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Roxanne Helm-Stevens, DBA, Receives \$4,000 Target Grant

Congratulations to Roxanne Helm-Stevens, Chair of Graduate Management Programs in the School of Business and Management, for her \$4,000 grant award from Target (NYSE:TGT). The grant from Target will provide four \$1,000 scholarships to students in the Young Executive Master of Arts in Management program. Target executives will visit the class and present a current Target performance improvement objective. Previous competition topic areas include the following: Leadership Development, Effectively Validating Utilization of Developmental Tools, and Improving the Selection Process to Ensure High Caliber Employees.

In groups, students will develop innovative strategies that will help Target drive company-wide organizational objectives and design a plan from implementation to execution and measurement. The students must propose projects that demonstrate the ability to have a significant impact on business results. Students then present their performance improvement solutions to Target executives. Students delivering the best project are awarded scholarships. Many students from the competition are eventually hired in management positions for Target. This is a great incentive to our Master of Arts in Management students and allows them to use the skills that they are learning!—Diane Newman

“The Critical Role of Faculty and Faculty Development in Sophomore Success”

by Laurie A. Schreiner, Ph.D.

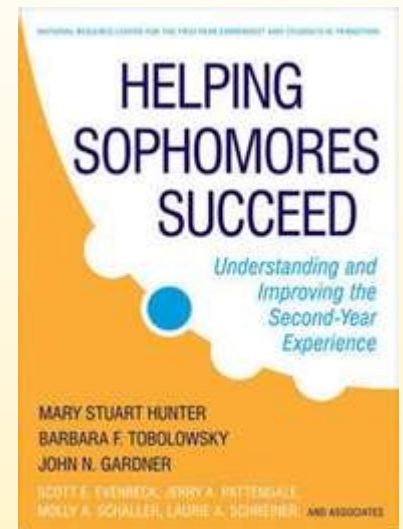


Laurie A. Schreiner, Ph.D., Professor and Chair of Doctoral Higher Education, is one of the authors of the book *Helping Sophomores Succeed: Understanding and Improving the Second-Year Experience*, published in 2010 by Jossey-Bass (Hunter, Tobolowsky, Gardner, Evenbeck, Pattengale, Schaller, Schreiner, and associates). In chapter 8, “The Critical Role of Faculty and Faculty Development in Sophomore Success,” she describes the important role of faculty during the sophomore year, as students typically encounter large classes and general education requirements they have postponed. The “sophomore slump” affects about one-fourth of sophomores, notably when their academic performance and motivation decreases and they consider leaving college. “Motivation and engagement in learning are key issues for the sophomore year,” Schreiner notes, and professors play a pivotal role in this area. In Schreiner’s research with thousands of sophomores across the nation, “student-faculty interaction and satisfaction with that interaction were significant predictors of every sophomore success outcome studied.”

How can faculty promote engaged learning and encourage greater interaction with students? Schreiner suggests six specific strategies: (1) creating a sense of community in the classroom, so that “sophomores who may be feeling ‘invisible’ as the institution shifts its attention to the next incoming class” can connect to professors and fellow learners; (2) learning about sophomores’ needs specifically and how all students in their classrooms learn best; (3) encouraging a “growth mindset” in students, so that “they place a higher priority on their own

learning and growth” than on grades; (4) connecting classroom learning to students’ current or future interests and goals; (5) using active learning strategies in the classroom, so that students are encouraged to connect more intentionally with the course material and with each other; and (6) providing “specific, frequent, and informative feedback” to students, while also giving them choices in their assignments in order to build their autonomy as learners. “For sophomores who may be struggling with required courses or who find themselves enrolled in courses in which they have little interest, these elements of feedback and choice can be vital to their engagement and success,” Schreiner claims.

Schreiner’s chapter includes recommendations for faculty development, as well. She notes that “the best faculty development programs are structured around the recognition that good teaching is not as much about the practices as it is about the person.” When the focus is on student learning and faculty have an opportunity to talk with one another about teaching, as well as learning from each other how to teach from their own strengths and bring out the best in their students, a vital engagement of faculty can lead to a vital engagement of struggling sophomores. Schreiner concludes her chapter by asserting that “focusing intentionally on faculty as persons who can have a dramatic impact on the learning process for sophomores...can lead to a more positive sophomore year experience—not only for the students but also for the faculty who teach them.”—Carole J. Lambert





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As the concept of literacy evolves, and educators take into consideration an academic world increasingly global, pluralistic, and technological, James Nofle and Maria Pacino explain how these realities change the responsibilities of all educators in “Literacy and Literature for 21st Century Global Citizenship” (*The International Journal of Diversity in Organisations, Communities and Nations* 10.2:134-137). This article was also reprinted, with permission, in a textbook, entitled *Annual Editions: Education*, edited by Rebecca B. Evers and published by McGrawHill, New York, 2012-13.

“As educators we have a responsibility to find effective ways of preparing students for twenty-first century citizenship in pluralistic democracies in the digital age,” they wrote. “We must expose learners to meaningful literacy experiences that teach about responsible citizenship in terms of equity, diversity, and social justice.”

Preparing students for citizenship in today’s digital world means going beyond teaching literacy as text-based reading and writing skills, they argue. Redefining literacy also means including a wide range of competencies from “academic ability in numeracy, quantitative and qualitative research, information access and management” to “understanding of families and communities in the world, character development, conflict resolution, and moral/ethical decision making for participatory democracy.”

Since minority students now make up 40 percent of the U.S. student pop-

ulation, an essential medium to achieve these goals is multicultural literature, they explain. Literacy skills are primarily developed in school, and so schools must then “find ways to create meaningful literacy environments” where learners will “discover meaning” and where they are provided “a balance of literacy types.”

“The integration of multicultural resources within the literacy domain promotes a sense of belonging amongst immigrant and minority youth, thus facilitating student learning while fostering acceptance of individual differences,” they posit. “Furthermore, our youth need to be informed, engaged, and possess the cognitive skills to function in a pluralistic world.”

Another significant advantage, they explain, is that multicultural literature “provides learners opportunities to engage in effective reading strategies which promote literacy development,” and in their article the authors describe thirty such strategies.

With literacy redefined, they conclude, “[p]reparing citizens for a global, digital age means that we must find new ways of teaching in a world of digital, multimedia literacy.” The reality of the many new “media environments” and increasing globalization and pluralism means that educators must address new areas of responsibility in order to truly teach literacy.—
Janice Baskin

“Literacy and Literature for 21st Century Global Citizenship”

by

James Nofle,
Ed. D.

and

Maria Pacino,
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