa Cruz County.
- Kamaie Clark – Kamaie currently serves as the Child Development Center Director at the Sojourner Center. She also serves as the Vice President of Advocacy and Public Policy for the Arizona Association for the Education of Young Children.
- Kelly Ann Larkin - Kelly has spent over thirty years working with young children, families, and educators. She currently works as Executive Director of the Southern Arizona Association for the

Education of Young Children, SAZAEYC; a Coordinator for Las Familias, a Community of Practice within the Great Expectations grant funded by First Things First

- Camille Lachar - Camille holds several part-time positions, including associate faculty in the Early Childhood Program at the University of Arizona Global Campus. She has over 30 years of experience working with teachers, administrators, children, families, and communities.

Day 3: Closing Keynote: Kids, Parents, Teachers Listen UP! Why Live Audio learning and Podcasts are the next big thing in early childhood education

Patrick Carmen (world-renowned author) and his team will discuss why podcasts are important to use with children. With a star-studded celebrity cast and interconnected universe of podcasts—including RL Stine's Story Club, Lucy Wow, and Bobby Wonder - GoKidGo's imagination audio podcasts are free and accessible to all. New episodes are available every Monday on Apple, Spotify, and all major podcast platforms.

Patrick Carman is a child's author and is now launching the podcast GOKIDGO. In 2007, Patrick's first book was published by Scholastic, Inc. and went on to become a New York Times Bestseller. Over the next decade, Patrick wrote dozens of books for Scholastic, Random House, Little Brown, and Harper Collins. He currently has over four million books in print across 23 countries.

Jennifer Clary is an entrepreneur, producer, and director with a mission to share innovative services and impactful stories. Maia founded a podcast company focusing on interactive, immersive narrative content for kids, GoKidGo, officially launched in May 2021, which features an exclusive and original podcast series based on new creative from R.L. Stine. She works with some of the best writers, talent, directors, audio and sound designers/engineers in the industry.

Maia Glikman is a Los Angeles-based producer whose body of work spans numerous areas of the entertainment industry. She has held key positions from development to production at networks, studios, and some of the world's leading production companies. Maia has developed both major television and feature projects and major properties in the podcast and unscripted space.

Please share the Early Childhood Education site with anyone who would benefit from this conference. For more information, please contact Dr. Tisha Shipley.

THE UAGC CENTER FOR WOMEN'S LEADERSHIP LAUNCHES NEW SERVICES

The Center for Women's Leadership (CWL) is celebrating its first anniversary this month. We will be announcing new ways to engage with us in the future, including expanded social media presence, a new series of Community Chats and an annual dissertation award for high-quality research focused on women's leadership. Please join us! All are welcome.

Expanded Social Media Presence

Our LinkedIn group is a great place to stay informed of CWL events and network with others in the CWL community. Now, we are expanding to Facebook and YouTube. Join us on Facebook for weekly motivation, news, and current research on women's leadership. You can swing by our YouTube channel to see past event videos and share them with others. Feel free to join us at these sites now as we ramp up to a full launch in July.

<div align="center">LinkedIn   Facebook   YouTube</div>

New Virtual Community Chats

By popular demand, we are kicking off Community Chats in July 2021. These supportive group sessions will have a different topic each month. While there are chat leaders, the focus is on conversation between community members. Sessions kick off with a few people discussing their experiences to prepare everyone for small group conversations. Then participants will join small breakout sessions where they will share their experiences based on the topic to the degree they are comfortable and provide a listening ear and insights to support one another. After breakout sessions, everyone reconvenes in the main Zoom room to discuss insights, questions, and referrals for further support. These informal chats are meant to be a forum for authentic connection, networking, and support.

Date/time	Community chat topic
JULY 15 at 2-3 PM PT Register here.	Small Business Owners: What are Your Dreams and Challenges?
AUGUST 12 at 2-3 PM PT Watch for registration information!	Mental Health: How are You Caring for Yourself?
SEPTEMBER 7 at 2-3 PT Watch for registration information!	Burnout and Empathy Fatigue: How are You Moving Forward?

