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Mission Statement

The mission of the [Journal of Multidisciplinary Research](#) is to promote excellence by providing a venue for academics, students, and practitioners to publish current and significant empirical and conceptual research in the arts; humanities; applied, natural, and social sciences; and other areas that tests, extends, or builds theory.

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“Water Reflection, Everglades”
2019

Original Painting by Twyla Gettert

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Special Editorial

In 1947, Father Lorenzo Spirale and a group of Augustinian priests established in Havana, Cuba, the *Universidad de Santo Tomás de Villanueva*. Curiously, it was not a university the Augustinian order had in mind to open, but a grade school. The pivot to a Catholic university came at the request of the people of Cuba, who understood the importance of higher learning based on the teaching and traditions of the Catholic faith. They understood the value of a private education where the pursuit of truth would be unimpeded, knowing that God is always at the center. The University went on to successfully educate a generation of Cubans, but in April of 1961, Fidel Castro and his militia forcibly entered the campus and placed the faculty and staff under arrest. The communist government appropriated the grounds and effectively closed the University.

In the weeks that followed, most of the faculty and staff, and indeed many of the students, made their way to freedom in the United States. In Miami, Florida, they joined the thousands of Cuban exiles who had already begun to transform the city into the vibrant and influential metropolis it would eventually become. Undaunted, Fr. Spirale was joined by Fr. McCarthy, Fr. Donnellon, and Fr. Sullivan, and the group were charged by Bishop Carroll with the establishment of a Catholic college for men. With Fr. McCarthy as its first President, Biscayne College opened its doors in September 1962, staffing many positions with the talent pool of Cuban exiles who had operated and taught in Havana. In 1984, Biscayne College became St. Thomas University, commemorating its counterpart in Havana, and paying tribute to the faith and courage of the men and women who vowed to continue their drive toward a quality Catholic education.

This year, St. Thomas University (STU) began celebrations for its 60th Anniversary. Entwined throughout those celebrations is an affirmation of our Cuban roots, and an embracing of the melting pot that is South Florida. Today, our campus reflects Miami's kinetic population, and welcomes students from more than 30 U.S. states and 23 countries. With four years of record enrollment, over 400,000 square feet of new construction, and just having graduated our largest class ever, STU is poised to thrive for the next 60 years. Our focus will continue to be a great Catholic education and our commitment to the academic and professional success of our students who go on to become ethical leaders in our global community.

The *Journal of Multidisciplinary Research* (JMR) is an illustration of the liberal arts in action: critical thinking, writing, philosophy, history, sociology, and creative arts. Biscayne College was founded to instill in its students those same liberal arts. At St. Thomas University, we continue the work begun by those enterprising Augustinians. The JMR represents one of the many ways STU carries on the legacy of the *Universidad de Santo Tomás de Villanueva*. That same spirit of innovation and devotion endures today in the classrooms, fields, and people of St. Thomas University.

God Bless and Go Bobcats!

David A. Armstrong, J.D.
President, St. Thomas University

Editorial

Welcome to our special edition of the *Journal of Multidisciplinary Research* (JMR). As part of the 60th anniversary celebration of St. Thomas University, we decided to publish a special issue to showcase St. Thomas University faculty and students' research. This Volume 15, Number 1, edition of the JMR features thought provoking research articles, students' articles, and book reviews. They say that teaching is the profession that makes all other professions possible. Here at the journal, we facilitate research to make professors and students excel at what they do. To paraphrase President David A. Armstrong, "Success is all about making people around you succeed."

In her book *Think Outside the Building*, Rosabeth Moss Kanter, the famed Harvard Professor, stated that, "If you dream, dream big, because it takes the same amount of time as dreaming small."

In my first editorial as the founder and Editor-in-Chief, I promised to "focus on moving the journal forward, staying true to St. Thomas University core values...and ensuring our commitment to academic and professional excellence." Today, I can tell you we kept our promises and much more. The JMR has published notable research from more than 320 authors, 130 universities, and 26 countries from around the world. Researchers from top global universities to small liberal arts colleges have published taught-provoking research and helped make the JMR a venue for academics, students, and practitioners for current and significant research.

