Seahawk Insights

THE DIGITAL TRANSFORMATION

A Glimpse into the Future of Teaching and Learning

GLOBAL EDUCATION

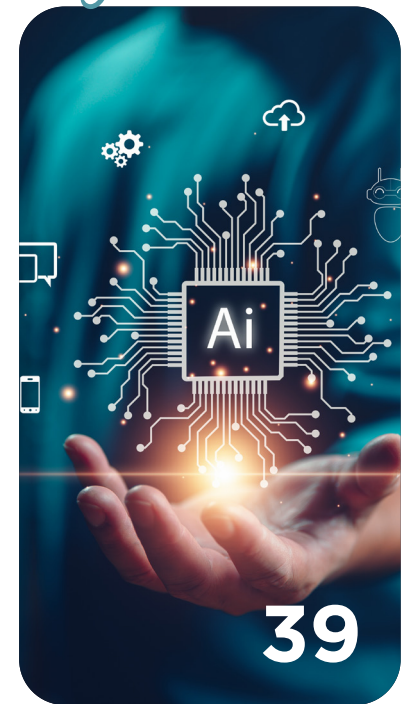## CONTINUOUS PROFESSIONAL DEVELOPMENT

Is Within Your Reach

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Dear Students, Faculty, and Staff,

Welcome to the third edition of the Graduate School Newsletter! We are thrilled to bring you another issue filled with updates, achievements, and upcoming opportunities for our vibrant graduate community.

In this edition, we continue to highlight the remarkable accomplishments of our students, faculty, and alumni, whose work across diverse disciplines impacts both the academic and practitioner communities and beyond. From groundbreaking research projects to innovative collaborations, our graduate school thrives as a hub of intellectual curiosity and innovation.

"The graduate school is committed to fostering a dynamic and supportive environment for all."

As we move forward into the semester and the new academic year, we encourage you to take advantage of the many resources, events, and opportunities available to support your academic and professional growth. Whether it's through workshops, seminars, or networking events, the graduate school is committed to fostering a dynamic and supportive environment for all.

We hope you enjoy this third edition and stay connected with all that's happening in our community. Your contributions, whether through sharing your experiences or participating in our programs, are what make this newsletter a true reflection of our shared journey.

Thank you for being an integral part of this vibrant academic community, and we look forward to celebrating more milestones together!

Robert M. Keiser, Ph.D. M.B.A.
Vice-Chancellor of the Graduate School

KEISER® UNIVERSITY GRADUATE SCHOOL

Share the *Keiser Experience* with Someone You Know!

Have you valued your time at Keiser University Graduate School?

Now is the time to share your incredible experience with your family and friends!

FOLLOW THE STEPS:

1. Scan the QR Code

2. Learn how to recommend effectively and fill out the form.

3. Share the opportunity and make a difference in the lives of your loved ones!

3

Facts about
Keiser *University*

1 Founded in 1977, Keiser University is Florida's second largest independent private, not-for-profit university serving more than 20,000 students earning doctorates, masters, bachelors, and associate degrees in more than 90 career fields.

2 Keiser University Offers Day, Evening or Online Classes to Accommodate Your Schedule.

3 Over the past 46 years, Keiser University has become Florida's largest private, not-for-profit university serving approximately 20,000 students, 3,800 employees, and more than 66,000 alumni.

4 Keiser University has a campus in 21 of Florida's major and mid-sized metropolitan areas/Florida communities.

5 At Keiser University, students are pursuing degrees in over 100 doctoral, specialist, master's, bachelor's, and associate fields.

6 The University's campuses provide an annual statewide economic impact of over $3 billion and directly and indirectly impact over 30,000 Florida jobs.

7 Keiser University ranked No. 1 in the country in Social Mobility by U.S. News & World Report in 2023.

8 In the last two years, nearly $76 million in scholarship funds were awarded to academic and needs-based students. The University is committed to educating and developing leaders to serve and compete globally.

9 The University is internationally located beyond America's borders with regionally accredited off-campus sites in San Marcos, Nicaragua and Shanghai, China, and learning centers in Moldova, Taiwan, and Seoul.

Accreditation

Keiser University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award certificates and degrees at the associate, baccalaureate, masters, specialist, and doctoral levels.

Questions about the accreditation of Keiser University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website: (www.sacscoc.org).

Keiser Seahawk Success

- 18 National championships
- 57 regular season championships
- 55 Tournament championships
- 4 Sun commissioner's cup champs
- 1 learfield directors' cup champ
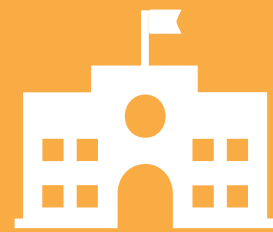
Campuses

The University Comprises 18 Florida Campus locations, an International Division, The Graduate School, a College of Golf and Sports Management, an Online Division, and off-site campus in China, and Nicaragua.

RANKINGS AND AWARDS SINCE 2020

2021

Blackboard Catalyst
Award for Leading Change

No. 11 Top Performers
in Social Mobility by U.S News and World Reports (2020-21)

No. 7 for 4-Year Graduation Rates
(Among private, nonresidential campuses) (Chronicle of Higher Ed)

2020

No. 34 Top Performers
in Social Mobility by U.S News and World Reports (2019-20)

No. 8 Best University in
Florida by Money Magazine

BlackBoard Catalyst
Award 2020

2022

No. 5 Top Performer
in Social Mobility by US News and World Report (2021-22)

No. 29 Best Hispanic-Serving
Institution by Niche

Top 110
Most Financially Sustainable Universities (Forbes)

No. 2 for 4-Year
Graduation Rates (among private, nonresidential campuses) (Chronicle of Higher Ed)

Catalyst Award
for Student Success

Catalyst Award
for Assessment and Institutional Effectiveness

No. 1 in enrollment
private, nonprofit universities (Florida Trend)

2024

No. 21 Top Performer
in Social Mobility by US News and World Report (2023-24)

No. 3 in Forbes' Best Online
Ph.D.s in Organizational Psychology Programs of 2024

No. 2 Best Online Ph.D.s
in Educational Leadership Of 2024 by Forbes

No. 22 Top Performer
in Social Mobility by US News and World Report (2025)

No. 10 Top private
Colleges in Florida (Niche 2023-24)

No. 11 Best Colleges
for Nursing in Florida (Niche 2023-24)

No. 23 Best Colleges
in Florida (niche 2023-24)

No. 85 Best
Hispanic-Serving
Institutions (Niche 2023-24)

No. 100 Colleges
and Universities for Hispanics (Hispanic Outlook on Education 2023-24)

No. 100 Colleges
and Universities for Hispanics (Hispanic Outlook on Education 2023-24)

2023

No. 1 Top Performer
in Social Mobility by US News and World Report (2022-23)

No. 29 Best
Hispanic-Serving
Institution by Niche (2022 - 23)

No. 14 Best Colleges
in Florida (2022-23 Niche)

No. 4 Best Online
Master's Degree in Psychology (Fortune Magazine)

No. 8 Best Online
Master's Degree in Accounting (Fortune)

Catalyst Award
for Assessment
and Institutional Effectiveness

Catalyst Award
for Student Succes

No. 1 in enrollment
Private, nonprofit universities (Florida Trend)

Graduate School Introduction Statement

At Keiser University Graduate School, we recognize the unique challenges of balancing work and study. To support our diverse student body, we offer programs in English, Mandarin, and Spanish that provide flexibility without compromising quality. Our programs are crafted to help students excel in their careers, research, and personal development. With faculty who are actively engaged in their fields, students benefit from relevant, real-world insights that enrich their educational experience and prepare them for leadership roles.

Why Keiser?

Keiser University Graduate School stands out for its commitment to practical, career-focused education that meets the evolving needs of today's professionals. We offer a supportive learning environment where students gain not only academic knowledge but also applicable skills that directly impact their career progression. Our faculty's dedication to student success, combined with a focus on global perspectives, ensures that graduates are prepared to thrive in competitive, international markets. For those balancing professional and academic responsibilities, Keiser offers the flexibility and resources needed to achieve both.

Graduate Faculty Profiles and Their CONTRIBUTIONS TO THE FIELD

Richard A. Mendelson, Ph.D.
Industrial/Organizational Psychology Faculty

Dr. Mendelson has over 18 years of experience as an educator. He earned a Bachelor's Degree in Psychology from San Francisco State University. He completed his Master's Degree and Ph.D. in Industrial and Organizational Psychology at Capella University. His interests are workplace performance, emotional intelligence, and the impact of emotional intelligence on educational systems.

Mireidy Fernandez, PsyD
I/O Psychology Faculty

Dr. Mireidy Fernandez, PsyD, is a professor of Industrial Organizational Psychology at Keiser University. She possesses 26 years of professional experience in the areas of public policy, financial/legislative auditing, urban planning, communications, and higher education. Dr. Fernandez holds a Doctorate in Industrial Organizational Psychology, a Master's in Public Administration, and a Bachelor's in Communications. Her previous work experience includes positions in the government sector in the City of Miami and City of Naples and the private sector in such companies as NBC News and Jacobs Engineering.

