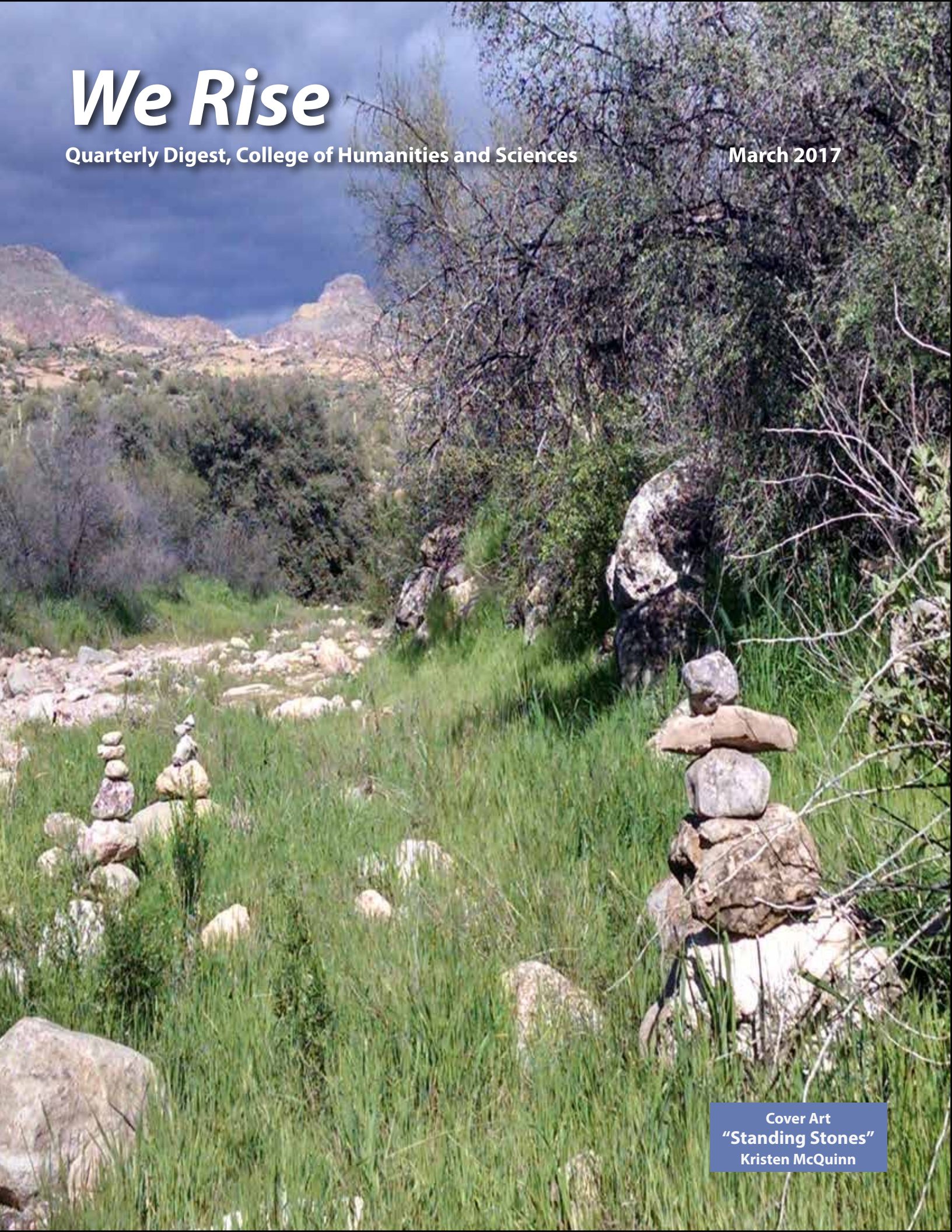


We Rise

Quarterly Digest, College of Humanities and Sciences

March 2017



Cover Art
"Standing Stones"
Kristen McQuinn

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"Spring is in the Air"
Karl Klingaman

Message from the Dean of Faculty

Elena Mastors, Ph.D.

Hello, Faculty. I hope everyone had a terrific holiday season and you were able to spend time with friends and family. Spring comes with new



beginnings, and we have those in abundance within the College. As such, this is a great opportunity to review some of the excellent resources available to you.

Faculty are extremely important to student success. Your engagement with your students and fellow instructors is vitally important. To aid you in developing or refining your skills, and engaging with your colleagues, we have numerous workshops. Check the list of available workshops in eCampus

in your Faculty tab under "Training and Development" then "workshop registration" for upcoming sections. Along with various training and development workshops, we will offer faculty mentoring on scholarship and teaching, beginning mid April.

Many of the Brown Bag live discussions hosted by the College also cover topics that are immediately relevant to you. Examples of past Brown Bag topics include "Utilizing Military Teaching Strategies to Help All Students Succeed," "The Writer's Memo: A Look Beneath the Surface," and "Online and Out of Sync: Using Roles to Create Quality Asynchronous Discussions." Each of these talks included take-away documents that could be adapted to any class. Additionally, there were talks on writing

and publishing, which are helpful to those of you working on scholarship activities. We archive all Brown Bag discussions on the Faculty Community Website at [this link](#). If you have an idea for a Brown Bag that you would like to present, please [submit here](#).

Also, the quarterly digest *We Rise* is seeking contributions from all College faculty and staff, regardless of modality. Contributing to the digest ties in with engagement, but beyond that, we want to know what you are doing at your campuses or during your volunteer activities. This provides ideas and inspiration for others and helps us all to become part of something much larger than ourselves.

Finally, our [Faculty Community Website](#) hosted through WordPress launched on October 28, 2016. The website is a meeting place to all faculty to discuss and share in a variety of ways. It provides a single point of information and support resources for all faculty and staff. This is also where faculty will be able to find mentoring support. The site is comprehensive, providing faculty and staff with a plethora of information to support development. Just a few resources the WordPress site contains include: Announcements from College and University leadership; About Us and how to contact us; College of Humanities and Sciences purpose, mission and vision; Resources to help faculty present and publish; Collaboration on scholarship; Teaching techniques shared by fellow faculty; Learn about and participate in the recognition process; Content specific and pedagogical resources; Subject area guides; and Information about accreditation.

Thank you, as always, for your continuing commitment to our students, to continual improvement, and to lifelong learning. □

Follow me on Twitter: @elena_mastors



Image courtesy of Robert Lukeman at Pixabay

Letter from the Editor

Kristen McQuinn

Happy Spring, everybody! Do you feel like doing new things in the spring? I confess that normally I don't. My favorite time of year is the fall, and it is then when I tend to be the most productive. But this year



is unusual for me in that I have a variety of new projects going on, both personally and professionally, in springtime, the traditional season for new beginnings.

The biggest "new" project I have started is this publication itself. No, it isn't new, per se. But we have a lot of new or expanded sections within it that we are very excited about.

We are expanding the sections for health and wellness, creative

writing, and the faculty spotlights. In addition, we are now including new sections for stories about student success, as well as articles and information about Brown Bags, diversity and outreach, and math and sciences. If you have article ideas or suggestions for any of these areas, please let me know at COHS.BrownBags-Newsletters@phoenix.edu.

In related news, our Communications Team, which recently came under the umbrella of the Newsletter Team, has begun what we call Quick Reads. If you like your information with a little humor, then Quick Reads may appeal to you. Higher education is an ever changing, and often complex, field. It is also one of immense importance. We wanted to ensure that you stay informed by providing you digestible, interesting, and – hopefully – humorous higher education news. Please

visit the Faculty Community Website to learn more about Quick Reads. If you have a higher ed news story you think would make a good Quick Read, let us know at COHS.communications2@phoenix.edu.

In my own personal projects, I am working on incorporating more diversity into my reading life. I am doing this because women and minorities are underrepresented in the publishing industry. As an example, let's take a look at the *New York Times* adult fiction bestsellers of 2016. There were 18 men listed and 13 women. Of those, James Patterson, John Grisham, John Sandford, Paula Hawkins, Jojo Moyes, Nora Roberts, and J.D. Robb (which is just the pen name of Nora Roberts) were each listed on multiple weeks. Only one person on the list, Sylvia Day, is a person of color, and she made the list on only one week. Bestseller lists tend to be made up based on number of copies sold, so popular opinion influences this. People know James Patterson; fewer people probably know Chimamanda Ngozie Adichie. That's really a shame because her book *We Should All Be Feminists* should be required reading for everyone. My way to try to combat this lack of diversity is to buy a lot more books by authors in an underrepresented group and so, for the past several months, if I bought a book that's exactly what I did. Other books I picked up besides Adichie's included *Homegoing* by Yaa Gyasi, *Sorcerer to the Crown* by Zen Cho, *Three Dark Crowns* by Kendare Blake, and *Labyrinth Lost* by Zoraida Cordova. Maybe I am tilting at windmills, but I am making it a goal to do my part to help bring more equality and diversity to publishing. It seems like a good thing to do. Do you have any stories about incorporating diversity into your life in some way? Let us know at COHS.BrownBags-Newsletters@phoenix.edu. □



Image courtesy of Shutterstock

Instructor Spotlights

Teaching is About Giving Back

by Mary Olson

"The aim of art is to represent not the outward appearance of things, but their inward significance." Aristotle

Vicky Stomee has been a mental health professional for thirty years, teaching MSC courses at the University of Phoenix for the past 27 years, and was recently an event based volunteer for the American Red Cross during the Baton Rouge, LA floods. She is also an accomplished artist. In fact, her artistry resonates through all of her work, whether in the classroom, on the flooded streets, or working with fellow mental health professionals. Teaching was an easy transition, she says. "My training in mental health is similar to the university style, and I love the course content and discussions with students."

Fine Art and Transformation in the Classroom

When it comes to integrating her art into the classroom, Vicky sees the endless possibilities. "There is a relationship between art and teaching in the MSC program," she says. "Art is very personal and can create room for mental and emotional exploration. There is artistry in therapy – technical patterns in artwork that allow us to seek alternative perspectives."

Her fascination with photography began at an early age. Vicky's father was an amateur photographer and her mother a painter and a pianist, both of whom kept her entertained

during her younger years. "As a child, I loved watching the magic of an image emerge from the developing tray in the basement darkroom or spending afternoons lying under the baby grand piano with the waves of sound resonating around me." For this artist it is about "texture, pattern, fluidity and change – these earliest influences continue to unfold in her work"

It was not until she retired from a long career in counseling that Vicky had the opportunity to turn her full attention to art. She found her niche in nature photography, where her work reflects a unique eye for composition and form. In addition to representation in New York and Dallas, her art hangs in galleries, and private and corporate

collections from Vermont to Oregon. Her works have also been featured in the *Phoenix Home and Garden* magazine, and on magazine and book covers.

On a more personal note, being an avid photographer compliments Vicky's love for travel -- she has taken several memorable trips that include India, Africa, Australia, and

South America. She likes going to places that are unfamiliar and prefers extended stays so that she can get a sense of the life there. Domestically, she often returns to Portland, New York, and Vermont to stay in touch with friends.

Although she loves to travel, Vicky calls Tucson, AZ home.

Originally from Chicago, she fell in love with the Southwest in 1976, when she moved to Tucson to pursue her Master's in Counseling at the University of Arizona. Her love of the American Southwest is reflected in the old Tucson ranch she renovated with her partner -- a property that includes a studio and

an unobstructed view of the mountains. "I am fortunate to call the Southwest – a place of incredible natural beauty – my home. My photographs are of images that surround me every day, neither posed nor staged, shot in their native surroundings, and in the available natural light" (para. 8).

When it comes to integrating her talents with teaching MSC courses, Vicky Stomee brings her art, her years of accumulated knowledge about the human condition, and the process of transformation into the classroom. "Teaching is about giving back and about having an influence on the next generation of therapists. I'm passionate about the field and hope I can inspire students to be passionate as well."

To view Vicky's amazing artworks, feel free to visit her website at: www.VickyStomeePhotography.com. □

Reference:

Stomee, V. (2017). Vicky Stomee Photography. Retrieved from www.VickyStomeePhotography.com.



Image courtesy of Vicky Stomee



Image courtesy of Vicky Stomee

A Lifetime of Learning

By June Wagner

Anup Majumder is the definition of lifelong learner. He has three Masters degrees from Eastern Michigan University in Information Systems, Business Administration, and Physics. He went on to get his Ph.D. in Physics at the University of Michigan, Ann Arbor. Originally from Bangladesh, he moved to the United States in his mid-20's. He has taught for University of Phoenix for almost 15 years.

Over the years, Dr. Majumder has held a diverse range of positions across many different fields. To name a few, he has been a Clinical Database Design and Programmer at Parke-Davis, a Systems Consultant for Metropolitan Insurance, a Clinical Systems Specialist at Pfizer, and a Consultant for Novartis Pharmaceuticals. All of these positions have allowed him to use his knowledge to help others, which is a driving force in his life.

His true love, however, is teaching. He began teaching in his young adulthood and hasn't stopped since. He began teaching undergraduate physics for Adamjee Cantonment College in Dhaka, Bangladesh. Later he taught undergraduate physics for Laurence Technology University in Southfield, MI and University of Michigan in Ann Arbor, MI.

Dr. Majumder enjoys teaching because "it helps young minds discover their potential for future growth, inspires them to build foundation for their future success. On the way, things have changed and I have worked in the pharmaceutical industry. However, because of my earlier inspiration, I was looking for ways where I can fulfil my dream even when working in the companies – I found University of Phoenix to be a perfect opportunity."

Dr. Majumder teaches several different online courses for University of Phoenix, including several math classes, the Fundamentals of Physics, Database Management, and Customer Relationship Management. He taught programming on campus. His favorite areas to teach are math, physics, and information technology. Dr. Majumder says that the hardest part about teaching math online is that the students are largely self-directed and sometimes need more guidance than can be given with that class structure. He tries to help them and encourage them to ask questions. He completes problems online, which allows students to see the math. The goal is to help the student consider ideas from different angles.



Image courtesy of Oskar Vertetics at Pixabay

On a personal note, Dr. Majumder is a family man. His wife works as a Research Associate at University of California, Irvine (UCI). She has an MS degree in Biotechnology. His daughter is now a junior at University High School in Irvine, CA. When they can, the family enjoys traveling together. A favorite family trip is to Niagara Falls. They have visited the Falls three times.

When it comes to lifelong learning, Dr. Majumder exemplifies this in spades. In his spare time, Dr. Majumder conducts research on the history and culture of a specific region from his past. "I come from the southern part of Bangladesh near Sundarban forest – several generations back, this area was inside the forest and people from north migrated there by clearing part of the forest – not too much is known about the history of settlement there." Additionally, he writes poetry and stories as a hobby. Some of his poetry has been published, and he has a recent article to be published on history.

Dr. Majumder also spent a few months in Japan, visiting Kyoto, Nara, and Tokyo, and he found it to be "wonderful because of its people and culture." He was doing research at the Institute of Physics for his Ph.D., but he wasted no time also learning about the local culture and traditions. Diversity is a value the University embraces, and Dr. Majumder strives to incorporate into his classroom as much as possible. Sharing his experiences with his students where possible is one way in which he upholds this core value. □

Listening, Learning, and Opening Pathways

By Mary Olson

This UOP Alumnus Keeps Giving Back

"Only a life lived for others is a life worthwhile." ~ Albert Einstein

It is 5:00 am on a Tuesday, not quite dawn, when Lyle Martin arrives at his office to prepare for a long day as Bakersfield's Chief of Police. After three hours of completing administrative tasks, his official day begins. On an average day there are scheduled meetings with law enforcement officials, community activists, city council members, and community liaison groups such as Coffee with a Cop – a community-based policing agenda that provides community liaison programs and is working to expand the department's social media presence. "My pet project for the first year as Chief is to create a five-year strategic plan from a holistic approach, which involves engaging as many community partners as possible in the design, implementation, assessment, and completion of the plan."