The JMR is also listed and indexed by the most respected indexes and search engines in academia, such as ProQuest, Cabells, EBSCO, Gale-Cengage Learning, Business History Conference Collective Bibliography, Mendeley, Ulrich's, de Gruyter, Elektronische Zeitschriftenbibliothek, European Reference Index for the Humanities and the Social Sciences; Directory of Open Access Journals, EconPapers, Google Scholar, Microsoft Academic, Research Papers in Economics, COPAC, Globethics, the National Library of New Zealand, PhilPapers, ZDB, the National Institute of Standards and Technology, the Open University of Hong Kong Electronic Library, and many more.

Here at the JMR, we do not just publish research articles. We record history for academia, scholars, and the world at large. Along the way, we bear witness to the incredible growth of St. Thomas University. Happy 60th anniversary!

Always forward,

Hagai Gringarten, Ph.D.
Publisher & Editor-in-Chief



“Sunrise of My Dreams”
2022

Original Painting by Twyla Gettert

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Modernization, Socio-cultural Change, and the Harnessing of Human Rights Covenants in Defending against Modernization

Gary Feinberg

Abstract

Thailand today is a nation caught between diametrically opposing forces: those calling for modernization and those urging the maintenance of traditional values, structures, procedures, and credentials. More specifically, government officials, capitalists, and those on the political right call for increased democratization, a free and open market economy, a movement towards an independent judiciary coupled with a more professional police force, and an expanding urbanization. At the same time, forces on the left, including especially certain powerful NGOs, and well organized, politically wise local villagers, one witnesses strong resistance to such developments in the form of clinging to cultural traditions, a longing for a romanticized rural past, and a recourse to protections the international covenants on human rights afford. In many ways, Thailand is experiencing a conflict between the hegemony of rural forces and rural politics and its urban counterparts. This article looks at the resistance to the passing of traditional society in Thailand, the rise of political and civil rights, and the somewhat unusual recourse to the Covenant on Social, Economic, and Cultural Human Rights as a means to defeat efforts at a highly politicized modernization. Inspiring it are observations and informal interviews of Thai religious leaders, engineers, business administrators, health professionals, NGO officials, government leaders (including a member of parliament), and prominent media personnel as well as village elders, local farmers, and fishermen. These are the product of a sojourn in Bangkok and surrounding rural villages under the aegis of the Council on International Educational Exchange, International Faculty Development Seminars. The article concludes with recommendations of resources that portend to be useful to those responsible for introducing and managing social change and overcome resistance to it within a community.

Keywords

Thailand, modernization, human rights, covenants

Introduction

Unlike neighboring Cambodia, Vietnam, and Laos, Thailand can boast of never being under foreign domination. It successfully resists the nineteenth century great land grabbing takeovers by Western European colonial powers. Concomitantly, it never experiences forced assimilation to alien cultures, economic exploitation by distant states, or a war for independence. Nevertheless, it has a long history of suffering from political instability replete with more than its share of military coups, constitutional revisions, civil disobedience and arbitrary arrests, corrupt politicians and law enforcement personnel, disappearance of political dissenters, and violent clashes between forces loyal to the king and those who not only challenge the doctrine of *res majeste* but seek to abolish the monarchy entirely.

Concomitantly, Thailand is on the road to democracy, and it is undergoing a societal metamorphosis at least in part owing to efforts at modernization (Inglehart & Welzel, 2009). Since 1973, transiting to democracy has been a bumpy road, more so than in countries like the Philippines or Indonesia. The democracy train chugs forward in 1972 and gains traction when Thailand changes from an absolute monarchy to a constitutional monarchy. Since 1972, it has come to endure several civilian governments often alternating with several military coups and dictatorships. The years from 1972 to 1976 bring a period of hope and a period of practical thinking, especially among student idealists caste in the Maoist tradition. There are strikes by tenant farmers who seek a better price for rice and lower rice payments to landlords, et cetera. Students demand a review of all curriculums, professors must defend their courses to their students, women take control over a jeans factory and proceed to manufacture jeans that they sell to students, and so forth.