OCTOBER 14 at 10-11 PT Watch for registration information!	Grief and Trauma: How are You Working Through it?
NOVEMBER 9 at 1-2 PT Watch for registration information!	Work, Life and Family Obligations: How are You Doing with Juggling it All?
DECEMBER 9 at 2-3 PT Watch for registration information!	Graduate and Doctoral Studies: What are Your Challenges and Support Systems?
JANUARY 6 at 2-3 PT Watch for registration information!	Reinventing Yourself: What's Your Goal and How Are You Getting There?

Annual Award for High-Quality Dissertation Research of Women's Leadership

The CWL Dissertation Award is intended to encourage research in women's leadership and recognize scholars in this field. To be considered, doctoral dissertations must have been successfully defended, as evidenced by the signature page, between July 1, 2020, and June 30, 2021. We encourage UAGC doctoral students studying women's leadership to apply. However, the award is open to anyone who meets the criteria from any college or university. Starting July 1, 2021, we welcome applicants for this award. Applicants should send an email to CWL@UAGC.edu with the following:

- Name
- College/University and degree program
- Dissertation title and abstract
- Short (200-300 words) description of the significance of the work to the field
- Attachment or link to the completed dissertation with signature page

The winner will receive a certificate of recognition to add to their professional portfolio and bolster their CV. Additionally, the winner will be invited as a featured speaker to discuss their research at a CWL event. Applicants will be evaluated by the CWL committee and selected using specified criteria.

Upcoming Events: July and August

Each month, we offer leadership development through presentations, panel discussions, and workshops. Here is a sneak-peak at upcoming events.

DATE/TIME	EVENT
JULY 7 at 9-10:30 AM PT Register here.	WORKSHOP: Managing Stress with Emotional Intelligence FACILITATOR: Kerissa Kuis, CEO/Leadership Trainer, BRAVE Leadership School
JULY 16 at 12-1:30 PM PT Register here.	PRESENTATION: Small Business Association | Women's Network Resources for Women Entrepreneurs PRESENTERS: Jamye Pritchett Solorzano, Economic Development Specialist at U.S. Small Business Administration, and Katty Ibarra, Director at the San Diego Women's Business Center
AUGUST 4 at 10-11:30 AM PT Watch for registration information!	WORKSHOP: Change Fatigue and Managing Depression FACILITATOR: Marla Godette, Mentoring Moments Counseling
AUGUST 3 at 12-1 PM PT Watch for registration information!	PANEL DISCUSSION: Women Founders: Launching a Successful Venture PANELISTS: Samantha Ettus, Founder of Park Place Payments; Cristina Goyanes, Founder of Revel Digital Design Agency; Charlie Grasso, Founder of Hello Future; Kristi Piehl, Founder of Media Minefield

The mission of the CWL is to provide a community for networking and professional development and make recommendations to organizational practices through existing and novel research. CWL events count toward professional development requirements.

We welcome partnerships, volunteers, and proposals for future events at CWL@UAGC.edu.

THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS | Forbes School of Business & Technology®

Center for Women's Leadership

EQUIPPING WOMEN IN STEM FOR SUCCESS WITH THE WOMEN IN STEM CLUB

Lisa Sims, Lead Faculty of Web and Mobile App Emphasis, Department of Technology Studies

Women serve integral roles in the workforce and make valuable contributions in various industries. However, during the pandemic, many women became victims of the "pink recession." The demands of balancing family and work responsibilities paired with the lack of childcare forced many to leave the workforce in record numbers to care for their families. In addition to the "pink recession," women are still unrepresented in science, technology, engineering, and mathematics (STEM) fields. According to Census.gov, women account for half of the workforce but in 2019, only accounted for 27% of STEM workers (Bureau, 2021). What can be done to bring more women into STEM fields and keep them there?