Born and raised in Bakersfield, CA, Lyle joined the Bakersfield Police when he was 21 for three reasons: He had a bad experience with the police as a youth, his uncle was a police officer, and he always had a passion for helping people. After receiving an Associate's degree from Bakersfield College, he remained on the force while attending the University of Phoenix, earning his Bachelor's degree in Business Management in 2001, then his Master's in Business Administration in 2003. As a University of Phoenix graduate, he now gives back to the community that helped him grow into the success that he is today.

In fact, Lyle has been giving back to the UOPX community teaching criminal justice courses in his city for the past 10 years. "Teaching allows me to stay in touch with my community and share my experiences with students to expand their knowledge base," he says. Lyle is also a man

of diverse talents. In addition to teaching at UOPX, Bakersfield College, and Union Institute University, he has also spent time working in the grocery, oil, and beverage industries – all at one time – and it was through these positions that he learned a great deal about communication and interpersonal relationship skills. "I met people from all walks of life; this is where I developed my self-described workaholic personality."

When it comes to leadership, Lyle's approach "revolves around experience, relationships, accountability, reading, and love. I focus on the success of others. Students are also end-users for my law enforcement career. Listening to their concerns and ideas allows me to return to work and engage in improvement projects based on their suggestions addressing community needs."

Lyle is also a devoted family man with five children and six "awesome grandkids." When he is not working, teaching, or enjoying time with family, he likes to play golf or work out with his wife, Connie, and friends. He also enjoys the occasional vacation and says his favorite

trip was visiting family friends in Wisconsin. "Being from the Central Valley of California, we were amazed at how green things were. We experienced extremely friendly people and thoroughly enjoyed the slower pace."

Whether it is teaching courses at UOPX, taking care of the needs of the community, or relaxing with family and friends – it is all about listening, learning, and opening pathways for personal and professional growth. That is what Lyle does – for the community of Bakersfield and the UOPX community of students, faculty, and alumni. He continues his efforts to give back, to listen to student and citizen concerns, and to keep building on community relations in his hometown of Bakersfield, CA. □



Image courtesy of Lyle Martin



Image courtesy of Wikimedia Commons and Pixabay

Favorite Women Writers

Edited by Lisa A. Prince

In honor of Women's History Month, the newsletter wanted to share information about preeminent female writers throughout the ages. Each selection includes a brief biography along with a summary of a favorite literary work by the author. As you read through the biographies take time to discover, or rediscover, a writer whose work you can enjoy.

500 BC

Sappho: The Tenth Muse

Contributed by Anne Graue

Sappho's work hailed by both poets and feminists and disparaged by patriarchal society, is notable for its sensual imagery in appreciation of abundant sources of beauty and love. Two Sapphic fragments (105a and 105c) have been translated by Anita George (*Poetry Magazine*, 1994) and Dante Gabriel Rossetti (n.d.). George's translation presents the fragments in what seems close to an original form, while Rossetti's translation is a representation in formal verse. In either form, the poet's resonant imagery reveals the familiar Sapphic themes of sorrow, loss, and beauty. Her poetic voice, "Like the sweet apple which reddens upon the topmost bough" (Rossetti, n.d.), is available to readers through the work of poets determined to make it known.

References

George, A. (June 1994). Fragments 105a and 105c. *Poetry Magazine*. Retrieved from <https://www.poetryfoundation.org/poetrymagazine/toc/detail/71293>

Rosetti, D. (n.d.). One girl. *Poetry Foundation*. Retrieved from <https://www.poetryfoundation.org/poems-and-poets/poems/detail/50343>

12th Century

Heloise (1100 – May 16, 1164)

Contributed by Kristen McQuinn

Heloise was a medieval scholar, nun, and eventually abbess of the renowned convent at the Paraclete near Paris. She was most famous for her star-crossed relationship with the philosopher Peter Abelard. Their relationship is documented in some of the most heartfelt and beautiful letters extant. Heloise's writing highlights her delightful wit and intelligence. The letters also show readers some of the daily worries that women in the Middle Ages struggled with, and that they are the same things we worry about today. It brings an immediacy and familiarity to Heloise's writing, making her feel like someone I know, which other literary pieces from the period lack. (<http://www.gutenberg.org/files/35977/35977-h/35977-h.htm>)

Marie de France (1160 - 1215)

Contributed by Kristen McQuinn

Marie de France lived in the 12th century and is widely thought to be the first female French poet. *The Lais of Marie de France*, brief fables based on magical themes, may have influenced many of the famous troubadours and later Arthurian legends. Many scholars today believe Marie may have been the half sister of Henry II of England, the "noble king" to whom she dedicated most of her works. The *Lais* are a wonderful way to introduce children to classical fantasy. Marie also depicts women in a terrific manner – while many are very much products of their time, others can rescue themselves, thank you very much, and were quite resourceful and feisty. (<http://www.gutenberg.org/files/11417/11417-h/11417-h.htm>)

11th and 12th Century

Hildegard of Bingen

Contributed by Maggie Burns

Hildegard of Bingen (1098-1179) was a German visionary, composer, poet, linguist, traveler, nun, prioress, and possibly the first dietitian. She experienced visions from a young age and wrote about them vividly in a book called *Scivias*. Her medical writings (*Physica* and *Causae et Curae*) are valuable since they document medieval remedies which were rarely recorded because the practitioners who used them, usually women, were generally illiterate. Hildegard's gift for writing only came to fruition because of her



Image courtesy of Wikipedia

religious calling, which afforded her education and support and time to write, something unavailable to most medieval women. The *Scivias* is a religious work, but it's also an invaluable insight into the mind of a brilliant and creative writer from a time period where we have very few such personal works. (<http://academic.eb.com.contentproxy.phoenix.edu/levels/collegiate/article/40445>)

13th and 14th Century

Christine de Pizan

Contributed by Maggie Burns

Christine de Pizan (1364-1430) was a widow who supported herself and three children with her writing. Her most popular book was the feminist *Book of the City of Ladies*, specifically written in response to the misogynist writings of the day, especially the *Roman de la Rose*. The main part of the book discusses all sorts of famous women, from saints and martyrs to military heroines and highly educated and powerful women from history. Christine collected these heroic stories to inspire other women to a life of bravery and strength and to stand up to the constant pressures that threatened to diminish them. (<http://academic.eb.com.contentproxy.phoenix.edu/levels/collegiate/article/82430>)

14th Century

Julian of Norwich

Contributed by Kristen McQuinn

Julian of Norwich (Nov 8, 1342 - 1416) Julian of Norwich, whose real name we do not know, was a 14th century anchoress, visionary, and mystic. At the age of "30 and a half," she had visions during an illness. She wrote about them in her book *The Shewings of Julian of Norwich* (AKA *Revelations of Divine Love*), which she completed in two separate versions roughly thirty years apart. *Shewings* is thought to be the earliest book written in English by a woman. Julian's theology is gentle and maternal, focusing on the feminine attributes of Christ-as-mother. She is most famous for her hazelnut allegory, and her delightful phrase "All shall be well, and all shall be well, and all manner of thing shall be well." (<http://d.lib.rochester.edu/teams/publication/crampton-shewings-of-julian-norwich>)

Margery Kempe (1373 – 1438)

Contributed by Kristen McQuinn

Margery Kempe was a 14th century mystic and visionary. The *Book of Margery Kempe* was unique for its kind because Margery was neither a noblewoman nor a nun. She describes the visions of a very human and relatable version of Christ she received after the birth of her first child (out of a total of

14). Her behavior, which often bordered on heresy, frequently drove the local clergymen to distraction. I loved the scene where her husband, wanting sex, told her she was a “no good wife” because she said, “I would rather see you be slain than that we should turn again to our uncleanness.” No means no, buddy. With 14 kids and no reliable birth control, I don’t blame her. (<http://d.lib.rochester.edu/teams/publication/staley-the-book-of-margery-kempe>)

Anne Bradstreet

Contributed by Amy Riddle

Anne Bradstreet was a 17th century English colonist, poet, mother, wife, and Puritan. Her various roles and beliefs weave throughout her poems. Her poetry collection, *The Tenth Muse Lately Sprung Up in America* (1650), earned recognition among the earliest poets of the Colonies. Her poems offer an insight into Puritan colonial life, though Bradstreet’s work is hopeful in opposition to traditional Puritan teachings. Her poem, “Here Follow Some Verses upon the Burning of Our House, July 10th, 1666” (1867), is a prime example of her optimistic tone. Bradstreet finds hope in her faith and holds onto it with joy, not resignation. Her poetry gives us a glimpse of that faith. (www.poetryfoundation.org/poems-and-poets/poets/detail/anne-bradstreet)

Aphra Behn

Contributed by Deborah Karahalis

Aphra Behn (1640-1689), a 17th dramatist, poet, spy, actress and translator, is considered to be the first female professional writer. Her background is mysterious, but assumptions are her father was a craftsman, and she was briefly married. Left with income after her husband’s death, she became a British spy while also publishing poetry and plays. One of her most famous poems, “The Disappointment” told a woman’s perspective of a sexual encounter. Much of her work was deemed scandalous, but she argued a man writing the same words would receive praise. Behn’s contributions open the door for professional female writers. (www.poetryfoundation.org/poems-and-poets/poets/detail/aphra-behn)

18th and 19th Century

Jane Austen

Contributed by Judith Levin

British novelist Jane Austen’s (Dec 16, 1775 – July 18, 1817) works presented to the world the daily struggles for women in the late 18th early 19th century. Austen’s father encouraged her interest in writing and provided her with books, paper, and pen to foster her creative side. Her work truly

focused on the sociology of women and gave a sharp contrast to today’s female expectations. It presented a woman’s world that focused only on marriage, financial security, and high social elevation. I truly enjoyed Austen’s work *Sense and Sensibility* and remember sitting in a chair of my hometown library entrenched in the social aspects of the times and life of the Dashwood sisters. Women all over the world have traveled very far from Jane Austen’s time. (<http://www.janeausten.org/>)



Image courtesy of Wikimedia Commons

19th Century

Beatrix Potter

Contributed by Marianne Raley

Beatrix Potter was an author, illustrator, and naturalist who was born in mid-nineteenth century England. She is best known for her children’s stories about a naughty bunny who first appears in *The Tale of Peter Rabbit* (1901). Peter Rabbit’s feast on Mr. McGregor’s garden turns into a fast paced story that leads readers through a meticulously rendered Lake District farm. While Potter’s children’s book illustrations depict loveable woodland creatures dressed in Victorian fashions, these characters were also anatomically precise and behaved in realistic ways. In each tale, Potter’s delight in the close observation of flora and fauna shines through. While generations of readers treasure Potter for her children’s stories, her scientific illustrations and dedication to conservation are also part of her lasting legacy. (<http://www.gutenberg.org/ebooks/search/?query=beatrix+potter>) . For more information about Beatrix Potter’s scientific illustrations, check out the following blog post: <https://www.brainpickings.org/2015/07/28/beatrix-potter-a-life-in-nature-botany-mycology-fungi/>

Elizabeth Drew Barstow Stoddard

Contributed by Jennifer Hynes

Elizabeth Stoddard wrote fiction and poetry in 19th-century New York. Modern readers are mostly familiar with her semi-autobiographical first novel, *The Morgesons* (1862), an example of the Romantic tradition. Lesser-known favorite pieces include her early columns published in the *Daily Alta Califor-*

nia (1854-1858), which kept Gold Rush California transplants apprised of goings-on in the East. These amusing pieces contain reviews of contemporary literature, including Whitman’s *Leaves of Grass* (1856) and Thoreau’s *Walden* (1854), which Stoddard describes as “a study to all fops, male and female.” One can see Stoddard working to hone her writing skills with these columns while she provided an insider’s view of the literary, cultural, social, and political events of her city. (Hynes, Jennifer. “Elizabeth Drew Stoddard.” *Nineteenth-Century American Fiction Writers*, edited by Kent P. Jungquist, Gale, 1999. *Dictionary of Literary Biography Vol. 202. Literature Resource Center*, go.galegroup.com/ps/i.do?p=LitRC&sw=w&u=uphoenix_uopx&v=2.1&id=GALE%7CH1200008317&it=r&sid=2f-7c651ad3bd7bdc1ccf128c95f5152f. Accessed 23 Jan. 2017.)

Harriet Beecher Stowe

Contributed by Jennifer Hynes

Harriet Beecher Stowe was an American writer of sentimental and regional fiction and poetry in the mid-19th century. Although she wrote dozens of short stories and novels, she is known for her bestselling novel *Uncle Tom’s Cabin; or, Life Among the Lowly* (1852). Her status as one of the bestselling (and most highly paid) writers of her day – and especially of the novel sometimes credited for spurring the emancipation of slavery – made Stowe a celebrity in her day. While her character of Uncle Tom is remembered as a meek, submissive slave who passively accepted servitude, Stowe’s Christian worldview aimed to present him as a hero who sacrificed for others. (Ryan, Barbara. “Harriet (Elizabeth) Beecher Stowe.” *The American Renaissance in New England: Fourth Series*, edited by Wesley T. Mott, Gale, 2001. *Dictionary of Literary Biography Vol. 243. Literature Resource Center*, go.galegroup.com/ps/i.do?p=LitRC&sw=w&u=uphoenix_uopx&v=2.1&id=GALE%7CH1200010358&it=r&sid=b48a3ac8432179944650e-cfe19bd1bb3. Accessed 23 Jan. 2017.)

Louisa May Alcott

Contributed by Cathy Smith

Louisa May Alcott was a 19th century American author who published poetry, short stories, melodramas, and novels. In her young adult novel *Little Women*, Alcott takes readers into a world that semi-mirrors her own life. Jo, the protagonist, is a strong, free-willed, young girl who weathers the trials and tribulations of becoming an independent young woman around the time of the Civil War. In *Little Women*, Alcott inspires readers to draw on

their strength and courage as they transition from young adults into adulthood. Since its publication three years after the Civil War, *Little Women* has never been out of print. (<http://www.gutenberg.org/files/514/514-h/514-h.htm>)

George Eliot

Contributed by Amy Riddle

George Eliot (1819-1880) was the penname of Mary Ann Cross (née Evans), a prominent Victorian novelist. She took a male penname so that her works would be considered on merit, rather than dismissed for being written by a woman. Her novels focus on interpersonal connections between characters and examine the role played by status and setting, particularly *Middlemarch* (1871-72), which is my favorite of her novels. Instead of a romantic female lead, this novel gives us Dorothea, who is more human and real than her romantic counterparts. She makes mistakes, but is also strong, independent, and capable of thinking for herself. It is beautiful to see a woman standing tall amid the other players in a complex community. (www.britannica.com/biography/George-Eliot)

Emily Dickinson

Contributed by Lisa Thompson

Known as one of the most significant American poets of the 1800's, Emily Dickinson, "The Belle of Amherst"—the lady in white, a solitary visitor to her garden at night, became a recluse who never married. Surprisingly, a handful of her poems were published, yet around 1,800 poems were discovered in her bedroom

after her death. Dickinson's unique poems, reflecting unconventional punctuation and capitalization, are usually title-less, exploring life, death, and immortality. In my favorite Dickinson poem, "Hope Is The Thing With Feathers," Dickinson profoundly

equates "Hope" to a bird singing "without the words." Emily Dickinson had much to say to the world, and her life's mystery continues to influence her universal popularity. Hoffman, Barbara. "The Secret Passions of Emily Dickinson Revealed." *New York Post*. N.p., 21 Jan. 2017. Web 23 Jan. 2017.