Otto F. von Feigenblatt, Ed.D., Ph.D.
Director de Postgrados en Educacion / Latin Division

Ambassador Otto F. von Feigenblatt, B.S.S. (APU, Japan), MA (CU, Thailand), Ed.D. and Ph.D. (NSU, Florida), GradCert and ALM (Harvard University, Massachusetts), and Postdoctoral Fellow (USJ, Costa Rica). H-Index: 27. He previously served as Ambassador to the United Nations and is currently the Educational Affairs Advisor to the Andean Parliament. He is also the Dean of Global Relations and Director of Graduate Programs in Psychology and Education of the Latin Division.
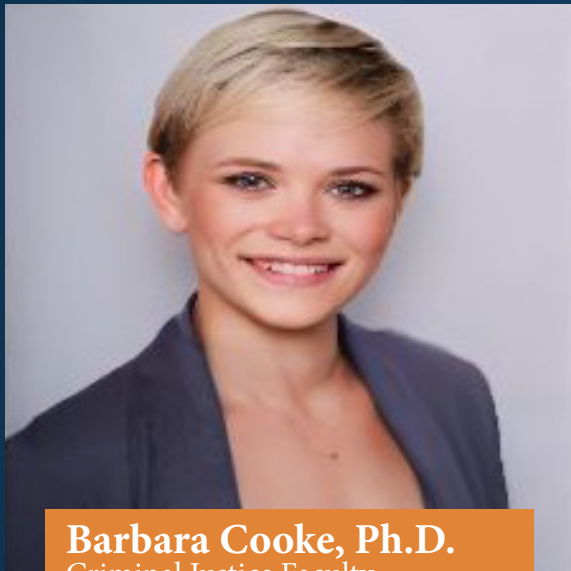
Barbara Cooke, Ph.D.
Criminal Justice Faculty

Dr. Barbara Cooke earned a B.A. in Psychology and Dramatic Arts from the University of California, Santa Barbara. Dr. Cooke earned a MPhil in Criminological Research and PhD in Criminology at the University of Cambridge. Her research interests include rehabilitation, treatment, and correctional programming.

Ed Briggs, MS, DNP, APRN
Graduate Nursing Faculty MSN

Dr. Briggs is a Family Nurse Practitioner with a Master's in Nursing from the University of South Florida and a Doctorate of Nursing Practice from the University of Florida. He directs care for Nokumbaya's Belize Missions, providing health services to remote Mayan villages. He leads nursing teams to deliver primary care 2-3 times a year. A strong advocate for nursing, Dr. Briggs has held leadership roles, including President of the Florida Nurses Association, Chair of the Florida Coalition of Advanced Practice Nursing, and Treasurer of the American Nurses Association Political Action Committee.

KEISER VOICES:
THE STORY
of success

TUNE IN, GET INSPIRED
and join
the podcast conversation

Keiser University n[...]

Spain

United States
of America

Nicaragua

Ecuador

Peru

Bolivia

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ow has a presence in:

United States of America | Nicaragua | Spain | Sri Lanka | Vietnam | Indonesia

China

Vietnam

Indonesia

Sri Lanka

India

14
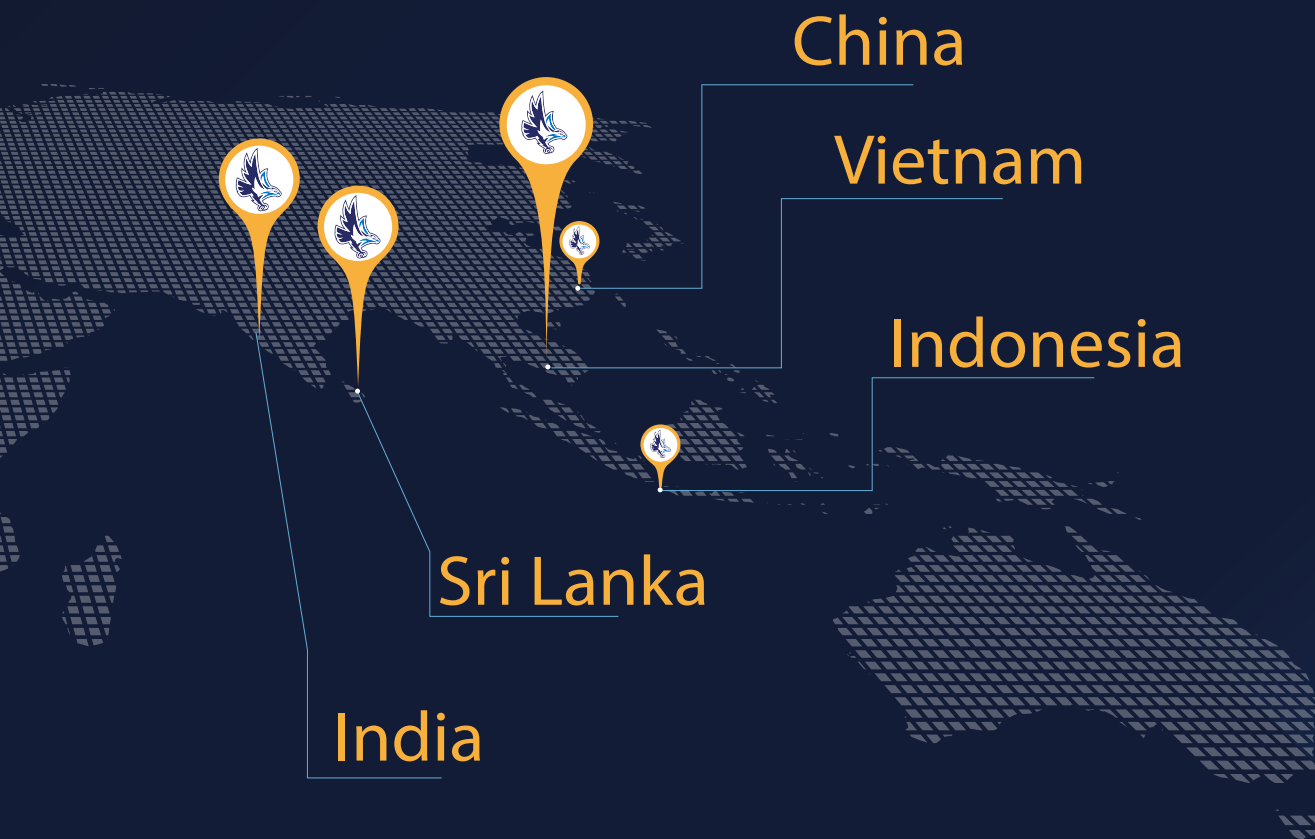
FDLRS Grant Information and Multidisciplinary Center (KUMDC)

The Keiser University Multidisciplinary Center (KUMDC) is one of six regional Florida Diagnostic and Learning Resources System (FDLRS) Multidisciplinary Centers providing a range of services including screenings, assessments, mentoring for children and youth at risk for or who have been identified as having complex medical, educational, emotional, or behavioral problems and other risk factors for poor educational/academic outcomes. KUMDC also provides consultation, technical assistance, and pre-service and in-service training for teachers, school and district personnel, families, health care professionals, university students and faculty, and community providers working with students.

The center's goals support the indicators within the Bureau of Exceptional Education and Student Services (BEESS) Strategic Plan and the Florida Department of Education (FDOE) Strategic Performance Plan to prepare students with disabilities enrolled in public K-12 programs for high academic achievement and successful postsecondary outcomes.

Our primary service area includes Glades, Hardee, Hendry, Highlands, Indian River, Martin, Palm Beach, Okeechobee and St. Lucie counties.

Service for
Educators

- Provide consultations/case conferences.

- Develop and provide professional development.

- Deliver trainings and technical assistance to school staff interacting with students with disabilities.

- Support school teams in identifying and implementing effective strategies to improve transition planning and post school outcomes.

- Provide evidence-based recommendations for increasing student self-determination, engagement, and participation in various academic activities.

- Disseminate information and resources on local, state, and national disability su-

Service for
Community

Deliver professional development, trainings, and seminars for community service agencies

Serve on various interagency councils

Host, facilitate, or support district and regional transition conferences, disability awareness events, and health/wellness fairs.

Disseminate information and resources on local, state, and national disability supports.

Service for *Families*

Service for *Students*

Develop and provide webinars and trainings	Provide consultation
Disseminate information and resources on local, state, and national disability supports	Facilitate virtual parent/family support groups

WE DO NOT:

1) Serve as members of the IEP development team.

2) Serve the role of professional advocate.

3) Participate in performance evaluations of school personnel.

4) Provide ongoing direct therapy services.

Conduct Student Seminars

Mentoring for postsecondary transition planning and self-determination

Facilitate virtual student peer groups

Conduct screenings, evaluations, and assessments in the areas of Educational and Functional academics, Transition, and Functional Behavior

Graduate School and eCampus
Graduation Ceremony
2024

Celebrating the Class of 2024: A Milestone of Achievement

Keiser University Graduate School and eCampus proudly celebrated the graduation of the Class of 2024, marking a significant milestone for our students. This year's ceremony was a true reflection of dedication, perseverance, and academic excellence, as graduates celebrated their accomplishments with loved ones, faculty, and peers by their side.

At Keiser University, we remain committed to supporting students throughout their educational journey, and we are excited to witness the continued success of our graduates as they take their next steps into the world.

Congratulations to the Class of 2024—your future is bright, and we can't wait to see what you'll achieve!

Journeys of Growth
Alumni and Student Success

> Hello, my name is Robyn Rushing, and I am a 2021 graduate of Keiser University's doctoral program in Industrial and Organizational Psychology. After evaluating various universities and Ph.D. programs, I selected Keiser University due to its dedication to ensuring student success, whether they are fresh high school graduates starting their college journey or experienced graduate students balancing multiple commitments such as family, work, health, community involvement, and education. The expertise of the faculty, available resources such as online options for instruction, and the continuing focus on programs that have sustainable real-world applications and enhanced career opportunities made Keiser University the right fit for me.

During the program I was diagnosed with an incurable neurologic illness that could have completely derailed my journey. However, throughout the program I found strength and support from both faculty and staff which enabled me to meet the academic requirements while undergoing treatment. I was even able to complete my program on schedule! It seems we often find the reality of an organization's commitment when times are difficult or challenging. I was so very grateful to find that, in my experience, Keiser University is as committed to student success as it professes to be.