The UAGC Women in STEM Club was established in February 2021 as a Girls Who Code College Loop, which are clubs at the collegiate level for women interested in STEM. The Girls Who Code organization encourages and provides opportunities and resources for women interested in STEM to succeed. The UAGC Women in STEM Club also partners with Women in Technology International (WITI), a leading organization for the advancement and inclusion of women in business and technology. The UAGC Women in STEM Club's mission is to provide a pathway to educate, engage, and encourage equality and inclusion of women globally in STEM careers while partnering with industry leaders and the community to advance women and recognize their contributions in STEM fields. Although the primary audience for the Women in STEM Club is women, it is an inclusive group and welcomes everyone.

Student Officers and Faculty Advisors:

Shavon Andrews	Myinn Colden	Lisa Sims	Dr. Tahereh Daneshi
President	Secretary	Lead Faculty Advisor	Faculty Advisor
Karrie Suess	Yam Mitchell	Dr. Karen Ivy	
Vice President	Communications Officer	Faculty Advisor	

Club Resources Provided to Students and Alumni:

Career resources	Monthly presentations from faculty and guest speakers	Mentoring and student leadership opportunities	Additional online resources

The Women in STEM Club welcomed guest speakers, including Dr. Priyanka Sharma, NASA Jet Propulsion Laboratory, and Dr. Cindy Gordon, Forbes School of Business and Technology Board Member and Artificial Intelligence Specialist, for the February kickoff event. The club also welcomed Dr. Lisa Spence, retired NASA Deputy Element Manager Flight Analogs, and Elizabeth (De Anne) Hodum, UAGC graduate and Platform Architect/Tools Strategy Leader, at the March Virtual Tea & Tech Event.

The UAGC Women in STEM Club has some exciting upcoming events!

July 29 at 1-2:30 PM PT – Register here. Join the Women in STEM and the Drone Aviation Aerospace Clubs as they present the **Secret Formula to Crushing Your Success** with Vernice "FlyGirl" Armour, Forbes School of Business and Technology Board Member and first African American female naval aviator in the Marine Corps.

FlyGirl created a special video message to personalize the event to the needs of potential attendees. Once potential attendees have watched the video, they can provide feedback on topics they would like FlyGirl to address during the event by completing this form. Questions? Contact WIS@uagc.edu.

We invite you to join the UAGC Women in STEM Club! Visit the UAGC Women in STEM LinkedIn Group or Women in STEM on UAGC Connect. For more information about the UAGC Women in STEM Club, contact Lisa Sims, Lead Faculty Advisor at lisa.sims@uagc.edu.

References

Bureau, U. S. C. (2021, January 26). *Women Making Gains in STEM Occupations but Still Underrepresented*. The United States Census Bureau. https://www.census.gov/library/stories/2021/01/women-making-gains-in-stem-occupations-but-still-underrepresented.html.

FORBES SCHOOL OF BUSINESS AND TECHNOLOGY - MBA SHOWCASE OF EVENTS

Dr. Susan Sasiadek, Core Faculty, Department of Advanced Studies

The Master of Business Administration program in the Forbes School of Business and Technology offers a recently updated innovative program to deliver students the most up-to-date information and material available in the business world. The program uses unique features to enhance the learning opportunity, including simulation, E- Games, Portfolium, and an ongoing case study, which carries through each class of the MBA program.

In addition to offering state-of-the-art classes, the MBA program is active in connecting with the higher education community through the MBA Speaker Series. This series of various events feature guest speakers who are leaders in their field and discussions of relevant topics to students in the program. The first presenter in the MBA Speaker Series was Dr. Richards, who presented "Conflict and Collaboration; The Search for Integrative Space." This presentation reflected on the content of conflict management, mindsets, and skillsets.

In April 2021, the MBA program hosted its first virtual open house. This event brought together representatives from our college advisory board, current students and faculty, alumni, enrollment and career services, and employer partners for an interactive panel event about the unique MBA program available at the University of Arizona Global Campus. With nearly a century's worth of business research and unparalleled leadership expertise, the Forbes School of Business and Technology® shows students where commerce has been, where it is going, and how they can thrive in today's – and tomorrow's – global economic environment.