Hope Is the Thing with Feathers. Part One: Life. Dickinson, Emily. 1924. Complete Poems. Web. 23 Jan 2017.



Image courtesy of Deerstop at Wikimedia Commons

Mary Wollstonecraft Shelley (Aug 30, 1797 – Feb 1, 1851)

Contributed by Kristen McQuinn

Mary Shelley (nee Godwin) was an English writer best known for her Gothic novel *Frankenstein: or, The Modern Prometheus*. Her mother was feminist and philosopher Mary Wollstonecraft, and her father was political philosopher William Godwin. Shelley married the poet Percy Bysshe Shelley. Shelley was a lifelong political activist who held the radical idea that women should be educated and take an active role in society. She also believed social change would occur through compassion and cooperation rather than through the more popular Romantic ideals of heroism and individualism. Her ideals can be seen throughout all of her published works, of which there are many more than just *Frankenstein*. (<http://www.gutenberg.org/files/84/84-h/84-h.htm>)

Charlotte Bronte (April 21, 1816 – March 31, 1855)

Contributed by Kristen McQuinn

Charlotte Bronte was an English author best known for her Gothic novel *Jane Eyre*. She initially published her works under the male pseudonym Currer Bell. *Jane Eyre* was one of the first female perspective first-person novels ever published. It was a fairly scandalous novel for its time because of the love affair between Jane and the married Rochester, and the suspicious death of his wife. This novel is one of my favorites because it taught me how to love a book while simultaneously hating characters within it. Prior to reading this, it had never occurred to me I could do both. (<https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>)

Emily Bronte

Contributed by Virginia Russell

Emily Bronte was an early 19th century British writer most famous for her novel *Wuthering Heights*, initially published in 1847 under the pen name Ellis Bell. Bronte's book was scandalous when first published. Her hints at sexual ardor, use of language, and imagery caused some to condemn the book for its portrayal of amoral passion. *Wuthering Heights* was the only novel Bronte wrote, yet she has also been called one of the great English lyric poets. She died when she was 30, yet her words stand in defiance of death. "No coward soul is mine, no trembler in the world's storm-troubled sphere." (<https://www.poemhunter.com/emily-jane-bront/>)

Sojourner Truth

Contributed by Deborah Karahalas

Sojourner Truth (c. 1797-1883), an outspoken

abolitionist who fought for the rights of freed slaves and women, was an uneducated slave born in New York and escaped to freedom in 1826. In 1843, convinced God called her to the higher purpose, she took the name Sojourner Truth and began preaching across the country. Her most famous speech, "Ain't I a Woman?" was delivered in 1851 at the Ohio Women's Right Convention. On the Eighth Anniversary of Negro Freedom, she preached about educating freed slaves and providing homesteads; "Give 'em land and an outset, and hab teachers learn 'em to read. Den they can be somebody." Truth is remember for arguing forcefully for rights, education, and freedom.

(<http://www.history.com/topics/black-history/sojourner-truth>)

Elizabeth Barrett Browning

Contributed by Maggie Burns

Elizabeth Barrett Browning (1806-1861) was a poet, feminist, and activist writer whose works opposed slavery and the oppression of women. Barrett Browning's most well-known poem may be Sonnet 43, also called "How Do I Love Thee?" The poem takes a common theme, comparing love to other things, and along with lofty ideals brings in unusually vivid feelings and images from everyday life, as in: "I love thee to the level of everyday's/ Most quiet need, by sun and candlelight." I love the way Barrett Browning wrote from the quiet dignity of her own life and argued for its importance and value against louder voices. (<http://academic.eb.com/content-proxy.phoenix.edu/levels/collegiate/article/16722>)

Kate Chopin

Contributed by Melissa Campbell

Kate Chopin, a Southern writer during the turn of the century, explored various feminist themes, stirring up mixed feelings among Victorians at the time. Her controversial 1899 novel, *The Awakening*, revolved around Edna Pontellier, a lonely wife and mother, who, unsatisfied with her prescribed roles, engaged in relationships with other men. Perhaps what truly caused the most distress for readers were not Edna's extramarital affairs, but that her search of the elusive self ultimately culminated in her own suicidal demise. While Chopin was not fully appreciated until much later, she has earned a place among great American writers, men and women alike. (<http://docsouth.unc.edu/southlit/chopinawake/menu.html>)

19th and 20th Century

Virginia Woolf

Contributed by Marianne Raley

Virginia Woolf was an English writer whose storytelling and analysis characterized some of the social and literary shifts of the late 19th and early 20th centuries. Pushing against

restrictive traditions and asserting women's rights to write their own compositions and destinies, Woolf's seminal work, *A Room of One's Own* (1929) asks readers to speculate about the outcome of a hypothetical sister of Shakespeare.

Would this fictional sister have met with the same success and lasting acclaim as her

brother or would she have disappeared from history? While we will never know if Shakespeare had an equally gifted sister, we do know that reading Woolf can help us see the power of the literary arts during the early 20th century. (http://www.virginiawoolfsociety.co.uk/vw_res.biography.htm)



Image courtesy of Unknown - Harvard Theater Collection, Houghton Library, Harvard University, at Wikimedia Commons

Charlotte Perkins Gilman (July 3, 1860 – Aug 17, 1935)

Contributed by Kristen McQuinn

Gilman was a 19th century American feminist writer. She had feminist and suffragist influences from a very early age: one of her aunts was Harriet Beecher Stowe. Gilman is most famous for her semi-autobiographical short story "The Yellow Wallpaper," which she wrote after she experienced severe post-partum depression and was essentially locked in a room for an involuntary "rest cure" at the urging of her doctor and husband. She was an outspoken voice for social change and the role of women in society. She sent a copy of "The Yellow Wallpaper" to the doctor who had prescribed the rest cure for her.

(<http://www.gutenberg.org/files/1952/1952-h/1952-h.htm>)

Willa Cather (Dec 7, 1873 – Apr 24, 1947)

Contributed by Kristen McQuinn

Willa Cather was an American author whose primary focus was on the life of the Great Plains and the prairie. She won a Pulitzer for her 1922 novel *One of Ours*. Some literary critics state that Cather

was the first person to give voice and heroism to immigrants in America through her portrayal of homelessness, exile, and American migration. For myself, it was through Cather's books that I learned to appreciate the prairie, not Laura Ingalls Wilder's stories. I read *O, Pioneers!* and immediately recognized my favorite grandad and the stories he told me of his childhood in many of the things that happened to the Bergsons.

(<http://www.gutenberg.org/files/24/24-h/24-h.htm>)

20th Century

Dorothy Parker

Contributed by Lisa Prince

Dorothy Park was a member of the Algonquin Round Table and wrote during the early 20th century. Her writing is often witty and sometimes sarcastic, but there is a freshness to it that makes her a favorite. One particular poem, "One Perfect Rose," illustrates her humor perfectly. It is at turns humorous and poignant. Without a doubt, there is something funny about indicating that one would rather have a limousine than a rose from a significant other. However, if the rose represents love, and a plucked rose always withers and fades, wouldn't anyone rather have a limousine? Such is the wisdom of Dorothy Parker. (http://www.best-poems.net/dorothy_parker/one_perfect_rose.html)

Zora Neale Hurston

Contributed by Chris Miller

Zora Neale Hurston was an integral writer of the Harlem Renaissance. She focused on writing portraits of life for African-Americans in the South. Her most well-known novel, *Their Eyes Were Watching God*, has been one of my favorite books for over twenty years because it is a story of a young woman who rejects the life that was selected for her and chooses her own path in her search for her one true love, Tea Cake. The story takes place in Eatonville, Florida, a town in the Everglades founded by former slaves. It is her seminal work and must read for anyone interested in Southern, African-American, or feminist literature because of its historically accurate representation of life. (<http://www.zoranealehurston.com/>)

Sylvia Plath

Contributed by Shyanne Ledford

Sylvia Plath was an American writer who lived and wrote during the 20th century, before committing suicide-by-oven in 1963. Although a novelist as well, she is regarded as an important contributor in the area of confessional poetry and one that wrote

with an especially dark flair. Plath's poetry boldly expressed dark murmurings and emotion, often through personification. My favorite poem, "Mirror," details a mirror's honest experience watching a woman lose her younger self in the depths of its surface with each daily glance. To a mirror, the aging process offers a unique relationship as users return each day for a deep stare. (<https://allpoetry.com/poem/8498499-Mirror-by-Sylvia-Plath>)

Anne Sexton

Contributed by Amy Riddle

Anne Sexton (1928-1974) is an American poet who embodied the confessional approach to poetry. She drew from experience, exposing the personal to construct the verse. Her initial collection of poems, *To Bedlam and Part Way Back* (1960), focused on her depression, struggle with mental illness, including institutionalization, and life after treatment. Sexton's poetry is honest and raw in terms of content, but crafted and technical in terms of style. While her predominant theme is mortality, I am always drawn to her poem, "Little Girl, My String Bean, My Lovely Woman" (1966). She speaks to her twelve-year-old daughter, wanting to hold onto everything she was as a child yet recognize everything she will be as a woman. This bitter sweetness speaks to every parent's experience. (<https://www.poetryfoundation.org/poems-and-poets/poets/detail/anne-sexton>)

Margaret Mitchell

Contributed by Vita Alligood

Margaret Mitchell was a 20th century American author. Her writing style is authentic, witty, and engaging, which likely explains how her only novel, *Gone With the Wind*, sold more than 30 million copies, won a Pulitzer Prize, and launched one of the most successful movies of all times. I love the banter between Rhett and Scarlett and the complexity of the characters. As someone who grew up in Atlanta, I was intrigued to learn about Atlanta's early years, its pivotal role in the Civil War, and the challenges faced during Reconstruction. *Gone With the Wind* provides an authentic account of life in Atlanta during an intriguing period of U.S. history. (<http://www.cnn.com/2011/LIVING/06/25/gone.with.the.wind.fans/>)

Madeline L'Engle

Contributed by Becky Sutton

Madeline L'Engle was a 20th Century American writer of poetry, fiction and plays. She wrote her first story when she was only five and would write more than 60 books in her lifetime. Her most popu-

lar and most controversial book is *A Wrinkle in Time* which won the John Newbery Medal in 1963. This often-banned book is the classic tale of the power of love over hate. This book owes its popularity in part to the fact that it attracts an audience from both genders because of its science fiction theme with a female heroine. It changed the stigma that science fiction was only for boys, putting the power and excitement of fantasy and science fiction in the hands of girls for the first time. (<http://www.madeleinelengle.com/>)

Phoebe Atwood Taylor

Contributed by Elsie Walker

Phoebe Atwood Taylor (1909 -1976) was a mystery writer who also used the pseudonyms Alice Tilton and Freeman Dana. She created a few different sleuths, but it is Taylor's Asey Mayo whose adventures I devour. The twenty-four novels are set against the backdrop of daily living in Cape Cod from the Depression to post-WWII. They give some insight to life during those eras while presenting mysteries that are clever, humorous, and wise. I enjoy how Taylor made Asey come alive through the use of the everyday man's Cape Cod regional dialect. Finally, it is fun to watch life force Asey to evolve, not just as a sleuth, but as a man. (<http://www.cozy-mystery.com/phoebe-atwood-taylor.html>)

Rita Dove

Contributed by Anne Graue

Poet Citizen ~Rita Dove, U.S. Poet Laureate from 1993 – 1995
In Rita Dove's poem "Demeter's Prayer to Hades," Demeter, the goddess of the harvest, tells the god Hades, who has stolen her daughter, Persephone, "There are no curses, only mirrors/ held up to the souls of gods and mortals" (Dove, 1992), and it reads as a threat to the powerful god of the underworld, a challenge to glimpse his own cowardice and the upshot of his actions. Labeled as a prayer, this sonnet is at once a plea and an admonition from a grieving mother who understands that "No faith comes without cost" (Dove, 1992). This sonnet is at once compact and expansive. This and all of her poems fall easily into the category of national treasures.

Reference

Dove, R. (1992). Demeter's prayer to Hades. *Poetry Magazine*. Retrieved from <https://www.poetryfoundation.org/poetrymagazine/browse?contentId=38445>

Here is Rita Dove's homepage, too, if you want to include that: <http://people.virginia.edu/~rfd4b/>

Diana Gabaldon

Contributed by Allison Mintz

Diana Gabaldon is an American author and no stranger to the *New York Times* Bestsellers list. She has been writing for over 25 years and is best known for her *Outlander* series. The series is comprised of eight historical fiction novels. Gabaldon's use of vivid imagery and historical accuracy make this series compelling and entertaining. Each of these books transforms readers completely into the story and provides heart stopping drama and a love story that transcends time. Of all of the books in the series, *Outlander* and *Voyager* (the third in the series) provides the most dramatic representation of protagonist Claire's personal struggles, the Battle of Culloden, and the beauty of this amazing love story. (<http://www.dianagabaldon.com/>)



Image courtesy of Captondo at Wikimedia Commons

Ntozake Shange

Contributed by Lisa Prince

Ntozake Shange is a contemporary writer of poetry and plays. As a black feminist, Shange's poetry mostly focuses on the darker side of the struggles of women and the human condition. It shines a light on uncomfortable topics that reinforce the idea that poetry does not have to be pretty to be powerful. Her poem "Crack Annie" tells the story of a drug-addicted mother who, in exchange for crack, helps her pimp-dealer rape her 10-year-old daughter. Interspersed with song lyrics, the poem moves the reader from mild discomfort to shocking anger. The poem conveys the power of the written word to shine a spotlight on the harsh realities of poverty and drug addiction. (<https://www.poetryfoundation.org/poems-and-poets/poets/detail/ntozake-shange>)

Louise Erdrich

Contributed by Jim Lipot

Louise Erdrich is an author of the Native American Ojibwe community. She pioneered a writing style known as multi-narrative in which the reader is immersed in the perspective of the character. Erdrich fictionalized non-fiction events to shine a spotlight on the reservations. Her debut novel *Love Medicine* earned multiple awards and is used in many classes for prospective writers. Her habit of bucking the system also applies to her love of

independent bookstores, as demonstrated by her opening of Birchbark Books, which carries books as well as Native American artwork, basketry, and jewelry. My wife introduced me to Erdrich's novels. Her style brings a unique richness to her characters. When I read her books I hear her characters speak directly to me. I have learned much about Native American life from her books. (<https://www.poetryfoundation.org/poems-and-poets/poets/detail/louise-erdrich>)

Margaret Atwood

Contributed by Amy Riddle

Margaret Atwood (b. 1939) is a Canadian writer, novelist, poet, and essayist. She has an extensive bibliography and is still adding to it with novels, graphic novels, and on-screen adaptations of her works. Her arguably most famous novel, *The Handmaid's Tale* (1985), which is one of the works with a forthcoming on-screen adaptation, is a dystopian novel based in the near future when women's bodies are controlled by the state. When I read this novel, it weighs on me; it reminds me of what I have and what I can lose. I love it because it embodies that element of science fiction that pushes us to be aware of what can happen if we are not fighting. (<http://margaretatwood.ca/biography/>)

Leslie Marmon Silko

Contributed by Amy Riddle

Leslie Marmon Silko (b. 1948) is an American novelist, poet, and essayist whose writing is rooted in her Laguna ancestry but translated through her style and perspective. She focuses on bringing to light what has been oppressed in Native American culture, whether it is language, belief, cultural identity, or fighting the despair and isolation that surrounds trauma. In *Ceremony* (1977), the protagonist, Tayo, deals with trauma from surviving war but also from the deeper wounds of colonization and disenfranchisement, which are a harsh and necessary reminder of the dark history we cannot forget. Reading *Ceremony* is not an easy journey, but it is a beautiful one, and we want Tayo to find healing and peace, even as the world seems bent on keeping him down. (www.poetryfoundation.org/poems-and-poets/poets/detail/leslie-marmon-silko)

Marjane Satrapi

Contributed by Amy Riddle

Marjane Satrapi (b. 1969) is an Iranian graphic novelist and artist. Her most widely known works include her memoirs: *Persepolis: The Story of a Childhood* (2003) and *Persepolis 2: The Story of a Return*

(2004). Both novels were included in the film *Persepolis* (2007), which received a nomination for best animated feature. Satrapi's graphic novel memoirs pull readers in through her stark depictions of a childhood and young adulthood burdened by an oppressive regime. Her stories are powerful and the images instill in readers a wide range of emotions. I was drawn to her description of herself as being of two cultures: never fully at home where she is, yet constantly wanting to belong, loving her country even as it denies her freedoms.