Since graduating, I have embarked on a dynamic journey where I've established my own consulting firm, initiated a charitable endeavor, and collaborated

> *"Success begins with determination, but it's consistency that carries you forward."*

with state and federal legislators to introduce innovative legislation aimed at revolutionizing vocational training with a more person-centered and neuroinclusive approach. These endeavors have not only been passion projects but also collaborative efforts, made possible through the invaluable support and encouragement from my extensive network. Many of my former professors, advisors, and mentors from Keiser University continue to play pivotal roles among my supporters and colleagues. Their ongoing guidance and belief in my vision have not only shaped my professional journey but have also deeply enriched my personal growth, reinforcing my commitment to driving positive change in both professional endeavors and within my community.

Robyn Rushing, Ph.D.
Doctor of Industrial and Organizational Psychology

> **"Keiser University continue to play pivotal roles among my supporters and colleagues. Their ongoing guidance and belief in my vision have not only shaped my professional journey but have also deeply enriched my personal growth."**

"I am greateful to everyone at Keiser University
who supported me along the way"

> My passion for education has always driven me, and I believe Instructional Design is at the core of creating meaningful learning experiences. This belief brought me back to pursue my Ph.D., focusing on how K-12 educators implement and support AR/VR in the classroom—because the future of learning is immersive, engaging, and transformative.
>
> It wasn't an easy road. Over my last year, I faced significant health challenges, undergoing three heart procedures while working to complete my dissertation. It tested my resilience, but I knew how vital this work was, not just for me but for the future of education.
>
> This journey has strengthened my belief in the power of technology to reshape learning environments, and I'm excited to continue contributing to the field. I'm grateful to everyone at Keiser University who supported me along the way!.

Dr. Douglas Boynton
PhD in Instructional Design and Technology

"KEISER UNIVERSITY CHANGED MY LYFE
by teaching me how to persevere"

I was looking for a doctoral program in business. I wanted to complete this program to honor my late Grandfather. In a way, Keiser University found me. I remember the process to apply being so easy.

Dr. Anne had a way of inspiring every student. She motivated me in such a way to keep going! Dr. Tucker helped me succeed in completing my program. Before he became my chair I felt that I was stuck and could not continue. He had a way of simplifying the issues that seemed complexed in order to keep going.

Keiser University changed my life by teaching me how to persevere. I am a full time employee, wife, step mom, etc. while balancing school. I'm thankful

that school was so flexible that I was able to balance it all and get to the finish line.

My current position is a Senior HRBP at Amazon! I started my career with Amazon four years ago. The job search process was vigorous but worth it.
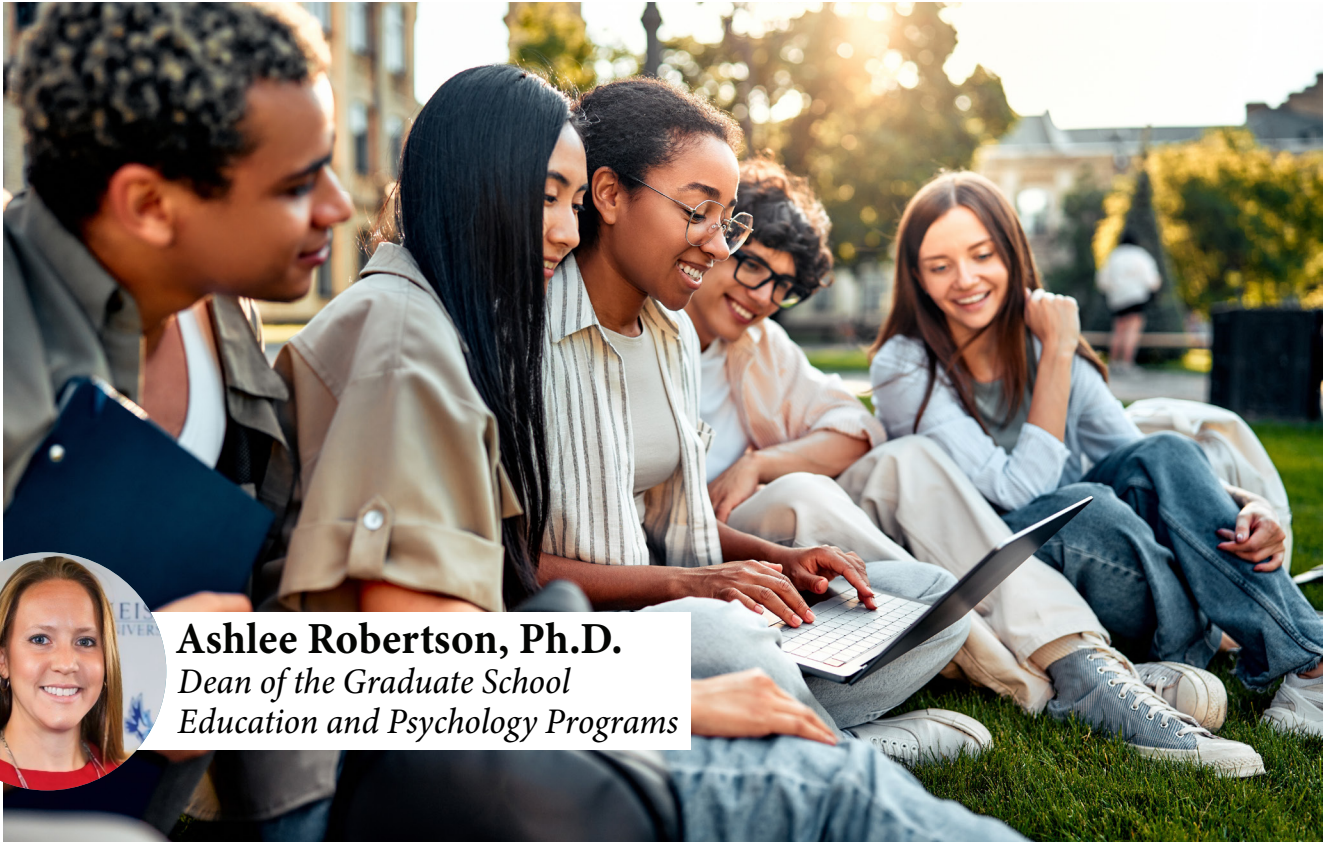
Dr. Karissa Hutchins
Doctor of Business Administration with a specialization in Global Business

Competency Based Education

A Non-Traditional Model and Perspective

Ashlee Robertson, Ph.D.
Dean of the Graduate School
Education and Psychology Programs

My background began in K-12 education, but across every level, the aim is centered on effectively reaching learning outcomes with every learner. The success of outcomes is dependent upon delivery of knowledge, practice of skills, and demonstration of ability. COVID-19 caused a disruption for all industries to grapple with means of innovative instructional delivery, practice of skills, and student demonstration, while shedding light on the influence of education beyond PK-12/higher education, and into professional organization seminars, industry/health/corporate training, etc.

During this time, artificial intelligence infused itself into the educational realm, and a new complexity to justify traditional educational methods ensued. I did intend to say "infused itself" as (many) educators are grappling with an innate fear that something they mistake as animate is slowly replacing their role, as well as the thinking and ability of the learners they serve.

Across all industry, certainties remain regarding delivery of education:

➡ Faculty are subject matter experts.
➡ There are multiple methods of instructional delivery.
➡ There are alternative means to observe learning.
➡ Delivery of instruction must meet learner needs.
➡ There is a cost to value consideration.
➡ Training and development are essential in every workplace.

With these knowns, competency-based education has been a hot topic seeping (back) into discussion around delivery of education. This non-traditional concept focuses on demonstration of skills and abilities, as opposed to seat-time. There are certain implications of this model:

➡ Students acquire knowledge by engaging in experiences.
➡ Curriculum design is simple- demonstrate proficiency of specific competencies.
➡ Once mastery is determined (by a subject matter expert), learners move forward.
➡ Prior experience/knowledge can be assessed to "teach out" competencies mastered.

Implications of this model are not new, although a resurgence in branding of this approach, especially in higher education, is occurring. Challenges by educators (or education impostors) include questions of rigor, and fear of education becoming a "factory" model. Discussion of benefits range from time to completion, drawing a wider audience with extensive ability and knowledge, and cost savings for institutions.

But what if we looked beyond cost and profit implications and thought of this non-traditional model in a non-traditional way – to organize best instructional practice. For students who demonstrate knowledge and skill, they can be given a personalized pathway. Competency-based education does not have to be a "test out" option for courses/programs/degrees. What if instead, it became a "test above" skill and ability with the goal of stretching mastery development. Teachers can then offer subject matter expertise at a higher level to those ready.

But there is another half of the equation- those students who are not, who need, and who will use the time.

Competency-based education is not different than what I have practiced using tiered approaches, through my instructional tenure. A teacher (HR professionals delivering PD, are teachers. Nurses in hospitals observing interns, are teachers. Managers preparing staff to run their business, are teachers. That Coach in my backyard helping my children swim, is a teacher.) is trained to effectively deliver instruction, influence outcomes at every level, and to place opportunity before their learners.

Picture a scenario: A group of fifteen students are delivered knowledge and practice those skills. An assessment is given. Seven show proficiency. Those seven are moved to another table and are given an application task, while the other eight sit with the teacher to receive instruction and feedback. The teacher now has two small groups to target support. While the teacher reviews the application task with the seven, the other eight practice. Four of the seven move ahead to an expert project, while the other three receive instruction and feedback. This rotation continues until experts move forward, allowing the teacher to meet individual needs of smaller groups in the development of competency.

Although planning and structure is necessary, a personalized pathway can assure deep interaction, access to experts (and experience), and mastery over instructional "clutter" that can occur with too many diverse levels, in one space, at one time. Perhaps we start here in the comfort of our classrooms for the future of education, solidifying the importance of subject matter experts who stand alongside innovative tools, models, and approaches.