In May 2021, the MBA Speaker Series presenter was the Chair of the Forbes School of Business, and Technology® MBA Program, who spoke in collaboration with Larry Robertson, award-winning author, columnist, founder, and President of Lighthouse Consulting, a strategy, and innovation advisory presented "Rebel Leadership: How to Thrive in Uncertain Times." These experts shared thoughts on global leadership and experience to enhance individual leadership strengths and redefine the attributes of today's impactful leaders. This presentation

Also, in May 2021, the MBA Club hosted its first webinar. This webinar focused on creating the most impactful story to showcase your brand. The featured presenters were Igor Kostic, Leadership Development Chair for the MBA Club, who showcased best practices in utilizing the MBA degree effectively through goal setting, effective communication and collaboration, and personal branding. In addition, special guest; Mike Wittenstein, founder of Storyminers, shared best practices in creating a powerful story. Storyminders supports leaders in leveraging the power of their leadership story to develop strategies that increase and sustain a competitive advantage.

Later in 2021, Dr. Emad Rahim, award-winning author, educator, entrepreneur, Fulbright recipient, and Tedx Speaker, will present "The Power of Storytelling for Branding."

The final speaker for the MBA Speaker Series will be Eddie Turner, who will present "How to Emerge as a Leader." Mr. Turner is a Certified Speaking Professional™ (CSP®), certified executive and leadership trainer, national media commentator, master facilitator, the author of the international best-selling book, 140 Simple Messages to Guide Emerging Leaders, a C-Suite advisor, and a C-Suite Radio Host.

Many exciting things are happening within the Forbes School of Business and Technology MBA Program. The MBA program is a one-of-a-kind program offering students the opportunity to learn real-world relevant information through applicable tools used in each class throughout the program. In addition, the MBA program continues to provide a wide variety of continued education events through the MBA Speaker Series, Open House Panels, and the MBA Student Club Webinar.

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 linking to the complete 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.

SUPPORT OUR STUDENTS
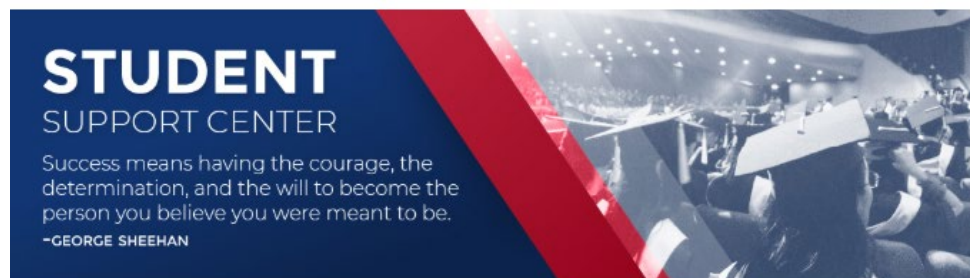
Student Support Center (SSC) - Phase III – Key updates to the SSC make it a bridge for students to learn about non-traditional credit opportunities that may further help retention and persistence. Please explore these improvements to the SSC, which is linked in the left-hand navigation tab of the Canvas classroom.

Career Services – Formerly Alumni and Career Services, this section offers new resources and contact information for Career Services.

Student feedback indicates that the most useful resource in the SSC is the Career Services Resume Guide.

Support & Resources – This section now includes a tab for non-traditional credit opportunities, transfer partnerships, prior learning assessment, and other credit opportunities (CLEP, DSST, etc.). Students who complete the Experiential Learning Credit Workshop and earn PLA credits with UAGC retain and persist at 90%! ASH 101 uses non-traditional credit opportunities as part of the SMART goals assignment. The resources in the SSC may inspire curious students to learn more!

Student Affairs Quarterly | May 2021 – Get up-to-speed on student affairs happenings and UAGC-wide innovations! This iteration of the Student Affairs Quarterly provides updates on plans for UAGC Connect and information about collaborations with faculty, features our strategist for alumni relations, and links to valuable resources to help your students.