(www.britannica.com/biography/Marjane-Satrapi)

Alison Bechdel

Contributed by Amy Riddle

Alison Bechdel (b. 1960) is an American cartoonist. Initially recognized for her comic strip, *Dykes to Watch Out For* (1983-2008), she is now widely known for her autobiographical graphic novels, *Fun Home: A Family Tragicomic* (2006) – also a Tony Award-winning Broadway musical (2015) – and *Are You My Mother? A Comic Drama* (2012). *Are You My Mother?* particularly resonates with me as a mother and a daughter. Through psychology and story-telling, Bechdel lays bare her fractured relationship with her mother. She is authentic and honest, pointing out flaws in their relationship but recognizing how we are all victims of our circumstances. This is a book about forgiveness and acceptance. (<http://dykestowatchoutfor.com/about>)

N.K. Jemisin

Contributed by Kristen McQuinn

N.K. Jemisin is an American blogger and writer of speculative fiction. She also writes a *New York Times* book review column named *Otherworldly*, in which she covers the latest in Science Fiction and Fantasy. She is the first black woman to win the Hugo award for Best Novel in 2016 for *The Fifth Season*. Jemisin's writing is quite different from a lot of other sci-fi I've ever read. I love that she takes ordinary characters and puts them in extraordinary circumstances. Everyone who appreciates complex world-building and intriguing plots must read Jemisin's books immediately. (<https://www.theguardian.com/books/2015/jul/27/nk-jemisin-interview-fantasy-science-fiction-writing-racism-sexism>)

Chimamanda Ngozie Adichie

Contributed by Kristen McQuinn

Chimamanda Ngozie Adichie is a Nigerian novelist and feminist. She is most widely known for her novels and nonfiction. Her first novel, *Purple Hibiscus*, won the Commonwealth Writers' Prize for Best First Book; *Half of a Yellow Sun* was adapted into a movie;

Americanah was listed as one of the *New York Times*' "One of the 10 Best Books of 2013." Her TEDx lecture "We Should All Be Feminists" was later made into a brilliant short book of the same title and is a book I strongly feel should be required reading for all mankind. If nothing else, at least watch her lecture. Adichie is vibrant, passionate and I want to make her a household name. (<http://chimamanda.com/>)

J.K. Rowling

Contributed by Tracy Crawford

Joanne (J.K.) Rowling was born in 1965 in England and is best known for her Harry Potter series. Rowling loved to write fantasy stories from an early age. Her favorite author is Jane Austen, and Rowling often weaves similar mystery elements that Austen put in her famous novel, *Emma*, into her own novels. For example, in *The Sorcerer's Stone*, Professor Severus Snape appears to be trying to hurt Harry on the Quidditch field, when in fact, he was protecting him. Rowling hoped that readers would want to return to the earlier parts of the book to re-read them for clues that were there. Rowling accomplished her goal throughout all the books in the *Harry Potter* series. (<http://www.jkrowling.com/>; <https://www.pottermore.com/>)



Image courtesy of Daniel Ogren at Wikimedia Commons

Barbara Kingsolver

Contributed by Liisa Rose

Barbara Kingsolver is a 20th and 21st century American writer. Born in Kentucky, she has lived all over the world including Europe, Asia, Africa, Arizona, and Virginia. Kingsolver's work includes fiction, poetry, short stories, and essays. I enjoy her novels the most. Her voice is honest, modern, concerned and humorous. She weaves an engaging tale of fiction with a healthy dose of reality as the backdrop. My favorite novel is *The Poisonwood Bible* which unfolds through the eyes of a Georgia missionary's wife, in the politically volatile Congo of 1959. For a complete collection of Ms. Kingsolver's works, check out her website at (<http://www.kingsolver.com/index.html>). □



"The Windmill"
Karl Klingaman

Philosophy as a Mode of Life

by Jesus Escudero, PhD

“Empty is the argument of the philosopher which does not relieve any human suffering. For just as there is no use in a medical art that does not cast out the sickness of bodies, so too there is no use in philosophy, if it does not throw out suffering from the soul.” Epicurus

Since I started school a few decades ago, family members, friends, and students have asked me the same question: “What is philosophy? What is the purpose and professional outcome of studying philosophy? What is its usefulness?” These are legitimate questions. No doubt about it. However, they do not touch the heart of the matter since philosophy is already preconceived as a theoretical discourse and system of ideas. This is the representation which we usually make of philosophy. But philosophy is something else. It is a part of our existence, a practice, a vital attitude. In a nutshell, it is a way of life.

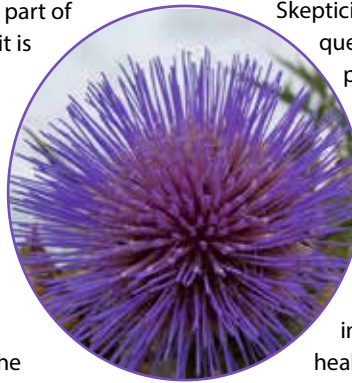
In recent contemporary philosophy, we can find an array of thinkers that consider philosophy a mode of life rather than a purely theoretical attitude. Philosophy is here linked to practices and techniques intended to arouse a modification and a transformation in the subject who performs them. Real wisdom does not merely cause us to know: it makes us be in a different way. For example, Pierre Hadot (1995) speaks of spiritual exercises. By this term, he means practices that could be physical (as in dietary and gymnastics) or discursive (as in dialogue and meditation). Martha Nussbaum (1994) develops what she calls the medical model of philosophy. On this model, philosophy is not a detached intellectual technique but a worldly art of grappling with human desires and miseries. Michel Foucault (2001) explores the notion of technologies of the self as practices that allow individuals to transform themselves in pursue of a certain lifestyle, purity, perfection, wisdom, or level of happiness. Among many techniques, he analyzes the performative effects of introspection, reading, writing, conversation,

physical activity, and nutrition.

All three authors consider that the study of ancient Greek and Roman philosophy can greatly enrich and heal our neurotic society. Greek philosophers such as Socrates, Xenophon and Hippocrates developed a rich art of life (*bios téchne*) while Roman thinkers like Seneca, Epicurus, Plutarch, and Lucretius paid attention to the “care of the self” (*cura sui*). In the so called Hellenistic Schools (Stoicism,

Skepticism, Epicureanism and Cynicism), philosophical questions became primarily ethical, in particular the problem of how to live well in difficult circumstances. The different schools all advocated a detachment from daily affairs, proposed an art of living and offered the hope of achieving a state of serene calmness (*ataraxia*) and inner freedom (*autarkeia*) in a troubled world.

From this perspective, it might be easier to understand one of the most widely used Latin phrases in education and sport: *Mens sana in corpore sano* (A healthy mind in a healthy body). □



“Burst O’ Lilac” image courtesy of Cathy Smith

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It’s Not Black and White: Teaching Diversity in the Writing Classroom

by Cathy Smith, Teresa Purcell, and April Brown



Image courtesy of Cathy Smith

The poster presentation, *It’s Not Black and White: Teaching Diversity in the Writing Classroom*, was presented at the Evidence-Based Teaching and Learning Lilly Conference in Anaheim, CA, from February 23-26. Teresa Purcell, Cathy Smith, and April Brown focused on the purpose for teaching narrative writing in an entry level college class. The presenters discussed the what, the why, and the how of narrative writing, and the use of narrative writing as a channel to explore diversity. Additional information about diversity and narrative writing can be found at <http://wewriteditdiversity.wordpress.com>.

Lauren Castrogiovanni also attended the Lilly Conference, and presented during the poster reception. Director of the Lilly Conferences, Todd Zakrajsek (personal communication, March 17, 2017), shared, “It was wonderful to have you [Cathy], April, and Lauren at the conference. It is because of great presentations, and participations, of folks such as your team that the conference is a solid success. Thank you for participating and for sharing.” □

Reaching the Rural College Student

by Catherine Blanco, MAT

With the emergence of online distance learning, there is greater access to higher education than ever, especially in the isolated populations of rural areas. Two years ago, I never imagined what might unfold moving from the large metropolis of Phoenix, Arizona (where I spent most of my life) to a small rural town over 60 miles away with no physical college presence. Challenges I rarely experienced in the big city came when I discovered fewer choices in cell phone and Internet service providers, along with slow connections and disconnections becoming a daily battle. This must be how my rural students feel, I pondered, which is when my passion to reach the rural college student was ignited.

The stereotype of hicks, farmers, cowboys, and country bumpkins are sometimes worn as a badge of honor, while still only representing part of the story that depicts the complexity of the rural lifestyle. As a rural student pursuing my doctorate in higher education administration and a full-time faculty member teaching rural students in my online classes, I have been investigating how online faculty may help meet the needs of the online rural student. Here are five ways to reach the R.U.R.A.L college student:

Relationship Building

Relationships built within the community are an integral part of rural living. Therefore, online rural students often need a similar sense of connection through relationships within the online college community. A study conducted by Hardre, Crowson, Debacker, and White (2007) revealed that students are motivated by classroom climate. As faculty, we can create a positive and welcoming classroom environment through welcome calls and positive feedback. Welcome calls are an important key to connecting with the rural student and keeping them motivated. These calls provide an opportunity for faculty to get to know students personally and learn about whom they are as well as why they are in college. Personal contact, positive feedback, and a feeling of connection with faculty will also help build the mentor relationship from faculty that rural students often need (Maltzan 2006). In addition, influencing students to join PhoenixConnect encourages relationship building with peers as part of a community of students who support one another.

Understanding the Rural Student

As faculty, understanding the traits of the rural college student provides the background needed to understand the rural student and better meet their needs. Researcher Bracken (2007), determined that there is a disconnect between rural life and college life. Although he was mostly referring to traditional college life at ground campuses, I see that this disconnect may still hold true for even our online students. Rural college students are an at-risk group with a higher attrition rate and different challenges than students from urban

and suburban areas (Guiffrida, 2008; Koricich, 2014). The average rural community has higher levels of poverty, fewer economic opportunities, and lower educational levels than other areas (Beasley & Holly, 2013). Rurality typically affects the choice of college for a rural student because of the far distance from a traditional campus, which is why many rural students choose online education (Koricich, 2014).

Rural students may feel alienated in college because most are first-generation college students with little college mentorship and role modeling available within their communities. The roles, expectations, and responsibilities that college requires may be foreign to the rural student, and they may be ill-prepared for such rigor (Beasley & Holly, 2013; Shamah, 2010). Faculty members may be the only role models that rural students have. By understanding the needs of rural students, faculty can prepare rural students for their roles in class through clear and concise student expectations and instructions, availability to answer questions, and willingness to guide the student throughout the course as needed.



Image courtesy of Lorri Lang at Pixabay

Recommending Resources

Students from rural communities usually do not know how to go to college, because of the limited access to college preparation courses, resources, and college mentors within their communities (Elkins, 2014). Elkins (2014) describes attending colleges for a rural student is like traveling to a foreign country without knowing the language, not understanding the customs, and lacking an interpreter. As faculty, it is important that we provide resources to help our students succeed, such as video tutorials on navigating the classroom and what writing resources are available through the Center for Writing Excellence. Sometimes rural students do not know where to start, do not understand what questions to ask, and are less inclined to seek help when they need it, so opening a dialogue to make ourselves available can ease student anxiety about a lack of college preparedness.

Allowing Time to Embrace Change and Diversity

Some rural communities may be disengaged from the rest of the world (Bracken, 2007). With this in mind, some rural students may come from more racially and culturally homogenous environments than urban and suburban students. Attending college with enormous racial, ethnic, and cultural diversity may create unexpected anxiety and discomfort for some rural students (Pearson & Sutton, 1999). To help students be flexible in a new environment and accept diversity, faculty should open up a dialogue on embracing diversity and working together to support one another in their endeavors to earn degrees. Having a classroom discussion about the diversity of the University of Phoenix and sharing how students can learn from each other based on their unique backgrounds, creates positive

connections, and allows time to embrace the vast change and diversity that students may not be accustomed to within their home communities.

Looking Out for Technological Trouble

Although online higher education appears to be a realistic option for rural students, some rural homes are still deficient in computer resources and high-speed Internet access (Beasley & Holly, 2013). Students may be using older or less-expensive computers and software with slower Internet connections and lack smart phones. Faculty should show their students that they understand that unreliable technology happens, but faculty should still hold students accountable as problems with technology should not be an excuse for lack of personal responsibility or late assignments. Approach the student with understanding and remind them of alternatives for getting work done (local library, neighbors, local coffee shops or restaurants with Wi-Fi). In recent years, many rural areas now have libraries with Internet computers, so encouraging them to take advantage of the local library computers may help.

Conclusion

You may have noticed from reading these ideas that they can relate to any college student no matter where they come from. Therefore, whether your student comes from a rural area, city, or suburb, we should work with them to meet them where they are at and help them excel in the classroom. Overall, a caring online classroom culture will increase human connections for rural student success. Also, a gentle reminder of their purposes and motivations for attending college can enhance meaning and sustainability in their educational journeys (Elkins, 2014). □

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“Technically Speaking” image courtesy of Cathy Smith

Dr. Elena Mastors - Interviewing Members of Armed Groups in Northern Ireland: Lessons from the Field

by Virginia Russell



"Blooming bluebells in Northern Ireland" image courtesy of iStock

In her January 17th Brown Bag presentation, "Interviewing Members of Armed Groups in Northern Ireland: Lessons from the Field," Dr. Elena Mastors shared information about the fieldwork she did in Northern Ireland. Dr. Mastors provided attendees with an eye-opening look into the human condition, as well as the motivations behind the violence and intimidation that has prevailed in the region located in the north of Ireland for decades.

Dr. Mastors began by explaining the background of the Irish unrest starting with the Partition of 1921 whereby Ireland was split into the north and south. Partition was followed by Direct Rule in 1972 by the British. However, not all people in the north wanted to remain under British control. The battle that ensued between the British and the Irish Republican Army erupted into full blown conflict. The violence continued until the 1998 Belfast Agreement, and the creation of the Northern Ireland Assembly.