"Competency-based education has been a hot topic seeping (back) into discussion around delivery of education. This non-traditional concept focuses on demonstration of skills and abilities, as opposed to seat-time."

The Digital Transformation:
A Glimpse into the Future of Teaching and Learning

Dr. Marwa Elmasry
M.D., Ed.S., M.S
Dean of Academic Affairs
Keiser University, Online Division

World Health Organization (2024) defines health as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity (illness)." Wellness is an active process of growth to reach your fullest health. The mind and body are connected and as such the physical, mental, and social health are linked and contribute to our overall wellness (Stoewen, 2017). This article will help you understand each domain and provide you with practical tools to practice and maintain holistic health.

Celebration without borders

Technology has broken down the physical walls of the classroom. Students can now collaborate with peers from across the globe on projects and discussions. This fosters a sense of community and cultural exchange, preparing them for a world that is increasingly interconnected. The flipped classroom model further amplifies this shift. By using online resources for lectures and basic concepts outside of class, instructors can dedicate classroom time to deeper exploration, interactive activities, and personalized support. This allows for a more dynamic and engaging learning experience.

Technology's Impact: Real-Time Feedback and Beyond

Technology's influence extends to assessments as well. Online quizzes, simulations, and interactive exercises provide educators with real-time feedback on student progress. This allows for earlier intervention when needed and a deeper understanding of individual strengths and weaknesses. It is not just about the information; it is about how effectively students can apply it.

Empowering Learners: The Skills for the 21st Century

The digital world demands a unique blend of traditional and modern skills. Personalized learning addresses this need by fostering a range of critical abilities. Students develop critical thinking by facing real-world problems and diverse perspectives. They refine their digital literacy by navigating online resources and evaluating information effectively. The ability to adapt to new situations is nurtured through individualized learning paces.

Teamwork and Communication

Skills flourish through teamwork and project-based learning. Personalized learning also ignites creativity and self-directed learning, preparing students to become lifelong learners who can take charge of their own educational journeys. This does not stop at academics. Students build resilience by overcoming challenges inherent in navigating their unique learning paths. Exposure to diverse perspectives cultivates global and cultural awareness, preparing them to be active and informed citizens in an interconnected world.

"Personalized learning also ignites creativity and self-directed learning, preparing students to become lifelong learners who can take charge of their own educational journeys."

The Future of Education: A bright Horizon

The future of education is brimming with potential. As technology like Artificial Intelligence (AI) advances, it can analyze student data to personalize content in real-time, further optimizing the learning experience. Imagine virtual reality (VR) transporting students to historical events or allowing them to collaborate on projects across the globe. Increased access to educational resources and sophisticated analytics promises even more personalization. By integrating social-emotional learning (SEL) which focuses on developing empathy, communication, and emotional regulation, personalized learning can ensure all students not only thrive academically but also develop the emotional intelligence needed to navigate the complexities of life.

Finally, prioritizing inclusivity is paramount. Personalized learning approaches must be accessible to students from all backgrounds, ensuring that no one is left behind. Through continuous research and collaboration, we can refine best practices and solidify personalized learning's role in transforming education into a truly empowering and transformative experience.
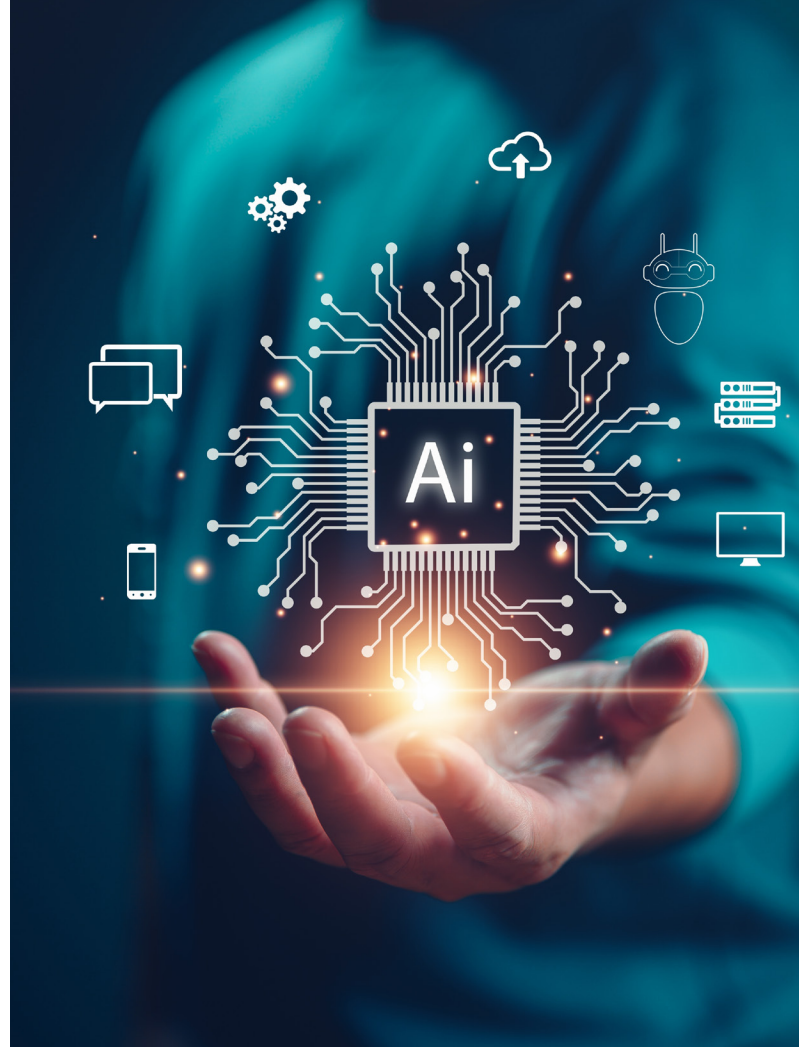
Beyond AI:

The Intersection of Technological Opportunities and *Student Success*

Dr. Mireidy Fernandez, PsyD
Industrial Organizational Psychology Professor,
Graduate School

It was 1994. A new technological phenomenon hit the dial-up airwaves of the masses and it was here to stay. Thirty years ago, the Internet invaded the American households and psyche concurrently: first with America Online (AOL) and subsequently with more fancy and seemingly exciting search engines such as Lycos, AltaVista, Dogpile and Yahoo. That was before Google. The awe-inspiring technology was billed as the new and innovative World Wide Web of information that flowed so rapidly it seemed like the answer to most day-to-day delays, including the dreaded having to check out books in a library scenario.

Three decades later, however, the global spectrum is dealing with a new technological phenomenon via the introduction of Artificial Intelligence (AI). As instructors and educators in academia, we have two options: either embrace AI and its swift takeover of many aspects of our society – including education – or fall behind the times and refuse to adopt the inevitable. The latter seems like no option at all – at least when it comes to the field of education. After all, instructors and education leaders are traditionally expected to be forward-thinking and technologically savvy.

> " **The mindset for educators pertaining to AI has been generally a warm reception.** "
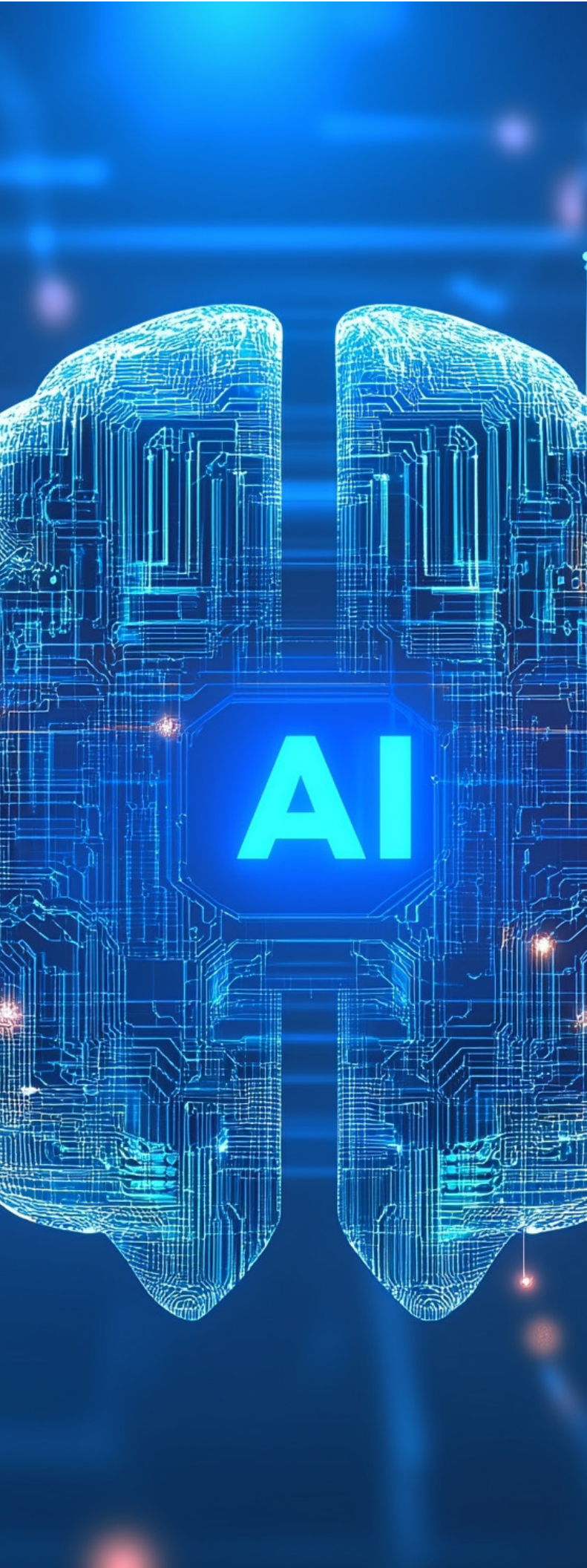
The mindset for educators pertaining to AI has been generally a warm reception. Educators are realizing that AI can revolutionize education by, for example, automating administrative tasks, thereby allowing instructors to focus on customized interactions with their students.