These developments spur the rise of an anti-communist movement in 1976 and a former dictator returns to power merging with a movement in support of the return of the monarchy. Students are accused of hoarding weapons and supporting communist principles. Fearing for their lives, many flee into the jungle and join communist forces there. Eventually, students receive a general amnesty and return to their homes. A semi-democracy is put in place under General Brane. Then in 1989, Thailand returns to civil rule once again. The dominant theme at this time is to turn the battlefield into a marketplace (Wyatt, 2003).

Government controls on the military result in yet another coup. Then in 1992, there is a popular uprising by the middle classes involving modern technology including e-mails. There are also lots of demonstrations. Following this, in 1997, there is a new constitution, the most democratic to date, including provision for a constitutional assembly made up of 99 members. This new government provides for several democratic innovations including an anti-corruption committee that is free of control, a check and balance system of government, an administrative court system where people can appeal government decisions; there is even vision for an ombudsman (Phongpaichit & Baker, 2004).

Unfortunately, what the constitution says and what actually happens are not equal. Still popular demand for a progressive government is generally agreed to along with the view that the military dictatorship must be overthrown. The result is the successful election of Prime Minister Thaksin (2001-2006) and his party, which promises to bring about a progressive government. Thaksin curries favor with people living in the northeast of the country, working class people, lower middle class people, and the police. They blame Thailand's economic problems on Western powers, the IMF, and the World Bank, which they claim seek to transform Thailand and turn it into a highly industrial, economic colony of the West. Supporting this is Thailand's

military. Furthermore, the rising nationalism includes a longing to return to Thailand's rural roots, a romanticizing of ancient traditions, and a push back on modernization. This leads villagers to demand their right to resist modernization and return to "the old ways." Interestingly, they couch their argument of resistance to modernization on the Covenant on Social, Economic, and Cultural Rights the United Nations (UN) charter on International Human Rights guarantee. When Thaksin loses power in 2006 by yet another of Thailand's famous military coups, supporters take to the streets rioting in the capitol and other major cities (cf., Baker & Phongpaichit, 2014).

Today, Thailand is enjoying a period of relative political stability since the challenges of the past. Government leaders understand that political stability is crucial to foreign investment and ultimately the economic success of the nation. The capital, Bangkok, is experiencing a building boon with high-rise apartments and office buildings sprouting up everywhere. Some financial experts go so far as to predict that Thailand is moving in the direction of becoming the next financial powerhouse for banking, realty development, commerce, and corporate investment. Bloomberg recently concluded in a major report on the subject that of the top 20 emerging markets, Thailand ranks third (cf., Bloomberg.com, 2013).

Contributing significantly to this political stability as a constitutional monarchy is King Rama IX, who rules the nation for over 60 years. He endures governments that last on the average of only two years, endless military coups, political corruption, economic instability, drug wars, the disappearance and murder of dissenters, threats of communist takeovers, and hosting huge influxes of refugees fleeing war torn nations such as Cambodia, Vietnam, and Laos (cf., Baker & Phongpaichit, 2014).

Methodology

This study of modernization and its resistance in Thailand emerges from a summer seminar in Bangkok and its surrounding poor rural villages northeast of Bangkok. Under the aegis of the International Faculty Development Seminars of the Council on International Educational Exchange (CIEE), it enjoys the able leadership of social activist and professor David Streckfuss.

Prominent and knowledgeable experts on Thailand's affairs participating in this seminar included Jon Ungphakorn, former senator in Bangkok and member of the Board of Governors of the Public Broadcasting Service, former chairperson of the NGO Coordinating Committee on Rural Development, and a leader of numerous other NGOs. Additional participants informing the seminar included the following: Dr. Kraisak Choothavien, former senator and current member of parliament from the Democratic Party; Dr. Sutthachai Yimprasert, Professor of History, Chulalongkorn University, a leading historian on Thai constitutional law; Phil Robertson of Human Rights Watch, expert on the rights of immigrants, a major contemporary concern in Thailand; Dr. Sriprapha Petchrasanee, Thai representative to the ASEAN International Commission on Human Rights; and Mr. Sulak Sivaraksa, specialist on human rights from a Buddhist perspective. Also contributing to this seminar are numerous excursions into Thai villages such as Pak Mun and the offices of EGAT (Energy Generating Authority in Thailand), on-site meetings with representatives of the Tamui Village community, Dacha Premrudelart - a representative of the NGO-CORD, and a briefing by Mr. Kavit Boonjear at CIEE offices ancillary to visiting Khon Kaen a Thai slum, and related issues. We also meet with representatives from TAO (Tambol Administrative Organization), a community decision-making

body representing 13 poor villages in northeast Thailand that are especially concerned about health issues emanating from efforts to develop the locality into a gold mining resource.