It was during 1997 that Dr. Mastors began her fieldwork. As part of her fieldwork, Dr. Mastors took several steps to gather information for her research. She sent letters and emails, and made phone calls to members of several members of political parties, and met individuals who were part of armed groups that formed to fight the British, or thwart any change to the region's constitutional status. Dr. Mastors felt compelled to continue her study of this complicated region. In 2007 she wrote a grant, and in the years between 2008 and 2010 she would return to Northern Ireland several times on different grants to continue her work.

Throughout the years, Dr. Mastors' conversations with community members, community activists, political party members, armed groups, and the police shed light on the role of armed groups that although part of the ceasefire in 1998, continued to perpetuate social control and criminal activities. Dr. Mastors shared the tale of an interview with a victim whose family home was burned due to a feud between armed groups. Her father was long ago a member of an armed group, and upon reflection became a community activist.

When asked about police presence in these towns, Dr. Mastors replied that the areas ruled by the armed groups were "not a good idea to go into." She reported being told that, "police don't like to go into these areas." Thus, an alternative policing system by armed groups exists.

Dr. Mastors took questions at the end of her presentation. One question spoke to the reasons behind her interest in this volatile area. She replied that it was during a trip to the UK that she met someone who was a member of the Irish Republican Group. Their conversation caught her imagination and sparked her desire to know more. When asked if she was ever afraid, Dr. Mastors admitted there were times when she became wary. She noted a particular discussion with one of the infamous Shankill Butchers. "As we spoke, I looked into his eyes and I knew I was looking into the eyes of a sociopath." But, she hastened to add, "All-in-all, I just loved doing this work. I was so lucky to be able to do this."

Grounded in solid research and packed with fascinating details, Dr. Mastors' Brown Bag presentation "Interviewing Members of Armed Groups in Northern Ireland: Lessons from the Field" is a powerful testimony of internal terrorism and regional strife as seen through the eyes of "people trying to figure out their part in all of this conflict." □

Stress Management

by Kelsy Federico

Events happen in our lives that can feel out of control. For example, in my part of the country, we are experiencing warmer-than-normal temperatures. While in line at a store this past weekend, I started discussing the weather with a woman next to me. Normally, I worry about unseasonably warm weather as another sign of climate change, but the woman next to me had a different point of view. She said, "Well, we can't control it, so we may as well enjoy it!" Many events happen in our daily lives that we cannot control, but what we CAN control is how we react to those events. In this case, rather than worrying about what I could not control, I decided to enjoy the warm weather and went out for a walk without a hat and mittens!

When it comes to our jobs as faculty, life can get in the way of our plans to grade papers right after they are turned in or to participate in discussions. You may find that it's Sunday night and you still have 20 papers to grade, or maybe you have taken a day or so away from the classroom and find a lot of messages have been posted throughout the classroom. Time to panic? No! By taking a deep breath, gathering yourself, and taking it one step at a time, you can overcome those feelings of overwhelming adversity and even boost your self-esteem along the way!

To accomplish what seems to be an insurmountable task, it helps to first stop and get your emotions under control. Take a few deep breaths, as this helps center your mind and prepare you for the task ahead. Then, make a plan! In regard to grading, decide how many papers you have to grade, how much time you have to grade them, and then plan out your evening. To help manage your stress levels while grading, take short breaks and stretch to get your body moving. Try to avoid caffeine, as this can actually produce a stress response

in your body (Grant, 2013). Set a timer to keep yourself on track with how much time you have to grade each assignment.

If you login to the classroom to meet your participation requirement for the day and see 46 new messages in your classroom, it is time to prioritize! I like to respond to private messages first, as students may need help with an assignment, and a timely response is critical to their success. Then I check the Class Messages area, which is another common place for questions. Finally, I start clicking through the Learning Activities. You may want to start with the Learning Activity with the least messages, or the one with the most. I like to start at the top and work my way down. I keep messages unread that I want to respond to, and once I've marked all messages with the green "S" and purple "U," I am ready to start participating



Image courtesy of Shutterstock

in discussions.

Once you've graded those papers or met your participation requirement, you should feel a sense of accomplishment. Allow yourself to enjoy that emotion. Now that you've shown yourself you can overcome those feelings of stress and can achieve your goal, your self-esteem and confidence in your abilities may even improve, which gives you more confidence that if these situations arise again, you can meet your goals! □

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Celebrating the Bill of Rights

by Bill Heiman

December 15, was the 225th anniversary of the ratification of our Bill of Rights. To celebrate, I wanted to present my Criminal Justice class (CJS/201) with an appropriate cake.

I researched the fact that James Madison's favorite cake was a cinnamon spice cake. No bakery in our area makes such a cake. However, I found a fine bakery who made us a cinnamon cream swirl cake. It was delivered before our class



Image courtesy of Bill Heiman

last evening.

As the photograph shows, our students really enjoyed this festive way to celebrate our precious historical document. Please notice that we are holding up our copies of our Constitution. It was a very fine evening here at Phoenix!

An Open Dialogue About the Value of Career Education

by Judith Levin and Cathleen Mudd-Hutcheson

“What do you want to do when you grow up?” This is a common question with a clear focus that over the years is pensively evaluated by graduating high school seniors. “What do you want to do or be in terms of a career?” When students begin their university studies, they hopefully have given this question some thought and have considered their ultimate educational degree goal. However, it is reasonable to consider that many students have only briefly thought about their future career plans and have conducted little to no formal career research. Many entry level students progress through their early general education courses receiving limited exposure to career exploration tools and opportunities. For many students, entry level classes provide the first opportunity to explore and evaluate potential training opportunities and career options available to them.

College bound students work hard to select, qualify, and enroll in their first day of university classes. During the pre-college months, college bound students blindly face the challenge of selecting their first semester classes. Many large universities use the common selection of freshman courses to acquaint high school students with the academic culture of a large research university. These first semester courses provide incoming students a “jump start” for their personal growth experience that awaits them in future semesters and the ability to “gain traction” for their future competitive semester academic journey. First semester

courses often include Critical Thinking, Math, Composition/Writing, an Introduction to Major course, Foreign Language if required by the institution, and a fine arts elective. Freeman (2012) asserts, “Without broad exposure to potential careers students often know little about what they can do following their undergraduate studies; this puts them at risk for making uninformed decisions about their future careers” (p.154). It is the unique dilemma for all universities to provide strong career development courses, career advisor contact, and career resource centers for all

commitments” (Sullivan, 2014, p.8). Having a framework within courses that supports career exploration adds valuable student experiences and opportunity. Providing students with a career exploration course or a course with a career exploration component early in their university curriculum allows for exposure to potential majors, university career service resources, industry opportunities, and career paths. Early career studies exposure and exploration is of great value as students continue to progress through their coursework and also can serve

as a motivation for setting career goals.

Research suggests that students are not using career services on college campuses. If students are not reaching out to university provided career centers, then it is important that universities find creative ways to provide the basic



Image courtesy of Gerd Altmann at Pixabay

enrolled students and alumni.

Some educators share that it is important to implement career exploration early on in a student’s university curriculum and then continue to implement career education as students progress through their major coursework. Sullivan shares that “Undergraduates are generally not deeply engaged with learning. Many of them do not develop a thoughtful process of investigating future career possibilities, and all too few report thinking seriously or deeply about their larger values or long-term

needed career skills. When examining the awareness and use of career services at a large Midwestern university, Billotte (2013) found that the career center resources were underutilized and many students were having difficulty with career decisions. What was remarkable in this study was that only half of the students queried were aware of career services available on campus. Amazingly, despite difficulty with career decision making, even fewer had used the services on campus. In light of these realities, career focused seminars, guest speakers, and career courses

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Thriving, Diving, & Striving: Successes and Challenges in Teaching First-Year Academic Writing

by Michael Beneszewski

As 2017 gears up, ENG/147 will wind down and be replaced by two new writing courses in the upcoming Phoenix Success Series (PSS). Times of transition can provide ample opportunity for reflection. ENG/147, and similar introductory writing courses, gives plenty to ponder.

One beguiling challenge with ENG/147 was student retention and grades. Often, it would have high drop rates; classes of 20 or 22 many times would end with a dozen or fewer students. Of those remaining students, few might successfully complete the course with an A or B grade. Studies show that this pattern is not limited to one particular course or even one university. In a 2005 article, Sapp and Simon described the idea of “thrivers and divers” in online writing classes. In the study, they compared the grades of students in face-to-face writing courses to the scores of students in equivalent online courses. The differences were striking. Sapp and Simon noted, for example, that while all students completed the face-to-face courses, fully a third of the students in the online writing classes did not complete the course, either from failing or dropping the class. The authors concluded that “students in online courses were nearly as likely to receive a grade of A, A–, or B+ (38%), what we would consider ‘thriving,’ as they were to either withdraw, receive a grade of D or F, or take an incomplete in the course (33%), that is, ‘diving’” (Sapp & Simon, 2005, p. 474).

As we move forward into 2017, three faculty members have reflected upon the best methods they employ to curtail diving and, in doing so, provide a blueprint in future writing classes to increase thriving students.

Kevin Phillips: Engaging with Flexibility and Creativity

As an instructor, Kevin Phillips has observed this dichotomy in the writing classes he teaches. Kevin writes about four best practices to combat against the dive: read the signs, engage the student, be creative in feedback, and be flexible with assignments.

Kevin looks for “red flags” in student communications, comments like “I don’t like to write” or “I don’t understand.” When he sees these signs, he reaches out through the classroom or by phone to offer additional resources to struggling students. Kevin observes that the students he loses in class are the ones who do not communicate. While some students respond well to the typical written feedback, Kevin will creatively add a video if this proves ineffective: “I [will] discuss the assignment and how the student can continue to grow as a writer. I offer different ways to approach an issue and ask questions for the student to consider.” Lastly, Kevin suggests flexibility with assignments by allowing students to resubmit key assignments. This, he explains, allows students to make immediate use of feedback and demonstrates the importance of revising as part of the writing process.

Marsha Morgenstern: Fostering Success

Marsha Morgenstern shares many of the same practices as Kevin Phillips, with one important difference. Marsha approaches her writing classes with a similar flexibility and creativity, but also encourages those students who are thriving.

Like Kevin, students in Marsha’s writing classes can resubmit key assignments like the thesis statement. Marsha’s process creates a dialogue through Private Messages for additional feedback. This is important as

current writing assignments build from prior weeks’ assignments. Marsha too, will provide a screencast video message when written feedback is not proving effective but does so through a Private Message. Marsha also finds it important to engage successful students as well. Marsha explains that halfway through the class, either by phone or Private Message, “I reach out to any student that has earned an A and let him or her know I appreciate his or her hard work. I point out things that I notice, for example, if the student is an active participant in class discussions.” The response, Marsha notes, has been “extremely positive.”

Jilynn Elliot: Encouraging Student Strivers

Another seasoned faculty member with the University, Jilynn Elliot shares similar practices with her co-workers in maintaining an active presence with students. She does, however, have one best practice that is unique to her teaching style. Had this classification been addressed in the study by Sapp and Simon, these students might have been described as “strivers.”

Jilynn reaches out as well by phone to encourage students. She schedules a time before hand so students can be better prepared and have a more productive conversation. Another strategy that Jilynn employs is providing feedback in different parts of the online classroom to ensure students can find and utilize the information she provides. Jilynn also observes certain students having a difficult time with writing, “but they always complete their assignments and are willing to ask for help and receive help from their instructor. These students work very hard but generally receive not much higher than the minimum required to pass.” While these students strive to earn a high grade for their writing class, their final grade may not reflect the effort they put forth nor the assistance the instructor provides.

Sapp and Simon devote the second half of their article on suggestions for online writing instructors. While some of the authors’ suggestions are reflective of the time it was written, at the root their recommendations call for instructors to stay aware of students’ needs and proactively contact students. This researched advice mirrors the best teaching practices presented by the three faculty members highlighted here. Practices such as video feedback, scheduled phone calls, and recognizing and responding to different learner types such as strivers are all methods that help students thrive in online writing courses. □

Reference:

Sapp, D. A., & Simon, J. (2005). Comparing grades in online and face-to-face writing courses: Interpersonal accountability and institutional commitment. *Computers and Composition*, 22(4), 471-489. ScienceDirect.

Modeling APA in the Classroom - Part 5

by James Lipot

In the last issue of *We Rise*, I ended this column by asking the question “What steps do you need to take to become more comfortable with APA style and therefore able to assist your students better?” One of the stated purposes in the University of Phoenix *Academic Catalog* is “To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success” (University of Phoenix, 2016, p. 1). What better way to help our students learn to communicate effectively than by learning APA style ourselves, so that we can teach it properly to our students?

When was the last time you read the APA Manual? Was it when the *Fifth Edition* was out? Given the new ways we communicate, the new devices we use, and the new technology that allows us to communicate across the world in an instant, clear and concise communication styles such as APA are even more important today than ever (APA Style, 2016). APA style is perfect for working in any field and not simply psychology or research. The emphasis on shorter, more direct writing even fits the new technologies such as Twitter even more than ever.

Here is a little checklist of sorts to see which APA version you are currently using, in the style of Jeff Foxworthy’s *You Might Be a Redneck*. If you....:



“Transformation” Image courtesy of Kristen McQuinn

- Place quote marks around the title of a book or article, you might be using 5th edition APA style.
- Place quote marks around a word for emphasis, you might be using 5th edition APA style.
- Use the database URL (EBSCOhost or ProQuest) in the reference, you might be using 5th edition APA style.
- Use the date retrieved in the reference listing, you might be using 5th edition APA style.
- If you think 1 space between sentences is okay, you might be using 5th edition APA style.
- If the majority of your headers are not bolded, you might be using 5th edition

APA style.

- If you do not know what a DOI is, you might be using 5th edition APA style. Note: A *Digital Object Identifier* (DOI) is assigned to many articles that appear in peer-reviewed journals and is used instead of a URL and is a direct link to the article instead of to the journal.

Many of these same changes have been covered in prior articles. The APA Style website even includes some basic training in a free tutorial, which can be accessed from the home page: <http://www.apastyle.org/learn/index.aspx>. There are also more training and information opportunities on the *Faculty Resources* page (<https://multimedia.phoenix.edu/faculty-resources/>).

In each issue, we will tackle two or some more items that we can all use to be more effective models for our students. Please send any suggestions or pet peeves that you see to us for inclusion into the column. Questions are also always welcome. Please send these to COHS. BrownBags-Newsletters@phoenix.edu. □

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can focus on students in need of applicable resources.

As instructors, we have the unique opportunity to help students open the door to explore career opportunities and set the future career that they desire. Research has proven the importance of providing beginning college level students with skills to explore career opportunities. University students need to be exposed to career exploration in their early coursework, via contact with university career counselors and repeated visits to university career centers. Career education is a lifelong learning experience that needs to have a greater focus from the first through the last semesters for all university students. □

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Quiz and Discussion: An Open-Ended Discussion Question for Humanities Classes

by Joseph Zodi

For some of my classes, I have had success including a non-credit ten-question quiz in weeks three and five which are topics for review and discussion. These are fill-in, multiple choice, and true/false quizzes. There is no space for student names on the quiz because only they will see their answers. I give a few minutes for members of the class to take the quiz on their own, and then we go over the answers. These quizzes are beneficial because if students didn't know an answer when they took the quiz, they know the answer when we go over it. Plus, we review more.