Tutoring Information - Help your students understand when to use tutoring and have an effective tutoring session. Learn more in this article featured in the Q1 2021 UAGC Chronicle; How to Be an Effective Ambassador for Student Tutoring Resources. Have questions? Use the SupportU Requests form.

CHAMPS Mentor Orientation is every Wednesday at 5 PM PT – Join here. Faculty are invited to attend the weekly CHAMPS mentor orientation to learn more about the mission of this student mentorship program.

CLASSROOM UPDATES

June 19 - **Speedgrader Comment Library Enhancement –** Canvas released an update to increase faculty efficiency when leaving feedback on discussion assignments! The Speedgrader Comment Library grants instructors the ability to save and easily insert some of their most frequently used feedback. See the Speedgrader Comment Library Overview Video for a walkthrough of this new tool.

Transition to APA 7th Edition – The Course Policies>Writing Standards and Resources have been updated to reflect updated APA 7th edition standards. In addition, the requirement for papers to be submitted in Times New Roman 12-point regular font has been removed. For additional details regarding the transition, please visit the UAGC Writing Center Introduction to APA page.

Please note: faculty should accept both APA 6th and APA 7th edition standards while guiding students to follow the 7th edition as we finalize the transition to the 7th edition this year.

Q2 NEWS

A Message from the President | Approval by Internal Revenue Service as 501(3)(c) Organization - 503 C news flash-Learn more here.

New Faculty End-of-Course Survey - Drafted in consultation with full-time faculty and the institutional effectiveness and assessment teams; the Faculty End-of-Course Survey allows you to reflect on instructional and curricular challenges and offer critical feedback on how the design of the courses you teach and your professional development choices impact your teaching turn, student success. The CETL will begin distributing this survey – in place of the former Professional Development Survey – with the **April 6, 2021 start date**; expect to receive your survey link to your faculty email **in Week 3** of your course and a reminder **in Week 5**. We encourage you to take advantage of the Faculty End-of-Course Survey as a means for driving improvements to curriculum and continuous learning opportunities and for informing development conversations with your Faculty Support Community. Review the Faculty End-of-Course Faculty Survey here.

Faculty Rank Promotion – Please join us in congratulating these faculty on their recent faculty rank promotion.

- Learn more here.
- Faculty Rank Promotions – June 17, 2021

Useful Links:

- Rebrand your email signature and course materials.
- Access rebranded forms.
- Read news about the UAGC transition

Academic Resources – Each section of the CETL Professional Development page now includes an Academic Resources link, which contains an annotated bibliography of key scholarly and industry articles – curated by faculty support staff and full-time faculty from each academic department. These articles offer

a theoretical foundation for high-impact instructional practices you can experiment with in the classroom.

Q2 EVENTS

Use the CETL calendar **to add event information to your personal calendar.**

April 8 - FSBT Colloquium – Watch 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. Being that link to help ensure their success is the ultimate goal! So, what are students looking for most from faculty when it comes to their experiences in the classroom?

April 7 - **Get CenterED! Professional Development Series – April Session**. Watch 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 is 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.

May 19 - Watch here. **Credo Reference** is the ultimate resource for quality online reference content. This database is available to all UAGC faculty and students through the UAGC Library. Credo Reference is a research starting point where students can find citable background information on any topic and follow pathways through your other library's trusted related databases. This demonstration of a resource that includes hundreds of reference e-books and over 400,000 images shows how you can provide students with an academic alternative to Wikipedia. Please contact the library at library@staff.uagc.edu with questions.

May 20 - ED Talks - Multipliers: Watch here. Dr. Adrianne Hanson presented **The Liberator**. The College of Arts and Sciences Department of Education and Liberal Arts is excited to announce its ED Talks Series 2021: Multipliers. The

content inspires the nine sessions in Multipliers: How the Best Leaders Make Everyone Smarter (Liz Wiseman, 2017). [Learn more here.](#)

June 17 - ED Talks Series 2021: Multipliers. [Watch Here](#)—**The Challenger** presented by Dr. Tamecca Fitzpatrick. [Learn more here.](#)

June 25 at 11 AM PT – **Center for Women's Leadership First Anniversary**. Watch here. Join us to celebrate the first anniversary of the Center for Women's Leadership. We will share highlights from our past year's events and announce new ways to engage with the Center for Women's Leadership. We will then host a panel discussion on DEI (diversity, equity, and inclusion) experiences and perspectives within the University of Arizona Global Campus community, especially as they relate to women. Join for more insights to better support the advancement of women in our UAGC community.