The World Economic Forum has created the Education 4.0 Framework, which delineates key transformations necessary to improve the quality of education in this era. Adopting a positive mindset when it comes to AI brings us to the intersection of technological opportunities and student success. How can we as educators leverage AI's force in the classroom, whether in a remote format or on-campus?

Answers to this are underscored in the 4.0 Framework via four key components of AI in education.

1. Supporting Professors

2. Personalized Learning

3. Efficient Administrative Processes

4. Equitable Access

Other ways AI can transform higher education is by implementing alternative formats in the classroom experience. AI offers an array of opportunities for concretely personalizing aspects of the learning environment. This can be accomplished by utilizing tools that can automate grading and feedback, and in turn allow instructors to free up time and exceed expectations in the realm of student engagement via meaningful connections. Another way AI can assist students and faculty is with analyzing large sets of data delivering results-driven studies that may lead to both higher student performance and improved student retention numbers.

As with any new technology or endeavor, caution and ethical issues should be contemplated. As AI becomes the rule and not the exception in academia, it is the responsibility of educators to sustain the continuum of change. As institutions and faculty embrace AI and all it has to offer, this new technology can no longer be perceived as a trend; it is the way forward, onward --- and next level.
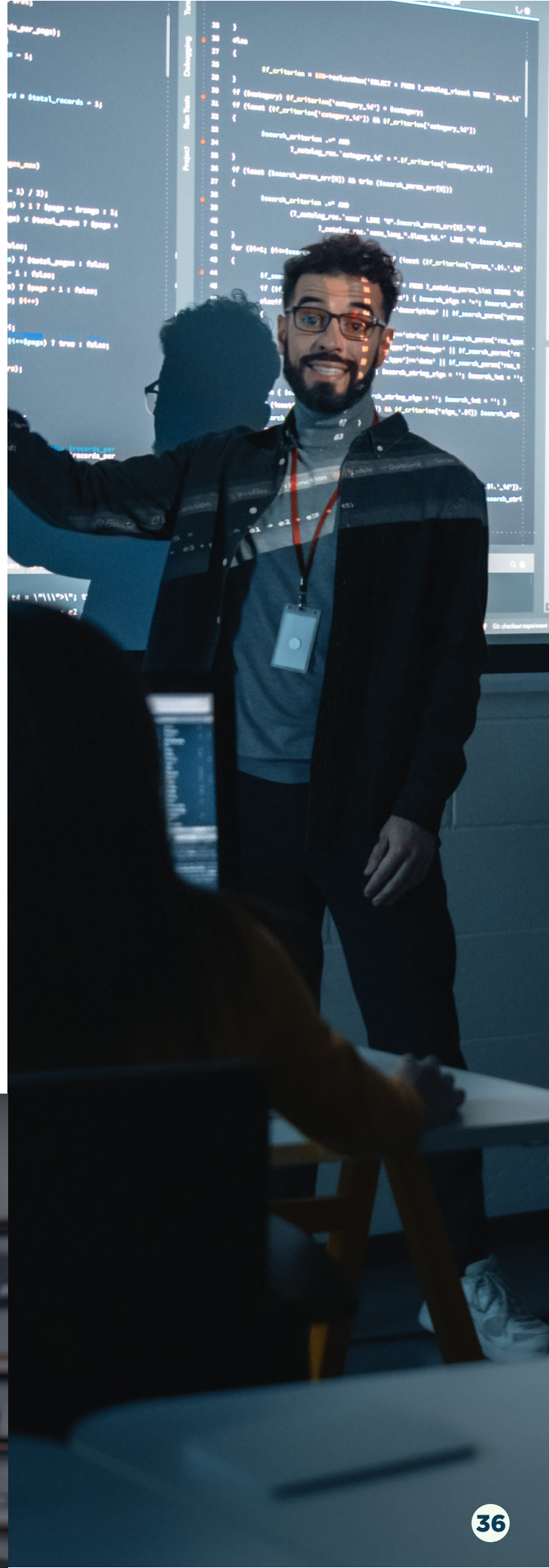
Continuous Professional Development

Is Within Your Reach
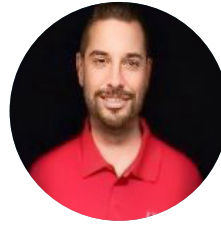
Donald DeSormoux, EdD
Dean of the Graduate School
Accounting, Business, CJ, Homeland
& Technology Programs

Sometimes, we forget we have so many options for free webinars that provide relevant material to our profession. Lifelong learning and professional development are key skills for leaders in higher education and for anyone. Through workshops, conferences, and research, leaders recommend assessment enhancements and overall change efforts. The future of teaching and learning is filled with opportunity. For example, Artificial Intelligence (AI) is poised to impact the future significantly, and some in the field would state that it already has.

So how can we guide our processes to stay on track for the impact?

Educational systems face organizational change strategies regularly. What is the most effective strategy for embracing and implementing change? The short answer is it depends on your organization's structure. Theories and practices are typically based on the mission and direction of leadership efforts. It is the actionable conditions of a leader or organization that tend to apply vision or critical principles to achieve the goals of a whole system. According to Hiatt (2006), the ADKAR's five-step model encompasses fundamental elements to support the change process:

1. Awareness of the transformation process in place.

2. Desire to contribute and respect the change of processes.

3. Knowledge and understanding necessary to use the new concepts.

4. Ability to implement the required actions in a proficient manner.

5. Reinforcement to accomplish momentum and transitions for change.

In the future of Teaching and Learning, organizations and leaders can still utilize change management plans as a framework for continuous improvement. AI will accelerate the personalized learning process with additional adaptive releases and customized learning paths designed to focus on the strengths and weaknesses of an individual's needs. Will you be ready to help tackle the challenges? Professional development has always been an efficient way to stay engaged in your practice. Now, it's even more important to maximize the benefits of learning and collaborate with others on the best practices for the true future of teaching and learning. That definition might mean different things to others, which is why it normally takes a village to find meaningless results.

Virtual assistants improved accessibility and data analytics will become more reliable with time. Therefore, if you can carefully assess and guide your professional development efforts, you can use today's tools to improve the goals you have for yourself or your team. Don't forget to include the art of the human touch through research and change collaboration.

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> **Now, it's even more important to maximize the benefits of learning and collaborate with others on the best practices for the true future of teaching and learning.**

AI in Higher *Education*

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Higher education, akin to an object in outer space unhindered by the constraints of physics, is continually shaped by external forces. Among these, Artificial Intelligence (AI) emerges as a pivotal agent of change. AI, particularly in its generative forms, does not innovate in the traditional sense but rather amalgamates existing human-generated content into new forms. This method, while efficient, raises ethical questions for academia. Should education uphold the traditional pursuit of knowledge and understanding, or embrace AI to shift focus towards fostering original expertise over mere possession of information?

Historically, higher education has evolved through paradigm shifts analogous to the Scientific Revolution of 1543-1687. This era replaced the Classical Model, which emphasized holistic development and philosophical understanding, with a quantitative approach centered on abstract thought and scientific experimentation. Similarly, AI's integration into education today shakes foundational principles, challenging educators to reassess their pedagogical approaches and redefine learning outcomes.

The ethical quandary posed by AI in education compels us to reconsider how knowledge is acquired and applied.

Traditionally, education's emphasis on factual knowledge, the lowest level of Bloom's Taxonomy, has produced graduates often lacking in critical thinking skills essential for navigating contemporary challenges. As society evolves, education must adapt to cultivate not just knowledge but also analytical and problem-solving abilities.

The debate around AI in education extends beyond mere acceptance or rejection; it calls for a strategic embrace of technology to enhance educational practices. By reforming teaching methodologies, assessment criteria, and outcome measurements, educators can harness AI's capabilities to foster deeper learning experiences. This shift requires a deliberate effort to prepare students for a future where understanding 'how' and 'why' are equally crucial to knowing 'that'.

In conclusion, the integration of AI into higher education signals a transformative moment akin to historical paradigm shifts. Embracing this change entails a commitment to redefining educational goals and methodologies. By doing so, educators can ensure that AI enhances rather than diminishes the quality of learning, preparing students to excel in an increasingly complex and interconnected world.

I hope that you have enjoyed reading this commentary. For the first time in my life, I used AI in order to help me to align my ideas, provide consistency in tone, and to ensure that I addressed all the main points that I wanted to make in my writing. I found the critique the AI provided to me to be an invaluable resource, and it helped me to realize how powerful a tool it can be for all of us if we choose to embrace its existence and applicability to the work we do.

The experience of writing his has provided me with a variety of ideas as to how I can use AI in my courses and how it can help my students succeed and me to be more efficient with the use of my time.

> **" The ethical quandary posed by AI in education compels us to reconsider how knowledge is acquired and applied. "**

The Power of Embracing a Person-Centered Approach in Our Schools and *Workplaces*

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In the hustle and bustle of our daily lives, it's easy to get caught up in the rush for efficiency and productivity. But what if we took a moment to focus on what truly matters – the people? Embracing a person-centered approach in our schools and workplaces can make a world of difference, not just in terms of outcomes but also in how we feel about our environments.

What Does "Person-Centered" Really Mean?

Simply put, it's about putting people first. It's about recognizing that each person is unique, with their own

set of strengths, challenges, and aspirations. It's about creating environments that cater to these differences rather than treating everyone the same.