For example, for HIS/301 (U.S. Constitution), a question is: *"The Census is required by the Constitution." T F.* The answer is true, and then I pose the question: Why? A factual reason is to collect and record statistical information, but that isn't why the Constitution requires it. The Constitution requires it in order to apportion the House of Representatives and Electoral College.

For week five, my tenth question is: *"From your readings and research, tell us something the rest of us probably don't know."* _____ (fill-in). Students will have done research on

various subtopics. For example, each researches a specific case relating to the First Amendment, which itself has five elements. Each student will have summarized his or her paper in class, but he or she usually will have found some interesting facts about the case (such as what happened to the litigants later, or a fine point that a Justice raised in a dissenting opinion) that isn't commonly known.

Benefits to this activity include:

- 1) Students usually have no difficulty coming up with a good point that isn't generally known, helping us all drill down deeper into our subject matter.
- 2) Students expect to "expect the unexpected," or that any time they can be asked a question, here or in the workplace, about something they have studied themselves.
- 3) Students gain practice in spontaneity within an impromptu setting, without the usual time to prepare. □

Student Success Corner

by Judy Levin

Coming new in this edition of *We Rise*, faculty in all subject areas are encouraged to share student success stories. Each future edition will focus on a specific student success topic and will highlight faculty-shared student experiences. I know that our faculty have encountered students with awe-inspiring stories about time management, goal setting, critical thinking, and career success stories.

I thought I would begin by sharing in this issue about a student that presented superior grit and persistence. This student lives in northern Maine and is a three-time brain surgery survivor. Her mission as a member of my class was to meet our class deadlines, even with her residual surgery challenges. All she asked of me was to give her chance and a little extra phone time to re-explain assignments. I welcomed the weekly phone calls as I reviewed what was required for class assignments. One evening toward the end of the class

term to my surprise I received a phone call quite late in the evening. Of course I answered my phone as I was concerned. The student was upset as she was having issues understanding what was required for our final class project. As I began to share with the student what needed to be



Image courtesy of Suphakit73 at FreeDigitalPhotos

accomplished, I could hear cars whizzing by as we spoke. I finally asked, "Where are you?" The student shared that she was sitting in her car on her laptop outside of the public library. She had an

agreement with the town librarian that, when the library closed, she could sit in the parking lot, log in using the library Internet code, and complete her school work. I shared with the student that she could wait until tomorrow to complete her assignment. I knew it was winter where she lived and did not want her out so late in the cold. "No," she said. "I want my assignment completed tonight. I want to make sure you view my work, in case I need to revise. I can do this," she shared, and indeed she did.

Have you ever thought about what our students may be experiencing to meet their academic obligations?

I look forward to reviewing your submitted amazing stories. Please remember to omit student names and try to limit your word count to 150 to 250 words. Please send your inquires and submissions to COHS.BrownBags-Newsletters@phoenix.edu. □

Using Current Events in the Classroom

by Melissa Paganini

When does knowledge transform to skill? Pure knowledge would be the knowing or the access to information, whereas skill would be the doing or application of this knowledge. Knowledge and skill are both surfaces in which we function through life, maneuvering about, raising a family, attending school, advancing in one's career, and ultimately serving oneself and others.

Every day we are exposed to vast amounts of information to filter through, determining fact from opinion, but are we aware of our own habits and bias during this process? Are our students? The information we obtain ultimately influences our thoughts, behavior, actions, and decision making process. When effort is put forth to gain knowledge, we expect what is absorbed to be timely, diverse, credible, and reliable.

Let's consider the importance of (former) President Barack Obama's Farewell Address, when he raises concerns about the willingness to receive new information instead of "retreating into our own bubbles" (Obama, 2017). What he means by bubbles is our neighborhoods, college campuses, and social media feeds in which we interact daily. More specifically, Obama states we are "surrounded by people that look like us, and share the same political outlook and don't challenge our assumptions.... We become so secure in our bubbles, that we start accepting only information, whether it is true or not, that fits our opinions, instead of basing our opinions on the evidence that is out there" (2017).

Living in a bubble is detrimental for everyone in society, but let's reflect on the distribution of information from faculty to student. What is your process of gathering and using information to deliver skill via knowledge? Are you using habit or taking risks by challenging other perspectives.

Current events fit nicely into the framework of a

classroom discussion for many courses' curriculum. In December of last year, the CMART v4.0 revealed ways to achieve advanced status in classroom performance under the categories of Engagement and Relevance. "Advanced incorporates specific current events and/or professional circumstances in the class discussions each week, and clearly explains how those examples illustrate course concepts and objectives" (CMART v4.0, 2017).

By using an active instructional strategy, you are not only enhancing your classroom but also promoting critical thinking and threading gaps between course concepts and real life applications. Online faculty have the option to easily edit a syllabus when finding

news to share in class. Sharing news with colleagues can foster best teaching practices and goals across the board, while reaching more of a student population at the same time. Events can be shared in We Rise, on the WIKI, Phoenix Connect, or among a community of peers.

Aside from the actualities of CMART, but also to fulfill the university's purpose, faculty can encourage leadership and honor education's ethical practices by guiding truth and using contemplative methods that require and sustain a greater awareness of the

"implications of the systems in which we interact" (2017). This is how we transform knowledge into skill. □



Image courtesy of Stuart Miles at Freedigitalphotos

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Call for Submissions for Math and Science Articles

by Deb Karahalís

For our June issue, we would love to hear your thoughts on working with reluctant learners who do not see the point in the courses and materials you teach. How do you encourage students to embrace the value of the concepts? How do you create a learning environment that challenges student negative attitudes? Do you have any Best Practices that you use in the classroom to encourage student success on difficult concepts?

We are looking for brief articles, between 250 and 500 words, and we would love to be able to share multiple perspectives from math and sciences.

If you have questions, please contact We Rise at COHS.BrownBags-Newsletters@phoenix.edu. We will be happy to address any concerns and provide any guidance. □

Diversity and Outreach

by Erin Lyden

The Faculty Publications and Communications team is pleased to announce a new Diversity and Outreach section arriving in the June 2017 edition of *We Rise*. The Diversity and Outreach section will deliver content that focuses on inclusivity and diversity issues in higher education, and will explore how these topics impact the nontraditional learners we serve.

We welcome your original submissions, article reviews, or suggestions on topics you would like to see covered. Please send inquiries and submissions to COHS.BrownBags-Newsletters@phoenix.edu. □



Image courtesy of Jonatan Pie at Pixabay

Brown Bags - Who? What? Why?

by Virginia Russell

As P.T. Barnum famously crowed – “Come one, come all!” Join us each month for a Brown Bag presentation. What is a Brown Bag, you ask? It is a presentation of a topic of interest, or demonstration of scholastic tips and techniques designed to educate, enlighten, and possibly even enchant!

Each month there will be two opportunities to engage and learn from your colleagues' presentations. Topics may include academic scholarship, a “How-to” for classroom success, grant-writing, or even a personal narrative on how to become a published author.

What’s that I hear? You ask, “How you can present a Brown Bag? Are there encore presentations? Where can I find additional information?”

If you missed an email and want to know the upcoming Brown Bags schedule, or have an idea for a topic and you’d like to present yourself, or want to view recordings of past presentations, please visit the Brown Bag section of the Faculty Community Website: <https://multimedia.phoenix.edu/site/humanities-and-sciences/982-2/>

So, watch for those email invites or visit the Faculty Community Website and mark your calendars for the following coming attractions.

- 3/14/17: Bjorn Mercer, Autumn Harrell, Vanessa Gallacher. “Using Pinterest to Augment Learning in Lower Division Courses.”
- 3/30/17: Erin Alward, Michael Stella. “The Impact of Virtual Faculty Mentoring on Student Success.”
- 4/6/17: Steve Emerson. “Facilitating Skills from the Oval Office.”

If you don’t come, you’ll never know what you missed! □

Good Vibrations: Eight Ways to Resonate

by Melissa Stock

Have you ever been around someone who exudes positive energy? It's contagious, isn't it? You find yourself feeling better without even realizing why. We say that those people give off good vibes, and we like to be around them. In fact, there is some evidence that humans do give off actual energetic vibrations that affect other people and events around them (Smith, 2002).

Higher vibrations are associated with feelings of well-being, positivity, and optimism. These are emotions that can help us to create a better classroom experience for our students and ourselves. Here are some practical strategies that you can implement to raise your vibration:

1. **A daily gratitude practice.** When you wake up each morning, before you even put your feet on the ground, take a few minutes to give thanks for something. It could be anything at all—try to think of something new each time you do it. Take a few minutes to bask in gratitude, and see how that affects your mood for the day.

2. **Set an intention to be positive.** This can have a marked effect on the relationships you have with friends and family, as well as with colleagues and students. Each day, I scan the names and photos of my students in the class roster, and I set an intention to be encouraging, uplifting, compassionate, and cheerful with them. This sets the tone for all of my interactions with them. For example, it helps me to react with kindness instead of annoyance when I field a question for the twentieth time or when a student forgets to submit something correctly.

3. **Smile.** As humorist Loretta LaRoche (2016) notes, "A pleasant smile can help you to have a relaxed mental state and a healthy body" (para. 6). The physical act of smiling will invariably lift you out of a blue funk. It is virtually impossible to feel bad when you are smiling! If you find that you are dreading a task such as grading or participating or making welcome calls, take five minutes, close your eyes, take a few deep breaths, and just smile. You will find that your attitude shifts, making the task easier and more enjoyable.

4. **Meditate or pray.** Whether you do it for spiritual uplift or just to relax your mind, a daily practice of meditation, prayer, yoga, tai chi, etc., can help to raise your vibrational level (Buckley & Stock, 2016). You can create a designated quiet place, light a candle, and play soft music; but you really don't have to do anything special. Try going outside into the fresh air for a few minutes. Take a short walk or just sit back in your chair and close your eyes. Give your mind a few minutes to quiet down, and just let your thoughts pass through without dwelling on them. Focus on your breath, say a prayer or set an intention, and



Image courtesy of Geralt at Pixabay

when you are ready to return to work, do so.

5. **Random acts of kindness.** This is a nearly foolproof way to help yourself feel better and to raise your vibration. Do something nice for someone; pay it forward. Be spontaneous with it. Bring awareness to your surroundings and look for opportunities to be kind. Let someone into the grocery store checkout line before you. Give someone a parking spot you were after. Pay a toll for the person behind you. Smile at a stranger.

6. **Affirmations.** It may seem cliché, but affirmations really can work. According to Alexander (2011), "Affirmations can be a powerful tool to help you change your mood, state of mind, and manifest the change you desire in your life" (para. 10). If you are doubting your ability to connect with a student or to teach a particular course, use positive affirmations to help reset your attitude about it. Feel silly doing it? Just keep trying

until you believe it or until you make yourself laugh (see #3 above).

7. **Be creative.** Sometimes the job of teaching is very stressful—let's face it. When we are stressed and feeling overwhelmed by work, it is hard to summon those good vibrations to share with our students. It may seem counterintuitive when you feel the pressure of a deadline or when you are faced with grading and participation, but a good way to relieve that stress is to take a creative break (Stuckey & Nobel, 2010). Step away from your work for 20 or 30 minutes (more if you can), and do something creative. Pick up a musical instrument and play for a while. Get out a piece of paper and draw. Put on some music and dance. These activities allow your mind to unwind, relaxing you, and re-energizing you for the task.

8. **Exercise, nutrition, sleep.** Taking good care of your physical body will help your mind to function at a higher level and will help your emotional energy to be higher and more positive. Eat well, move your body, and be sure to get enough sleep each night.

Try engaging in some or all of these practices in the coming weeks. I think you'll notice that your mood lifts and that you feel better more of the time. You will think differently about things too. You won't be so bothered by things. Your reactions will be more positive, and you'll find yourself achieving a flow state more often while you are working. Your good vibrations will resonate to others around you, creating a positive domino effect that will make for a better classroom experience, better colleague relationships, and a happier life. □

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Get that January 1st Feeling Back Again! Boost Your Energy and Performance

by Susan R. Buckley, MS, RD, LD/N, CPT

A new year is upon us, and with that, many of us may have set resolutions to improve ourselves. Unfortunately, most times our goals are not met, and we stray from our resolutions within a few days. This is a common theme that I encounter with my clients: "This year, I will get in shape, lose weight, and be more productive." We then set a firm start date to meet all our resolutions at once ... January 1st. Sound familiar? However, what happens to our sense of wellbeing when we break these resolutions, and how does that affect our energy and performance? Why do we break our resolutions? How do we recover and get that January 1st feeling back any time of the year?

As a Registered Dietitian and fitness trainer, I could certainly bore you with a prescriptive article on why a healthy diet and physical activity are important to boost our energy, productivity, and performance; however, I suspect most of you know what you should be doing. There are many pieces to the puzzle when it comes to wellness: mind, body, spirit. Hence, taking a holistic approach that acknowledges this connection rather than just focusing on diet and exercise can be effective (Buckley & Stock, 2016). Everyone's approach will be different, which is why it is important to figure out what works for us as individuals in order to achieve a sense of wellbeing, and therefore, boost our energy and performance.

How do you rate your sense of wellbeing? According to Dale et al. (2014), a low proportion of individuals report having a positive state of mental wellbeing. The good news is that lifestyle changes can impact our sense of wellbeing, which in turn, can impact our levels of energy. The key is to set goals for the right reasons and use the right strategies to meet these goals. For example, setting small, incremental goals is more effective than taking a major overhaul approach that starts on January 1st. Furthermore, contemplating why we want to make changes is essential.

Frakt (2015) provides good advice on how to contemplate our resolutions. He suggests we start with two questions: "Why don't I do this already?" "Why do I feel the need to do this now?" His blog entry actually came about due to his inability to focus while working on a research article, which made him less productive, and ultimately, less happy. His strategy was to set short term goals and share his progress with others for accountability. This constant reevaluation allowed him to become more productive and focused. Once he met this goal, he contemplated and set new goals.

Once we determine the importance of setting resolutions, the next step is to develop strategies to keep the resolutions. According to Kelly Hahl, health and wellness program manager, it is best to keep resolutions simple (Scanlon, 2015). Having a support system helps as well. In my case, I have friends that serve as support when it comes to wellness goals, and they also help to keep me accountable. In the workplace, I have a group of faculty that I collaborate with and this serves the same purpose. Another important strategy is to set small goals and not view setbacks as failures. Additionally, writing things down can be effective. I keep a journal where I reflect at the end of each day to see patterns that may be preventing me from obtaining a sense of wellbeing. Staying positive is essential (Buckley & Stock, 2016).

In addition to changing our mindset, dietary changes may also

be partly responsible in having an effect on our sense of wellbeing. In fact, there is an emerging interest in how nutrition can have an effect on our sense of wellbeing. Even though the research is too early to make specific recommendations of certain nutrients, we can obtain some general information on how nutrition affects our moods (Harbottle, 2011). General recommendations to maintain a sense of wellbeing include eating at regular intervals to maintain normal blood sugar levels and eating a variety of natural foods to avoid deficiencies.