Meetings with these and other luminaries are highly informative, politically balanced, candid, and provide a rich understanding of the pros and cons regarding efforts targeting modernizing a so-called backward nation to square with a post-industrial global economy and the social and political forces at work inhibiting such major structural and functional changes. In addition, meetings with the villagers themselves provide a sympathetic appreciation for the plight of these proud people who, despite some evidence to the contrary (Walker, 2012), may become pawns in a very manipulative and highly political chess game between forces on the political right and those on the political left, i.e., “Yellow Shirts vs. Red Shirts.”

The Modernization Movement in Thailand

Thailand boasts a rich cultural heritage that traces back several thousand years. Indeed, it is one of the oldest nations in all of Southeast Asia. It is also a nation that has for generations been struggling to maintain deeply held traditions while it reaches out to become integrated with the modern world. This modernization process is not uniform throughout the developing world. Each developing nation brings into the process its own unique historical heritage replete with its indigenous customs, traditions, values, religious beliefs, geo-political vantage point, and experience with social change (Sun & Ryder, 2016). At the same time, Thailand’s experience in modernization, and in particular problems it encounters in this process, are in many respects representative of what many countries have experienced in the past and which still others are encountering in today’s rapidly changing world. Chief among these is Thailand’s desire to maintain its own identity, even as it emulates Western modernization trends. This means being sensitive to its indigenous culture and respecting the hopes and desires of the diverse Thai people, a scenario not unique to Thailand, but one playing out among all developing nations.

Modernization first began in Thailand in the mid-19th century. It is congruent with the reign of King Mongkut, or Rama IV (1851-1868), who is signatory to several treaties with Britain opening Siam, Thailand’s original ancient name, to trade. Today, Thailand has a population of 65 million people. Virtually 18 million of these are computer savvy and regularly make use of social media. The country also has made great strides in reducing poverty. As recently as 1990, one out of every four Thais was living in poverty. Today, that number is less than 10 percent. Downtown Bangkok is experiencing a renaissance with high rise residences and commercial towers springing up everywhere, along with glitzy shopping malls, advanced mass transit systems, luxury hotels housing a massive tourist industry, and a growth in high tech industry. Fueling these major changes in Thailand’s socio-economic profile in no small way is international investment.

But not everyone is happy with these developments (Thaxton, 1973; Jacobs, 1971; Deeksha, 2016; *Dua*, 2016). Many Thais view these efforts at modernization and related economic developments as nothing more than efforts of the G7 nations to exert imperialist control over Thailand and to subordinate Thailand to economic exploitation and financial colonialism. Critics include especially village farmers, people living in the northeastern part of the country, and the lower middle classes. They couch their arguments against modernization in a highly romanticized version of an agrarian lifestyle; denounce industrialization as destroying family relations, proffering an irrelevant Western style educational system, and violating their cultural rights to choose how they want to live.

This then begs the question: Why do many Thai villagers resist social change and modernization? Why do they cling to the past and pledge allegiance to social movements that promise a return to past traditions? Sociologists have identified a number of forces at work in explaining resistance to modernization. Typical of these are fear of failure, lack of trust, few if any rewards to those elders complying with efforts at modernization, loss of status, fear of the unknown, and so forth (Tanner, 2017; Dua, 2016). The following discussion identifies and explores numerous of these forces and others as they resonate in the case of modernization efforts in Thailand.