Why It Matters in Education

Think about it – in schools, we have students coming from all walks of life. Some are fresh out of high school, others are juggling jobs, families, and health issues while pursuing their education. A person-centered approach means tailoring support and resources to fit these diverse needs. It means creating a space where every student feels seen, heard, and valued. That kind of environment breeds motivation, engagement, and ultimately, success.

Transforming Work Culture

Now, let's talk workplaces. We spend a huge chunk of our lives at work, so it's crucial that it's a place where we feel respected and supported. A person-centered workplace values each employee's well-being and growth. It means fostering open communication, empathy, and flexibility. When employees feel valued, they're happier, more motivated, and more productive. It's a win-win for everyone.

How to Make It Happen

So, how do we actually implement this? It starts with listening – really listening – to people's needs and perspectives. It's about being adaptable and willing to adjust policies and practices to accommodate different situations. And most importantly, it's about empowering people to have a say in decisions that affect them.

Let's Make a Difference Together

Let's commit to making our schools and workplaces more than just places we go to work or study. Let's make them environments where everyone can thrive, where our differences are celebrated, and where empathy and understanding are the norm.

I believe that by embracing a person-centered approach, we not only improve outcomes but also create a more compassionate and fulfilling experience for everyone involved. Let's make it happen.

Here's to a future where people come first.

Strategies to Help Younger Generations Value Communication Skills in the
AI Era

Nubia Granja M.Sc., PhD candidate
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Reflect a little about the future of education considering the AI revolution; what comes to your mind?

I cannot help but visualize giant 4D screens, 3D printers everywhere, robots delivering class materials, intelligent classrooms that welcome students upon entry, and many other technological advancements. As much

> 'Younger generations appreciate vulnerable conversations, which will help them remember that this makes us human."

as I love change, innovation, and creativity in education, I wonder how this can affect our communication skills and our perception of its importance. As a millennial, I prefer texting to calling, and I appreciate quick information exchanges rather than lengthy meetings and phone calls. Thinking about this

leads me to infer that technological advancements in the past years could have contributed to how my generation communicates and perceives communication. In his article "Accessing the Awesome Power of Communication in the AI Era," Bill Jensen suggests we are overloaded with information, which has shortened our attention spans and affected our communication skills.

Reflecting on the future of education is an exciting exercise filled with creativity and dynamism. Predicting what the future will bring to the classroom and our lives is tempting. Nevertheless, I want to focus on the strategies we can use to demonstrate and preserve the value of communication for our young students. One of the communication strategies I have found helpful when I talk to younger generations is to provide my full attention to secure an inviting conversation. Young students should feel that communication flows naturally and not feel threatened by our commonly imposing personalities. I try to communicate in their language while maintaining a professional but friendly approach. Establishing a common ground is another way to humanize our communication with today's generation of students. We often forget that we were also "a strange generation" compared to the one of our professors or parents. I have noticed that our young students appreciate listening to our past stories and anecdotes. They can feel like traveling in time or listening to an audio movie!

The truth is that we cannot predict the future as much as we proudly believe we can. What we can do is prepare ourselves and those who are coming after us with a variety of human tools to keep a balance. Undoubtedly, more things will become intelligent, but are we doing something to ensure humans also become more intelligent? Are we awa-

re of our mission as an older generation to inspire the younger generations to strengthen their human skills? How are we modeling effective communication skills? Is our communication both empathetic and inspiring?

One of the best ways to contribute to the communication skills of younger generations resides in our courage to challenge them to open their minds and hearts. There is power in asking probing questions; we must listen attentively and show them it is OK, to be honest and direct. Younger generations appreciate vulnerable conversations, which will help them remember that this makes us human. Vulnerability is a critical ingredient in communication, and nothing can come in the future that can beat the extraordinary ability of human beings to see each other's eyes, laugh, and cry together.

The Role of Affirmative Action in Transforming Higher Education

Vestina Oates and Loorna De Duluc

Dr. Jessica Fuda Daddio
Chair of Education
Keiser University Graduate School

Affirmative Action (AA) programs promoted access and equality for marginalized and underrepresented students, which affected Higher Education (HE) throughout the United States. According to Passel (2011), 19 out of the 75 million children in the U.S. are considered immigrant youth, and this number is projected to increase to 33 million by 2050. Given that immigrants will comprise a considerable proportion of the U.S. population, their educational and career success are critical in the U.S. talent pool (Mwangi et al., 2021). Therefore, it is necessary to reevaluate AA and create policies to improve educational outcomes. This co-authored autoethnography aims to explore the future role of affirmative action in HE policies, discussing its impact on college admissions, and proffering strategies for inclusive policies that promote access, equity, and social justice for under-represented groups.

Overview of AA in HE

Educators and policymakers struggle to maintain equity and fairness in admission policies. These policies present intricate social, legal, and pedagogical questions, leaving educators, policy makers, and courts to grapple with how race and gender should be considered (Kaplin et al., 2020). This debate is fueled by complaints from non-minority applicants claiming, "reverse discrimination." For instance, the landmark case Regents of the University of California v. Bakke (1978), found the admissions policy unconstitutional because it reserved 16 seats for certain minorities in a medical school. Yet, the court affirmed that race could still be

considered a factor in the admissions process. Then, 25 years later, it ruled that using race as one factor among many to achieve diversity is constitutional, provided it does not automatically increase the applicant's chances solely based on race (Brazelton, 2013). This precedent opened the door for more inclusive policies to help underserved students access HE without discrimination.

Strategies for Inclusive Policies in HE

As the U.S. population changes, it is important to reevaluate existing AA policies to improve student outcomes. Holistic approaches such as othermothering, success coaches, advisors, and mentors might prove more effective for non-traditional students. These approaches would increase retention and convert disenfranchised students into inspired professional individuals (Banks & Dohy, 2019). My high school experience highlighted the marginalization students might experience when integrating into a dominant culture without language proficiency. As a first-generation college student, the odds of completing college were slim, but in 1999, I started my master's degree in computer information systems and could have been a poster child for AA: a Hispanic woman in the computer field. My enrollment came six months before the One Florida Initiative passed, prohibiting preferences based on race or gender for admission to public HE (Ballotpedia, 2023). The class format was hybrid, and I felt disconnected from the university. Additionally, my female classmate and I were the minority in a classroom of males. AA may not have been a panacea for all ailments of HE; however, it did open the door for my future, as it lowered the obstacles to inclusion and equality, equi-

pping me with the tools to become an educator, administrator, and mentor for peers and students.

On the other hand, my experience with AA began in Kingston, Jamaica, where I facilitated Theatre Arts (TA) in an urban HE. This program provided opportunities for underrepresented students who lacked traditional qualifications but did not exclude those who were not from marginalized groups. Reverse discrimination can occur when programs create an advantage only available to minorities (Kaplin et al., 2020). First-generation college students would have been excluded from HE without this program. Also, I conducted a study titled "Un- Penned Hearts: A Performance Ethnography Transforming Students' Lives Through TA, utilizing Foster's (1993) Other Mothering framework. This study highlighted how TA helped students voice their lived experiences and overcome systemic barriers, highlighting the role of AA in meaningful social transformation.

Conclusion

The aim of this analysis was to explore the future of AA in HE policies, discuss its impact on admissions, and recommend inclusive policies for underserved groups. Accordingly, new strategies, coupled with other holistic admissions processes should be considered to enhance educational results and ensure diversity for all.

> **Affirmative Action may not have been a panacea for all ailments of Higher Education; however, it did open the door for my future, as it lowered the obstacles to inclusion and equality.**

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Signs, Symptoms, and Self-Help Strategies

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The COVID-19 pandemic has had a profound impact on mental health worldwide. Mental health professionals have observed a significant increase in mental health disorders, including anxiety disorders. The DSM-5-TR (2023), categorizes anxiety disorders as a group of mental health conditions characterized by excessive worry, fear, or nervousness that is often disproportionate to the actual threat or situation. These disorders can significantly impair daily functioning and quality of life if left untreated. There are several types of anxiety disorders, each with its specific symptoms and triggers.

Some of the most common anxiety disorders include:
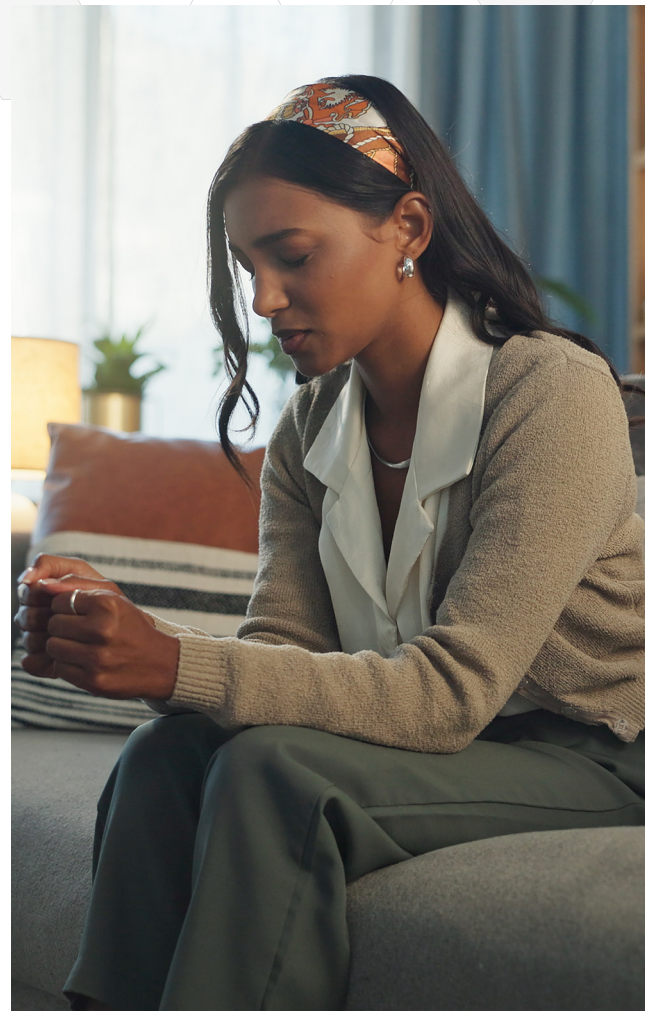
Generalized Anxiety Disorder (GAD) is when individuals with GAD experience excessive worry and anxiety about various aspects of life, such as school, work, health, and relationships, even when there is no apparent reason for concern. Some of the symptoms of GAD include 1) Feelings of worry that are often challenging to control. 2) Physical symptoms include muscle tension, headaches, and, in some cases, stomachaches. 3) Feelings of restlessness, fatigue, and problems with falling or staying asleep. 4) Difficulty concentrating or feeling irritable.