June 25 at 12 PM PT – [Watch here](#). **Forbes School of Business and Technology Q2 2021 Colloquium** with Dr. Pete Limon | **Best Practices: How to Increase Retention in an Asynchronous Environment.**

June 22 at 10 AM PT –**College of Arts and Sciences Q2 2021 Colloquium with Dr. George Kuh | Bundling Effective Educational Practices to Ensure Quality in 21st Century Learning and Teaching.** [Watch here](#). There are many ways to enhance student learning and support student success. No single approach will have the desired effects at scale. The biggest payoff will be when demonstrably effective educational policies and practices are bundled to enrich the student experience, inside and outside the classroom. This session will focus on several approaches that taken together promise to boost student performance and persistence. Participants will have an opportunity to discuss and share practices they have found to be effective as well as those they intend to try out.

Classroom Management Mastery Series – If you haven't had a chance yet, please take some time to review the [Classroom Management Mastery Series materials.](#) The first session focused on the concept of technology courage, and our most recent offerings focus on tutoring services available to UAGC students. Materials released at the end of this month will focus on the CHAMPS peer tutoring initiative, which is key in the university's efforts to support student success.

LET YOUR STUDENTS KNOW

UAGC Toastmasters - UAGC is excited to offer Toastmasters International Clubs for students, faculty, and staff. Toastmasters International Clubs promote public speaking and leadership skills in a safe and supportive environment. Visit toastmasters.uagc.club or email toastmasters@uagc.edu for more information.

Forbes School of Business and Technology - Department of Technology - Don't miss the current edition of the UAGC Tech-Connect Newsletter!

SAVE THE DATE

July 7 at 12 PM PT – Register here for the July session of the Get CenterED! Professional Development Series. In this session, Marc Hnytka will provide faculty with information on the newly redesigned UAGC Honors Program and resources to identify and reach their highest achieving students. Encouraging high-achieving students to enroll in UAGC Honors Program is a great way to challenge and support our academic all-stars. Questions? Contact centered@uagc.edu.

August 10-12 – Early Childhood Education Virtual Conference. Register here. Learn. Engage. Connect. For more information, please visit the Early Childhood Education website.

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.

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: September 3, 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 videos in your article; please 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**. So, 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.

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

THE CHRONICLE STAFF
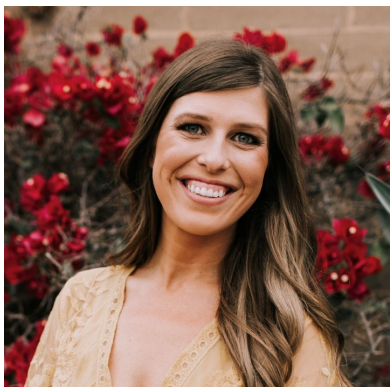
Jacquelyn Bullis, Editor

Diana Boggan, Designer

Bill Davis, Faculty Contributor

Sally Deckard, Copy Editor

Becky Hayes, Copy Editor

Haley Pestner, Publication Manager

Q2 2021 CONTRIBUTORS

A special thank you to the contributors of this issue!

Dr. Andrew Beran

Dr. Clifford Blizard

Dr. Wendy Conaway

Dr. Heather Frederick

Dr. Pamela Ann Gordon

Dr. Yamil Guevara

Dr. Yolanda Harper

Lindsay Larimore

Mary Leoson

Dr. Nathan Pritts

Dr. Susan Sasiadek

Dr. Tisha Shipley

Lisa Sims

Dr. Jennie Walker

Dr. William Woods

Thank you!