When it comes to nutrition, a balance of nutrients should be achieved keeping in mind that moderation, not deprivation, can enhance our sense of wellbeing. This is why I like to refer clients to the USDA's Choose My Plate website (www.choosemyplate.gov). This is an excellent resource that allows you to make the changes needed to obtain all the essential nutrients (carbohydrates, proteins, fats, vitamins, minerals, water). Based on personal variables, recommendations will be made to ensure all essential nutrients are consumed, and physical activity recommendations can also be found on the site. The site even includes a "SuperTracker" online tool that allows you to obtain a personalized nutrition and physical activity plan, track your intake and exercise, and get additional tips to stay on course.

Bottom Line: It's all a balancing act, and everyone's act will be different. Incorporate lifestyle changes gradually so that they become a habit. Furthermore, keeping a personal journal is quite effective in overcoming barriers and noticing patterns as we focus on wellness. Take a holistic approach to ensure that the changes you make add to a sense of well-being. For example, if getting on a treadmill 30 minutes a day is not fun, try something else such as walking outdoors, taking a yoga class, playing with the kids, or doing some strength training. Turn "exercise" into "play time" so that it does not become a stressor. After all, being active also enhances our sense of wellbeing. Finally, find time to reflect and relax. You will be able to incorporate the lifestyle changes that will work for you ... then watch your productivity and performance soar! □



Image courtesy of iStock

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Continued from page 25 - Good Vibrations

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Image courtesy of bitchmedia

A Teacher's Quick Guide To Understanding Mathematics Anxiety - A Review

by Erin Lyden

Mathematics anxiety is a common phenomenon that interferes with student learning. DesLey Plaisance, an Associate Professor of Mathematics and Director of Graduate Studies at Nicholls State College, offers a deeper understanding of the math anxious student, as well as effective teaching methods for combating mathematics anxiety.

Mathematics anxiety can be described as “the gorge separating the abstract from the concrete” (Reyes et al., 2007, as cited in Plaisance, 2011, p. 4). Within that gorge, the problematic symptoms and behaviors associated with math anxiety exist.

Sufferers of mathematics anxiety exhibit both psychological and physical symptoms including worry, feelings of helplessness, humiliation, increased heart rate, clammy hands, and upset stomach. Plaisance further stresses that personality factors, such as low self-esteem, as well as intellectual or environmental factors, such as poor attitude or prior damaging classroom events, can also result in math anxiety (Plaisance, 2011).

Fiore (1999) “believes that teachers and the teaching of mathematics are known to be at the root of mathematics anxiety” (as cited in Plaisance, 2011, p. 4). For example, instructors who fail to adequately explain concepts, lack enthusiasm, or lack patience with students can further exacerbate anxiety among students. As such, employing teaching methods known to reduce mathematics anxiety is essential.

Foremost, instructors should avoid promoting memorization strategies, and instead focus on encouraging conceptual understanding. Plaisance (2011) cites The National Council of Teaching of Mathematics (NCTM) (1995), which recommends accommodating different styles of learning, making mathematics relevant to life, designing positive experiences in math classes, and emphasizing that mathematical ability is not a measure of self-worth and that everyone makes mistakes in math.

Plaisance’s findings beg the question of how to best serve the nontraditional students of University of Phoenix, particularly those first-year students returning after a lengthy lapse in their education. The Center for Mathematics Excellence, located under the Library tab of eCampus offers a wealth of resources, including the Building Math Confidence site.

Within the Building Math Confidence site, students can find videos and tutorials on overcoming math anxiety and strengthening their math ability, including a virtual quiz aimed at assessing their level of math anxiety and resources designed to foster good study habits and overcome math anxiety. While many faculty do not facilitate math courses, it is never too early to recommend these resources to students through Class Messages or weekly wrap-up notes, and to encourage students to speak with their Academic Counselors to determine when they can expect a math course. □

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Recommended Readings

by Fran Pistoresi

The following articles are our recommended reading for this quarter.

In her blog entitled “Why Are We So Slow to Change the Way We Teach?” Maryellen Weimer discusses three reasons instructors are not-so-swift in their effort to revise their practices. The URL for this article from Faculty Focus is: <http://www.facultyfocus.com/articles/teaching-professor-blog/why-are-we-so-slow-to-change-the-way-we-teach/>

Stanford’s Graduate School of Education website posted an article entitled “Stanford Researchers find Students Have Trouble Judging the Credibility of Information Online” by Brooke Donald that provides an explanation of the results of a study that shows that students at all levels have trouble recognizing sponsored content and political bias in social media. The article URL is: <https://ed.stanford.edu/news/stanford-researchers-find-students-have-trouble-judging-credibility-information-online>

Marc Alongi, Benjamin Heddy, and Gale Sinatra’s article entitled “Real-World Engagement with Controversial Issues in History and Social Studies: Teaching for Transformative Experiences and Conceptual Change” found in the Journal of Social Science Education explores how to use controversial topics to develop critical thinking skills in students and motivate them to engage in political concepts beyond the classroom. The URL for this article is: <http://www.jsse.org/index.php/jsse/article/view/1479/1591>

In Community College Review, Rebecca Cox’s article entitled “‘You’ve Got to Learn the Rules’: A Classroom-Level Look at Low Pass Rates in Developmental Math” concludes that rather than simply learning how to follow steps, developmental math students need to “construct their own knowledge, and monitor and guide their own learning and thinking.” The article URL is: <http://web.b.ebscohost.com/contentproxy.phoenix.edu/ehost/detail/detail?sid=d15a1860-f4e0-4c1a-af64-828030960d78%40sesionmgr101&vid=3&hid=115&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#AN=103090133&db=a9h>

Holly Kosiewicz, Federick Ngo, and Kristen Fong argue in a second article from Community College Review entitled “Alternative Models to Deliver Developmental Math: Issues of Use and Student Access” that it is time to “revamp the traditional delivery model for developmental math.” The web URL is: <http://journals.sagepub.com/doi/full/10.1177/0091552116651490>

In The Journal of College Science Teaching, Amber Reece and Malcolm Butler’s article entitled “Virtually the Same: A Comparison of STEM Students Content Knowledge, Course Performance, and Motivation to Learn in Virtual and Face-to-Face Introductory Biology Laboratories” reports on a study that concludes that there were no significant differences in performance between students in face to face and virtual Biology 1 classes. The URL for the article is: <http://search.proquest.com/contentproxy.phoenix.edu/docview/1854235231/fulltext-PDF/CD0230C0EA23445CPQ/1?accountid=35812>

In “Are We Teaching Composition All Wrong?: Students Understand Why Barbie Is Sexist, But They Can’t Make Their Case in a Coherent Essay,” Joseph Teller explains that writing instructors spend too much time on critical reading and not enough time on writing. The URL for this article from The Chronicle of Higher Education

is: <http://search.proquest.com/contentproxy.phoenix.edu/docview/1826270801/549BEBB856444446PQ/1?accountid=35812>

Emily Shearer Stewart writes in her article “No, We’re Not Teaching Composition ‘All Wrong’” that many pillars of writing instruction, such peer editing and revising, work effectively if students are given the proper instruction and time to perform the tasks. The URL for this article from The Chronicle of Higher Education is: <http://search.proquest.com/contentproxy.phoenix.edu/docview/1850856198/342D8B8D168A40A3PQ/1?accountid=35812>

Shari Saunders and Diana Kardia’s article entitled “Creating Inclusive College Classrooms” on the Center for Research on Learning and Teaching website explores five aspects of teaching that lead to safe and inclusive classrooms. The URL for this article is: http://www.crlt.umich.edu/gsis/p3_1

Omar López, Stephen Springer and Jeffrey Nelson’s article “Veterans in the College Classroom: Guidelines for Instructional Practices” published in Adult Learning outlines five instructional practices that help veteran students succeed. The URL is: <http://journals.sagepub.com/doi/full/10.1177/1045159515601825> □



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Undergraduates' Statistics Anxiety: A Phenomenological Study - A Review

by Deborah Karahalis

There is one course that fills many students with dread—statistics. In "Undergraduates' Statistics Anxiety: A Phenomenological Study" (2015), Soofia Malik, a doctoral student in Mathematics Education at the University of Wyoming, explored the impact of statistics anxiety on students with non-mathematical backgrounds who take a required, undergraduate statistics course. Malik discovered that statistics fear had both physical and psychological effects, which led to insecurity, anxiety, and poor test scores. She addresses how teachers can work with students to reduce anxiety felt during both lectures and exams. Malik believes teachers who work closely with anxious students can significantly reduce anxiety.

Malik's research focused on students taking Introduction to Statistical Analysis who had self-identified with high levels of anxiety. Many situations caused student anxiety: fear of statistical problems, inability to understand statistical language and symbols, exams, and embarrassment when discussing confusing statistical concepts. These students felt anxious and considered quitting the course.

Among the anxious feelings were "lack of confidence, incompetence, frustration, flustered thoughts, worry, intimidation, confusion, fear of the unknown, apprehension, panic, being overwhelmed, blank mind, and trouble focusing" (Malik, 2015, p. 125). The physical symptoms included "increased heart rate, shaking, the urge to cry, eyes watering, deep breathing, cheeks flushing,

hot face, and stuttering" (Malik, 2015, p. 126). Some students feeling overwhelmed by the physical and psychological symptoms considered leaving in the middle of an exam or lecture.

Malik described several methods which can both help students understand new concepts and reduce statistics anxiety. Students benefit from using formula sheets or their own notes during exams. Also, real world examples in test questions provide a concrete applications of abstract ideas. Adding some humor in lectures can help student to relax while exploring complicated concepts. Demonstrating a real concern for students' feelings helps them to feel validated. Malik also recommends creating separate courses for non-math majors which would cover material at a slower pace. Any or all of these recommendations can help to elevate statistics anxiety.

Students often come into statistics with the perceived notion that the course will be complicated and overwhelming. If teachers take time to make the concepts clear and applicable to everyday life or future careers, then students will relax and succeed in the course. □

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Teaching Critical Thinking: Some Practical Points - A Review

by Melissa Campbell

In her article, "Teaching Critical Thinking: Some Practical Points," Dr. Linda B. Nilson (2016) cuts through the thicket of the academic world to define critical thinking and why it is so important to teach in this day and age. According to Nilson (2016), scholars agree that critical thinking involves interpreting, analyzing, and evaluating; directing attention on something and actively thinking about it; challenging established viewpoints; and asking questions. Students require a clear understanding of what critical thinking is, how to do it, and why it is necessary.

In order to promote critical thinking, class discussion has always garnered success with students. All critical thinking instructors can attest to this and may happily struggle to keep up with students engrossed in active discourse. However, other teaching methods such as debates, journaling, and

Process Oriented Guided Inquiry Learning (POGIL) activities, to name a few, can prove just as effective (Nilson, 2016). Whatever experiences are offered, critical thinking instructors must create the right environment where students can actively engage with their own thinking processes, thus developing essential metacognitive skills.

For students to grow as thinkers, Nilson (2016) emphasizes the point that instructors must model strong critical thinking skills and make students aware they are doing so. Putting themselves out there will benefit students in the long run, making it safe to stretch the students' thinking. Perhaps there is no better place to practice the diplomatic art of agreeing to disagree safely than the critical thinking course. Through their instructors, students learn to traverse complex issues and respectfully collaborate with others.

In truth, students may have an even deeper appreciation for critical thinking than their instructors may. They usually realize right away that the course is filling a void in their lives, and at course-end, they promise to put into practice the skills acquired as they move forward in their academic journey. There is no doubt that critical thinking has a prominent place in higher education. It is easy to see how much it positively impacts students, and ultimately, the world outside the classroom. □

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Accolades

Congratulations to the following faculty on their accomplishments:

Faculty member Greg Beatty has won 3rd place in the Over 50's Category of the City of Rockingham Short Fiction Awards for his piece "Two Old Men in a Dead City."

The 2017 "The Learner Conference" has accepted a proposal for a paper/ presentation on Digital Literacy by a team of Faculty members from the College of Humanities and Sciences.

The team includes Myrene Magabo, John Garot, Elsie Walker, Richard Kameron, Shelley Gordon, and Faye (Iris) Watson.

If you have a recent accomplishment you would like to share with your peers, please send the details to

COHS.BrownBags-Newsletters@phoenix.edu. □

Quarterly Recognition

Teaching Excellence

Laura Policar - Laura is a role model for teaching excellence.

Laura is a creative and dedicated teacher who is student-centered in her approach to the classroom. She solicits student opinions and questions in class discussions, provides anonymous surveys in GEN/127 to elicit feedback, and she uses this information to modify the instructions for Learning Activities and Assignments. All of her classes include custom-made welcome videos or Prezis. With her degree in fine arts, she brings a highly creative sensibility to the classroom, and she has created a huge library of helpful YouTube videos. She frequently creates instructions in both video and written form to assist students with different learning styles and abilities. Laura has created a lot of original graphic content using her artistic talents, from visual summaries to pertinent illustrations within weekly welcome and wrap-ups, to spur-of-the moment pictures in private messages (for example a bowl of chicken soup for a sick student). Is it any wonder her students love her?

Amit Patel - Amit continues to be praised by his students for being a phenomenal faculty member. Amit's feedback to his students is intuitive, relevant and detailed. Amit gives his students extra pointers, resources and positive support that his students appreciate. Amit is incredibly eloquent, well-versed, and knowledgeable. Amit's students have praised him for helping them to look and think outside of the box.

Tracy Crawford - Tracy goes above and beyond to make a difference in her classes, and her students notice! She has been an exemplary instructor for GEN/201 (despite only recently taking on the course). She has also shared her teaching strategies with other faculty so that they can be just as effective in their classes. She is truly an amazing instructor and a gift to the University!

Dale J. Harrington - Dale celebrates 31 years of academic excellence in the classroom as an Associate Faculty for the Bay Area campus and many years of coaching faculty on policies and practices as a Lead Faculty Area Chair for the Sacramento Valley Campus.

Innovation in the Classroom

Tracy Crawford - Tracy continues to be an inspiration when it comes to classroom innovation! Tracy created a feedback presentation

for GEN/127 and GEN/201, which discusses how feedback is provided for assignments and to encourages students to read their feedback and reply to the discussion regarding how they receive feedback best. She created and implemented new v6 GEN/201 materials (along with Vita Alligood and Melissa Stock) including new First Messages, rubrics, etc., and shared these materials with her colleagues. She implemented an alternative assignment for GEN/201 (Week 2 Thesis and Outline Presentation). She created and includes a Weekly Self-Assessment Survey along with analysis of results of survey for GEN/201 and HUM/115. She created and included Weekly Learning Objectives Assessment for HUM/115.

Scholarship

Darlene Meador-Osborn - Darlene presented with Dr. April Umstead at the Georgia Autism Conference and Expo in Peachtree City, Georgia, on autism services initiatives for adults, a partnership of the Georgia Department of Behavioral and Developmental Disabilities and Emory University.

Gloria Martin - Gloria will record and produce an audiobook - *Blow Ye the Trumpet in Zion: Religion in the Civil War Era* (Traditional American History series Book 12), originally written by James M. Volo.

Melissa Campbell - Published short story "Glimpse" in *The Penmen Review*.

Susan Buckley - Susan is paving the way when it comes to scholarship! She has been incredibly encouraging to those of us who are worried and set an awesome example by having a blog article published in the *National Federation of Professional Trainers* website on 9/20/16 (<https://www.nfpt.com/blog/recent-evidence-based-nutritional-guidelines>). Additionally Susan wrote a summary on a position paper published by the Academy of Nutrition and Dietetics and her recent compilation of evidence-based research on sports nutrition guidelines was accepted as a continuing education credit article for certified trainers to review.