Panic Disorder is when individuals with panic disorder experience recurrent panic attacks, which are sudden episodes of intense fear or discomfort that peak within minutes.

Panic attacks are physical symptoms, including 1) Heart palpitations or chest pains. 2) Sweating, 3) trembling or tingling feeling, 4) Shortness of breath, 5) And a sense of impending doom or loss of control. People with panic disorder often worry about when the next attack will happen and vigorously try to prevent future attacks by avoiding places, situations, or behaviors they associate with panic attacks.

Panic attacks can occur as frequently as several times a day or as rarely as a few times a year.

Social Anxiety Disorder, which is also known as **Social Phobia**, is an anxiety disorder that involves an intense fear of social situations and scrutiny by others. People with social anxiety disorder fear that social situations may feel so severe that they seem beyond their control. For some people, this fear may get in the way of going to work, attending school, or doing everyday things. People with social anxiety disorder may experience: 1) Avoiding social interactions or situations where they feel judged. 2) Difficulty making eye contact or being around people they do not know. 3) Feelings of self-consciousness or fear that people will judge them negatively. 4) Blushing, sweating, or trembling. 5) Pounding or racing heart. 6) Stomachaches. 7) Rigid body posture or speaking with an overly soft voice.

Social anxiety often leads to social isolation and difficulties in forming relationships or participating in everyday activities.

Specific phobias are irrational fears of objects or situations. People who have a specific phobia have an intense fear of or feel severe anxiety about the object or situation. Some of the most common fears include 1) Fear of heights and 2) fear of specific animals such as spiders, dogs, and snakes. 3) Fear of flying, 4) Avoidance of enclosed spaces, and 5) Fear of blood or injections. When confronted with a phobic stimulus, individuals may experience intense anxiety or panic, often leading to avoidance behavior.

Separation Anxiety Disorder is something most often seen in children. However, adults can also be diagnosed with separation anxiety disorder. People with separation anxiety disorder fear something terrible might happen to their loved ones while they are not together.

This fear makes them avoid being away from their loved ones. Separation anxiety disorder includes excessive fear or anxiety about separation from attachment figures, such as parents or caregivers. Symptoms may include 1) crying, 2) tantrums, 3) clinginess, 4) bad dreams about being separated, and 5) physical complaints when faced with separation.

Agoraphobia is where a person may have a fear of being in situations or places where escape may be intricate, or help may not be available in the event of a panic attack or other incapacitating symptoms. As a result, individuals may avoid leaving their homes or entering crowded spaces. People with agoraphobia often avoid these situations, in part because they think being able to leave might be difficult or impossible in the event they have panic-like reactions or other embarrassing symptoms. In the most severe form of agoraphobia, an individual can become housebound. People with agoraphobia have an intense fear of two or more of the following situations: 1) Using public transportation, 2) Being in open spaces, 3) Being in enclosed spaces, 4) Standing in line or being in a crowd, 5) Being outside of the home alone.

Treating anxiety disorders can involve a combination of mental health counseling and techniques such as Cognitive-behavioral therapy (CBT), exposure therapy, and relaxation techniques like mindfulness-based therapies are commonly used. Medication such as antidepressants help regulate neurotransmitter levels in the brain and can reduce symptoms of anxiety over time. Making lifestyle modifications such as regular exercise, stress management techniques, and healthy sleep habits can also contribute to the management of anxiety disorders. Early awareness and intervention, along with treatment, are essential for improving outcomes and reducing the long-term impact of anxiety disorders on individuals' lives.

Self-help strategies are beneficial for managing anxiety disorders. Although the strategies are helpful, they do not take place in talk therapy or medication management. However, these strategies can provide some relief and tools to cope with anxiety symptoms. Some strategies to help with symptoms: I believe that educating yourself about anxiety disorders can help you have a better understanding of symptoms and how they arise. By understanding your symptoms, triggers, and underlying causes. You can help you develop effective coping strategies.

Using relaxation techniques such as breathing exercises, progressive muscle relaxation, and mindfulness meditation can help reduce anxiety. These techniques promote relaxation and help you regain control over negative thoughts, emotions, or irrational thinking patterns.

By identifying and addressing the sources of stress and anxiety in your life, you can challenge negative thoughts you may have while finding an alternative narrative to situations to reduce symptoms. In cases of social anxiety, I recommend gradual exposure to situations that trigger you. I recommend starting off with small steps and gradually increasing your exposure over time, reducing anxiety.

Practice stress management techniques such as exercise, self-care, time management, prioritization, and setting boundaries. Exercise can help alleviate anxiety symptoms by releasing endorphins, which are natural mood boosters. Self-care is looking at your overall health and lifestyle; you can get enough sleep, eat a healthy diet, and avoid excessive caffeine and substance use. All of these and more ensure you are practicing the best self-care possible. Time management and boundaries are things you will need to work on daily. However, placing yourself first will ensure you meet the goal of reducing symptoms. Finally, I recommend seeking support from friends, family, and/or support groups. Find those who can understand your situation and provide encouragement while you seek to remedy the situation. Self-help books, online resources, or mobile apps designed explicitly for anxiety management can take place or be added to support groups. The goal is to get helpful information and support while managing anxiety.

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School Leadership and the Ugly Truth:
End-of-Year Closeout, Honest Reflection, and Next Steps

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> **"Progress monitoring is a continuous improvement tool."**

As school leaders (principals, assistant principals, and teacher leaders) busily prepare for end-of-year closeouts, they are simultaneously engrossed in self and organizational reflections. These reflections are based on having progress-monitored the extent to which the school's vision and mission were accomplished, and if not, what next?

Preparing for the next step requires school leaders honestly accepting the realities of the current situation. For example, were initiatives implemented with fidelity, and were continuous improvement measures consistently and effectively done? The word honestly is used because accepting that processes were not effectively carried out, means that the school leader's leadership and management approaches are called into question. Accepting that processes were effectively carried out, however, there is always room for growth, means that the leader has a growth mindset.

Effective leaders are extremely honest at facing themselves in the mirror, and at times facing the ugly truth as to whether the organization or institution is meeting its goals. Effective leaders reflect using several lenses: Strategic actions, Ethics, Professional Staff capacity, Cultural responsiveness, and Stakeholders inclusivity.

a) Evaluate strategic actions that were used to enact the school's vision and mission. Based on the results, prepare the organization's leadership team to determine how strategic actions should be adjusted in the coming school year to meet changing needs, situations, and expectations? This should be done in the vein of using effective decision-making approaches to explore, plan for, and communicate the rationale for changes.

b) Assess evidence that indicated whether ethical norms and professional behaviors were of highest priority during the school year. Based on the assessment results, develop plans to ensure that the school's leadership team will promote and maintain ethical and professional behavior among staff, ultimately sustaining a moral direction for the school.

c) Rate the extent to which all aspects of the organization were led in a culturally responsive manner, and how aligned the systems of curriculum, instruction, and assessment within and across all grade levels promoted students' academic success. Based on the findings, plan systemic changes that will be made to ensure that these relevant elements are addressed to ensure student success in the coming year?

d) Determine the extent to which professional staff' capacity was built to achieve the organization's goals, while maintaining a community of care for all students. The results should drive plans for differentiated opportunities for staff growth in all facets.

e). Establish whether all stakeholders were involved in meeting the school's mission and vision, with a heavy focus on family engagement. Based on the results, it may be time to develop a family engagement plan with a focus on aligning family engagement to student learning.

Honestly assessing organizational outcomes and processes requires the use of evidence-based inquiry, and a willingness to take ownership for leadership approaches which may need to be adjusted. This is why it is so important to include your leadership team and prepare them to embrace the ugly truth when faced with undesirable outcomes. If an effective progress monitoring process is in place, summative results should not be surprising. The reason being that progress monitoring is a continuous improvement tool.

So, as initiatives are implemented, formatively assessed, and adjustments immediately made, summative results will not be a surprise. It means also that you already have the data on the effectiveness of some adjustments, which is a valuable resource when planning next steps.

Global
Education

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The United States has undergone significant demographic shifts, with minority populations steadily growing, and higher education institutions have mirrored this trend. Campuses across the country now embrace diversity, fostering a dynamic exchange of ideas poised to shape future generations. As this evolution continues, the logical next step for these institutions is to expand their global footprint.

The arrival of the worldwide pandemic precipitated a transformation in higher education, compelling colleges, and universities to pivot abruptly from traditional face-to-face instruction to virtual learning. While remote teaching had been gradually integrated into mission statements over the years, the pandemic acted as a catalyst, accelerating this shift. Even as campuses have reopened for in-person classes, the convenience and accessibility of remote learning have left a mark. Consequently, higher education institutions have responded by augmenting their offerings with more blended and online courses to meet evolving enrollment demands. This surge in online education has not only bolstered domestic reach but has also prompted educational leaders to contemplate global expansion (Das, 2023).