Ramona Moore Big Eagle - Ramona presented scholarly research findings at University of Phoenix Charlotte Campus and Charlotte Campus Research Center's 3rd Annual Faculty Scholarship Symposium.

Service to the COHS Community

Melissa Stock - Melissa continuously shares materials and grading tips for the GEN courses. Melissa has been a great source of knowledge for GEN/201 including moderating the October GEN content area discussion to explain the similarities and differences between GEN/127 and GEN/201. Additionally, Melissa built GEN/201 materials with Vita Alligood and Tracy Crawford, including grading rubrics and syllabus modifications. In addition to all of this GEN/201 assistance, she worked on a project with Melissa Fagan to help faculty learn more about HLC and accreditation. She awarded EPIC points to colleagues and assisted colleagues who asked for assistance through email or phone.

Service to Your Community

Scymentress Williams - Scymentress served as a Board Member for Girls on the Run of the DFW Metroplex. As a board member, Scymentress worked with a diverse group of community leaders to plan two yearly 5k races and raise funds for programming. During Scymentress's tenure as a board member, the organization more than doubled its charitable donations and student participation. Scymentress loves empowering young girls to live healthy lifestyles.

Dawn Ingram - Dawn is extremely active in her community. All of these activities are ongoing. For Lake Norman High School, she volunteers for the Boosters concession stand. For Lakeshore Elementary School, she volunteers weekly as a classroom assistant, working with

children who are struggling academically as well as serving as the Room Mom and helping with the Book Fair. She is the Lakeshore Middle School's PTO Secretary, helps with the book fair, is the "Sound to Sea" Cabin Mom, works the concession stands, and also handles the pretzel sales. Finally, she volunteers in the Grace Covenant Church Christmas Shop.

Mark Alexander Holtzclaw - Since 2012, Mark has volunteered at the Civil Air Patrol - U.S. Air Force Auxiliary in Columbus, Ohio. Mark's chief profession in this organization is Aerospace Education Officer and he earned the masters rating in aerospace education along with the A. Scott Crossfield Award, awarded by National Headquarters. For more information on Civil Air Patrol: www.gocivilairpatrol.com/

Other

Darlene Meador-Osborn - Darlene completion of a graduate level *Certificate in Management Development* from the University of Georgia, Carl Vinson Institute of Government.

Carlie Nicastro - Carlie graduated with her Ph.D. Dissertation title is "Impact of Online Faculty Training on Instructional Practices in On-Ground Classrooms at Two Postsecondary Degree Granting Institutions in Northeastern Pennsylvania." □



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Creative Corner



Image courtesy of Shutterstock

Flash-Fiction Writing Challenge

We Rise would like to invite everyone to participate in this flash-fiction writing challenge. **Using the photograph below**, send in your flash-fiction story of no more than 250 words. **Please submit** your piece for an opportunity to be published in the June issue to:

COHS.BrownBags-Newsletters@phoenix.edu



Image courtesy of Jorge Royan at <http://www.royan.com.ar>

Plot Bunny Entries

“People Would Always Tell Me...”

A Casualty of War

by Liisa Rose

“People would always tell me I should be a general,” the retired officer slurs. “‘Why aren’t you?’ they’d ask. ‘You did everything right! You taught me everything I know about being an officer!’”

He stops with a dismissive wave of his hand, looks at me and laughs off the supposed questioning. “Ah, I didn’t want that. Didn’t want to be a general. Didn’t want to play that role.”

He finishes his third scotch and stares into the flames of the crackling fire pit. Does he see the horrors of Afghanistan, I wonder?

“I didn’t want to be a general.”

I nod in expected agreement. I’m reminded of the times when only the officers were invited around the fire pit with him, the scotch, and the cigars, to be regaled by stories of grandeur. Irritated spouses were relegated to wine and kids on the porch—excluded. Now the exclusion is his. The lonely fire pit on his wooded land was a reminder of what should have been: the retired officer surrounded by his family at their “forever home.”

My husband, the current colonel, is retrieving the bottle to be ready for the fourth scotch. The retired officer looks at me through bleary eyes and asks what I learned from him in the years he served as my husband’s boss. I want to tell him the truth, but can’t. I’m just relieved that my husband returns and their conversation about the “good old days” resumes. Thankful that when we go home, it will be together. □



Image courtesy of Andrew Pons at Pixabay.com

Me Versus the Broccoli

by Nathan Coley

People always told me I could do whatever I wanted if I put my mind to it. I let this thought marinate for years, toying around with being an astronaut, or coming up with the cure to a disease, but I decided on something more modest. To test out this hypothesis, I would test my skills at actually liking the taste of broccoli.

I sought alliances in every last kind of cheese I could find—cheddar, American, Asiago. I melted an unreasonably rich concoction of them together and stirred it slowly, my fork in hand, waiting for the plate of steamed broccoli to request permission to land.

And land it did, though it surely didn’t expect its encounter with a few metric tons of cheese products. They coated my terrible green enemy, like volcanic lava would cover a village. I had fooled the broccoli.

And so, with the broccoli on my fork, with enough cheese to clog the pipes beyond repair, I put my mind to it and decided I could do whatever I wanted to. I bit into my oldest of enemies, giddy at the thought of how I had played the best of all trump cards: cheese.

My tongue, in a fit of distress I’d never felt before, sent a message to my brain: This is broccoli, that’s all it will ever be, and all the cheese in the world cannot save you. I spit it out and sobbed.

Incidentally, I still haven’t given up the astronaut thing. □



Image courtesy of Pixabay

Plot Bunny Entries

“People Would Always Tell Me...”

Shadows

by Maggie Burns

People would always tell me I was imagining things, but I knew it was true: the shadows moved when nothing was there. Tree branches waved without any wind. Nothing was ever where I left it. If a book or shoe had moved, even just a few inches, I always knew. But I could never catch the shadows in the act.

One day I laid a trap. I got my sister’s old video camera out of the closet and charged it up. She never uses it now that she has a phone. I found a blank tape and wrapped the whole thing in a blanket to quiet the whirring. And I set up the wooden chessboard with all my treasures, every tantalizing thing arranged in patterns on its squares: pretty stones, our mother’s rings, a tiny white horse from the whiskey bottle, a carved jade face the size of my fingernail, a pink whorled shell, a perfect buckeye, a little golden letter R from off a car. I pressed record and went outside to play.

When I came back the tape was full, so I rewound and watched it on the miniature screen. It showed that the treasures on the chessboard didn’t move. I watched so long my eyes ached. Then the shadows on the screen began to move, blotting out the camera’s view of the board. The screen went black. And that’s when I checked the chessboard itself at last. It was completely empty, all my treasures gone. □

A Fonder Heart

by Jenny Mark

People always told me that absence makes the heart grow fonder, but I never believed them. When someone was absent for me, I forgot they existed. I would move on.

That morning when the news report was on, I wasn’t really listening. It seemed like a sad story. An eight-month-old baby was found dead. A mother and her roommate arrested. Just more tragedy—it seems like there’s more every day.

This time, however, a few words catch my ear. “Police arrest the mother, 29 year old Cathy Marie Parker, and her roommate...” The rest is lost for the moment.

Cathy.... My Cathy? I grab the remote and rewind, listening carefully to the details this time, and as I listen, I can’t reconcile this tragic story with the girlfriend I had stepped away from two years ago. The girlfriend who told me about her past while I told her soothingly that she should be proud of where she is now and the progress she’s made. The girlfriend who could always make me laugh, even when I couldn’t stop crying for days because my cat was hit by that car.

I knew something had turned bad when she stopped returning calls, when she made lame excuses for not coming over, when she started wearing too thick makeup to hide the spottiness of her skin. The day I went to visit her and she kept me outside as if embarrassed by what was in her house, I knew it was over.

That’s when I did what I always did. I let go. I won’t force someone to be what I want them to be, and I won’t let myself get pulled in either. So I let go, and pretended to forget.

I rewind again, listening carefully, and with every word, a little candle lit for her in my heart blew out, leaving behind a deep, dark ache. I sat there in that darkness and cried, letting the fondness that had grown without me knowing it die completely for the girl I had once loved and then let go. □



Image courtesy of Pexels

Summer Photos

We Rise is looking for photos from faculty. If you have any photos that represent summer to you, such as flowers, thunder storms, wheat combines, boating, etc., please submit it to
COHS.BrownBags-Newsletters@phoenix.edu

Hot Off the Press!

We Rise wants to hear about you! We are looking for stories about the different ways faculty have published or are in the process of getting published. Whether an article, poem, play, or book, we are interested in hearing of your accomplishment. Likewise, if you will be presenting or moderating at a conference or workshop, let us know about it.

We are looking for stories about outside writing projects, workshops, and conferences that enhance your teaching practices. Please submit your achievements for the Accolades section of the June issue. □

Stay connected with our Dean of Faculty, **Elena Mastors**, by following her on Twitter at https://twitter.com/elena_mastors

Are They Engaged?

"Student engagement" has been a hot button topic in online education for many years. The question of how to best engage students while also providing a rigorous learning environment is paramount. Faculty all want students who are actively involved and interested in learning, but how do they make that happen?

Faculty ask themselves questions, such as:

- Should I use multimedia?
- Should I change assignment topics?
- Should I provide more discussion opportunities?
- Should I add current events and issues?

We Rise wants to know more about your approach to student engagement. Please submit your ideas for an article to be published in the June issue to cohsnewsletter@phoenix.edu. □



"Sunny Daze" image courtesy of Cathy Smith

Submission Guidelines

If you have an idea or would like to write an article for the next newsletter, we encourage you to contact us. The deadline for our next newsletter is May 1, 2017. We are accepting submissions in the following categories with word count requirements:

- Scholarly articles or abstract with link – 500-600 words max
- Student Success Stories – 500 words max
- Scholarly Book Review – 250 words max
- Fiction Book Review – 250 words max
- Online Teaching Strategies – General – 500 words max
- Content Area-Specific Teaching Strategies – 500 words max
- Best Practices – General – 500 words max
- Content Area-Specific Best Practices – 500 words max
- Conference/Workshop Summaries – 150 words max
- Creative Corner – Poetry or Short Fiction – 300 - 500 words max

Please include the following information in your email: Full name, department, campus, the category you are interested in, a proposed title, and a brief overview of what you plan to cover. Please send inquiries and submissions to COHS.BrownBags-Newsletters@phoenix.edu. □

Masthead

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**Look for the next edition
in June 2017**



Faculty Recognition

Section Art: "Three Leaf Clovers" image
courtesy of iStock



Don't Forget To Submit Your Quarter Recognition Today!

Do you or one of your colleagues have an achievement to share relating to one of the following areas?

- *Scholarship*
- *Service to community*
- *Service to the COHS community*
- *Innovation in the classroom*
- *Teaching excellence*

You may submit your nominations for our quarterly recognition program through this link: <https://www.surveymonkey.com/r/achievementCOHS>. We encourage you to nominate yourself or one of your colleagues. Quarterly recognitions will be featured in the next issue of We Rise digest and on the COHS website. The deadlines to submit your quarterly nominations are:

- **April 15th – Featured in our June newsletter**
- **July 15th – Featured in our September newsletter**

We are excited to hear from each of you! ☐

Anniversaries

5 Years

Jesus Adrian	Edward Garcia	Marcial Lopez	Aisha Simmons
Juan L. Aldape	Marlon Garren	Charlotte Lopez-Schermer	Sarah J. Smorol
Luis Alvarado	William Gay	Emma Mccain	Donta Taylor
Nora Barber	Robert J. Gennette	Carmel Munroe	Starr Thornton
Dana Biddulph	Diarese M. George	Linda Murawski	David H. Uzzell Jr.
Sara Bixler	Donald Gregory	Christine Neilson	Larry Valenzuela
Jonathan Blumhofer	Kristen Hathcock	Wendy Notz	Albert Vandiver
Angela Buer	Treva Hereford	Lori Ohanesian	Peggy Vigil
Michelle Clark-Washington	Gail Hollins	Eileen Pippins	Dmitriy Voloshin
Melynda G. Conner	Ieesha D. Johnson	David Pope	Valencia Williams
Ernesto Ebratt	James Karins	Robert Rice	Jeff Wilson
Kristin Evered	Anne Kilstofte	Cortney Ringo Powers	Janna Witherell
Matthew R. Fallesen	Timothy R. Kreisher	Shanese Rivera	
Eric Fink	Megan Lambertz	Christian Rubalcaba	
Stephen Ford	Suzanne Levenson Goldstein	Jacqui Sanchez	

10 Years

Shawna Aveiro	Winston Erasme	Gene R. Johnson	Kenneth J. Petronis
Erin J. Benefiel	Ross E. Ferland	Stephen P. Jones	Linda C. Psalmonds
Joshua A. Bennet	Alex Fiano	Becky Kappus	Leroy Purdie
Aklah Bradford	Susan Friedman	Kim E. Karaff	Amy Restrepo
Larry L. Brimer	Dawn Geshwender	Dennis P. Keegan	Phyllis Rico Flores
Angela Bush	Arthur Gray	Katherine A. Kleier	Victoria S. Riojas
John Carter	Theodore Haenlein	Nicole E. Konrad	Angela Robles
Barbara Costa	Darren S. Harvey	Jonathan Kurasch	Jonathan Squyres
Sherri Craig	Julie D. Hernandez	Lisa A. Lundberg	Rita M. Stanziale
Cecil L. Davis	Taisha M. Hodes	Doreen Mc Afee	Michel Stella
Krista R. Davis	John Holliday	Christine L. Milyard	William Stewart
Darci Deltorto	Raymond Hudson	Keith Monahan	Heman M. Sweet
Ruben C. Diaz	Debra L. Hunt	Wanda K. Moran	Michelle Taylor
Steven Diaz	Anthony J. Interlandi	Louise Morell	Abigail Uhrick
Priscilla Dingle	Holly Jackson	Michael N. Myers	Summer Van Pelt
Albert Drewke	Sarah James-Felton	Barry W. Paige	Allison I. Wadle
Heidi Eddy	Janelle Jinbo	Jenna M. Pavleck	Jennifer Wilkinson

15 Years

Rochelle L. Allen	Daniel P. Gleason	David J. Mumford	Robert J. Stokes
Robert A. Anderson	Anne Graue	David S. Murphy	George A. Thomson
Cassandra L. Baker	Terseer Hemben	William L. Nuffer	Mark S. Tomassi
Louis A. Berlin	Jefferey L. Hinline	Diane L. Pawlak	Genevieve L. Turano
J. Thaddeus C Biondo	Catherine L. Humphryes	Diana L. Penning	Robert M. Waits
Tia Black	Vahid Keyhani	Leatrice T. Phares	Jeffrey M. Wallmann
Christine A. Brazanskas	Hussien A. Khattab	Richard A. Pollock	Ken Watanabe
Sandra M. Byrd	Jeffrey D. Lee	Rosalind L. Raby	William F. Wider
Joan A. Canby	Jose G. Lepervanche	Elizabeth A. Roundy	Mary Wilson
David T. Dembinski	Lorin J. Loverde	David A. Santek	
Douglas A. Dribben	Olivia A. Miller	Sam Sebaihi	
Joruetta R. Ellington	Katy-Marie Mirowsky-Garcia	Gregory V. Smith	
Linda E. Emmele	Stephen C. Muffler	Timothy J. Stites	

20 Years

Steve Roussas
Lee E. Hoffman
Daniel L. Afseth
Lorraine S. Mito
Judy D. Wiles
Catherine E. Ripley



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