Beyond enrollment objectives, the push towards global education presents an opportunity for faculty to reevaluate curriculum and pedagogical approaches through a broader lens. Integrating global perspectives into coursework provides students with invaluable insights gathered from real-world examples, encouraging empathy towards diverse viewpoints and traditions. This shift not only stimulates curiosity but also fosters critical thinking skills, identified by some as lacking in the current generation (Eden & Chisom, 2024). Engagement and social interactions in a diverse environment require learners to adjust their perceptions, understandings, and behaviors consciously or unconsciously to effectively communicate and collaborate with peers from various backgrounds. Diversity enables learners to develop intercultural competency, the ability to shift cultural perspectives and adapt behaviors to cultural differences. This skill

is crucial for relating to people from other cultural backgrounds and including them in decision-making processes, making it a defining characteristic of globally competent citizens, professionals, and leaders (Guo-Brennan, 2022). For faculty, engaging in global learning revitalizes teaching methodologies, fostering innovation, and accommodating diverse learning needs through differentiated instruction.

While navigating uncharted territory may present challenges for both educators and students, it also represents an opportunity for growth, resilience, and adaptability. Exposure to diverse perspectives through global education equips students with the skills to succeed in multicultural environments, preparing them to excel in an interconnected global landscape for decades to come. However, to successfully enhance a student's experience the following evidence-based strategies can help in creating an inclusive virtual global learning environment. Developing a professional learning community fosters open and trustful personal and professional relationships among learners. Activities should be designed to require learners to gather information about unfamiliar cultures or from diverse sources, promoting openness to new ideas. Establishing appropriate cross-cultural communication protocols and networks, and modeling effective cross-cultural communication approaches and protocols, are also essential. Encouraging the exploration of new perspectives and ways of understanding issues, playing the role of the devil's advocate to challenge conventional thinking, and stimulating thinking beyond one's own field of knowledge are important strategies. Additionally, monitoring opinions and communication considering new information or evidence helps maintain an inclusive environment (Guo-Brennan, 2022). The emphasis on social justice and environmental management in global education engages students in

forward-thinking dialogues centered on practical solutions and civic responsibility (Waghid, 2024). By preparing students for a competitive job market where international experience is increasingly valued, faculty play an important role in shaping a workforce poised for success in an interconnected world.

In conclusion, as higher education institutions expand their global presence, they not only fulfill enrollment objectives but also enrich educational experiences by infusing global perspectives into their curricula. This transformative approach empowers students with the skills and mindset necessary to navigate and lead in an increasingly interconnected world. By embracing global education, faculty and students will enhance learning outcomes, fosters innovation, and promote civic responsibility, thereby ensuring a successful future for society.

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Doctoral *Residency* 2024

In July of this year, Keiser University Graduate School proudly hosted its Doctoral Residency 2024 at our flagship campus. This immersive event provided an invaluable opportunity for doctoral students to advance their academic journey, gaining hands-on experience and participating in interactive sessions with their peers and faculty. Students delved into their dissertation work, receiving personalized guidance from faculty members and attending specialized sessions tailored to their fields of study.

The residency also featured dynamic conferences, enriching both the academic and professional growth of our students. Social events during the evenings offered a chance to network and build lasting connections with fellow students and professors, fostering a strong sense of community. The week was truly a milestone in the doctoral journey, equipping students with the tools and support needed for their continued success.

Virtual *Conference*

"Education, Research and Public Service"

Dr. Ileana Ros-Lehtinen
Former Congresswoman

Recently, Keiser University Graduate School had the honor of hosting a virtual conference with Former Congresswoman Dr. Ileana Ros-Lehtinen, a pioneering figure in American politics and the first Hispanic woman elected to Congress. Dr. Ros-Lehtinen shared valuable insights from her distinguished career, focusing on how education can open doors and create opportunities for growth and change.

Her talk on Education, Research & Public Service inspired our students to remain open to opportunities and pursue meaningful paths in their own lives. The session was highly engaging, with participants asking thoughtful questions and interacting with Dr. Ros-Lehtinen, making it a truly memorable experience.

Women's Health Nurse Practitioner Residency

In September, Keiser University Graduate School welcomed the Women's Health Nurse Practitioner Group as they embarked on an exciting residency program. This residency represents a pivotal moment in their academic journey, where students will enhance their practical skills and deepen their expertise in various aspects of women's health. Through hands-on experience and personalized mentorship, participants are preparing to take on leadership roles in this vital field.

We are proud to support these future leaders as they continue to grow and excel.
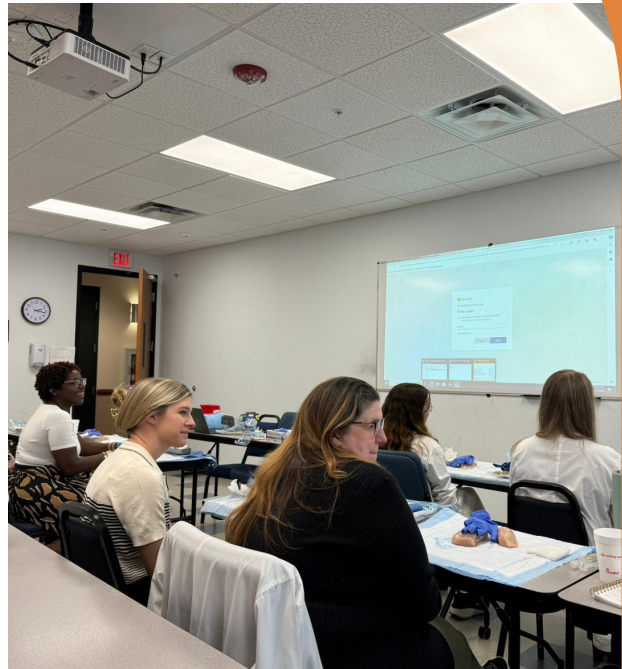
Want to Share Your Story
with Us?

This is your moment to spread your experience and inspire our community!

We can't wait to hear about your unique journey and celebrate your achievements. Share your story and inspire fellow students!

Reach out to us at hcordner@keiseruniversity.edu and adriana.lovo@keiseruniversity.edu

Keiser University Graduate School

Keiser University Graduate School

KeiserUGrad

Keiser University Graduate School

Wenzhoushi Yingcai School
Summer Camp 2024

Keiser University International Affairs recently hosted a summer camp for students from Wenzhoushi Yingcai School, blending academic, cultural, and recreational activities. The campers explored campus life, visited iconic South Florida locations, and concluded with a presentation celebrating their 30-hour English study program. This successful event fostered a strong connection between Keiser University and Wenzhoushi Yingcai School, opening doors for future collaborations.
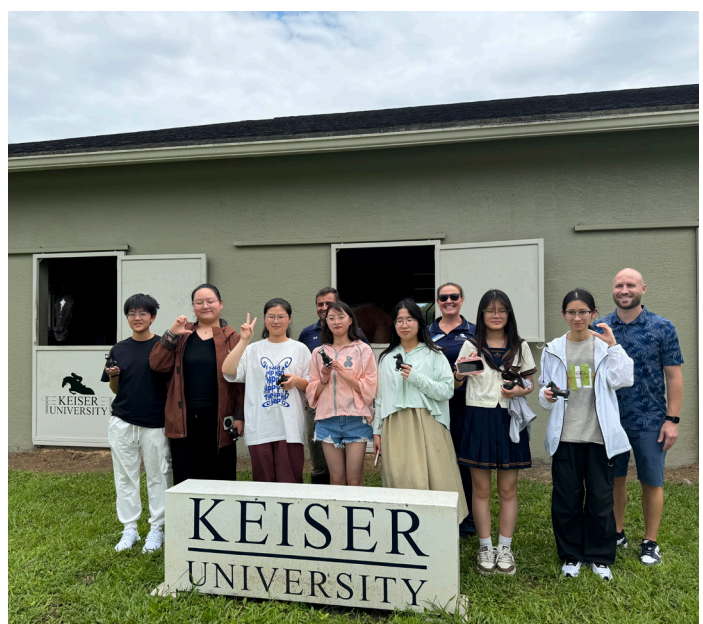
A brief note of
Appreciation to Readers

Dear Keiser University Graduate Community,

With great enthusiasm, we are excited to present the third edition of our newsletter, this time centered on the transformative power of education. This edition reflects our dedication to academic excellence and our commitment to fostering a vibrant and informed community.

Education shapes our future and empowers us to make meaningful contributions to society. We hope that the stories, insights, and achievements shared in this edition inspire and motivate you in your own academic and professional journey.

Thank you for your continued engagement and support. We look forward to sharing more knowledge and success stories with you in future editions.

What's Next: Upcoming Editions

Stay tuned for our next editions! Each upcoming issue will continue to delve into the latest trends and breakthroughs in different topics, bringing you fresh perspectives and insights. We're excited to keep you informed and engaged with our regular updates.

Stay Connected!

We value your participation in our growing community. To stay updated and join the conversation, follow Keiser University Graduate School on Facebook, LinkedIn, Twitter, Instagram, and YouTube.

For any inquiries, suggestions, or contributions, please feel free to contact us at adriana.lovo@keiseruniversity.edu. Your input is vital in making our newsletter a rich and engaging resource.

Thank you once again for being an integral part of our journey. We look forward to continuing this adventure together, exploring the limitless possibilities of education.

Support Keiser University's Mission

Donate and make a difference today!

Scan the QR code

When the Keiser family decided to transition Keiser University to a not-for-profit university and gift it to the community, we made Keiser University a priority in our personal philanthropy. We know that 100% of every gift we make goes toward helping students achieve their goals and have seen first-hand the power and transformational impact of a KU education. Please join us in generously supporting the unique mission of Keiser University, a mission that centers on educating students to be employable, skilled, responsible, and accountable.

Arthur Keiser, Ph.D.
Chancellor of the University