Forces at Work in Thailand to Prevent Modernization

Fifteen of the most common reasons why those offering to bring about social change in Thailand are meeting with such resistance to the passing of traditional society include the following:

1. Fear of Failure. Movement from what Toennies (1957) calls *Gemeinschaft* relationships, which characterize traditional rural village societies, to *Gesselschaft* relationships one finds in urban societies results in the loss of personal relationships due to common interests, beliefs, and sentimental ties and morphs into relationships based upon formal ties, specialization, and mutual dependencies. In the former, we stay together because of mutual similarities. We stay together because we are alike, and we like each other. Ties are personal, informal, emotionally driven, and relate to the total human being. As we move to *Gesselschaft* societies, relationships become rational, formal, impersonal, and derive from the fact that we are individuals who specialize. We stay together because we need each other. This growing individualism and specialization leads to dependencies on others. Being dependent upon others is antithetical to self-sufficiency. This promotes fear of failure, of not being able to meet the challenges of the new lifestyle. Although these village farmers talk about their idyllic lifestyle of being able to fish and grow their own food, the naturalness and peacefulness of it all, the subtext is fear of failure, fear of not being able to provide for your family's basic needs like food and shelter, functions they performed successfully for years with ease.

As Thailand modernizes, many living in rural villages fear they will be unable to succeed in the emerging new order. The skills they found so useful for decades to feed their families will no longer be applicable, and they greatly dread this loss. They often envision becoming bankrupt both fiscally and socially. As one village elder explains, "This means there will be a lack of food and with limited availability of food neighboring decreases and there is a loss of status among one's peers, and the loss of self-respect."

2. Loss of Status and Hegemony. Throughout the Thai villages that populate the northeast, long-time residents complain about the loss of status and the diminishing respect they receive from the younger generations (Knodel & Saengtienchai, 2006). The large cities attract their children, and the latter often come to reject their families. Many villagers express concern about their sense of self-worth, dignity, and pride that modernization threatens to challenge. Even more dysfunctional, such positive attributes and feelings are morphing into those of obsolescence, redundancy, and despair. While modernization often correlates with diminishing levels of filial piety, i.e., genuflecting in support of the Confucian principle of holding one's elders and ancestors in reverent respect in daily life, it does not have to disappear entirely. For example, it continues to appear in intergenerational relations in Japan, as well as other rapidly

modernizing Asian countries such as Singapore, China, and Taiwan (see, for example, Ng, Phillips, & Lee, 2002; Mehta & Ko, 2004; Brink, 2017).

3. A Climate of Mistrust. Many village farmers complain that the government is out to steal their land recrudescence of the robber barons of the West, to exploit them in the spirit of capitalism, and to fill their corrupt pockets at the expense of the people. Critics claim the government suffers from corruption, is untrustworthy, and out to protect and promote the interests of the elite and the upper classes. For example, in one village, which is close to a gold mining operation, residents complain that the mine is poisoning them and that the government lies to them about tests regarding the health and safety of the water supply, withholding information from them about the lack of purity of the water and denying claims of health problems stemming from the mining operations many villagers make. They allege that the water is causing rashes, smells foul, and is responsible for the death of at least one female villager due to arsenic and cadmium poisoning coming from the contaminated water supply. They point out that the government conducts tests on the water supply only to throw away the results. They then employ university academics to conduct water tests for pollution. When the results came back, the government again responds by throwing them away. Another villager offers that “government officials went to six sites where villagers claim the water is filled with contaminates. We saw them draw the water for testing, but not the results. We were simply told the water was okay. We never saw them actually do the tests. Therefore, we do not trust the reported results. We need to sit down with officials and talk about this and come up with a solution.” When villagers are questioned directly about whether they could trust the government or not, one of them sums it up as follows: “Only the government can solve our problems. But all governments have tricked us. We have been through many governments. All say they will help. All they do is talk. This current government says it will help, but maybe they trick us again.”

When asked to give examples of the “tricks” the government plays on them, villagers have no difficulty in responding. To illustrate, one village elder offers the following:

The government gave money to conduct research on the impact the dam at Pak Mun has had on fishing and growing vegetables in the region. The research was to be conducted by neutral academics. When the results were in, the government threw them away as inaccurate. Next, it was suggested a committee be formed to come up with a solution about the damage caused by the dam to fishing and farming. It came up with findings and a solution, but it too was rejected by the government. There was a lawsuit and the courts ruled to conceal the findings of the committee. Officials blamed global warming for the problems associated with the dam. Closing up the flow of water with a dam does not reduce global warming; if anything, it worsens the problem. Everything needs to flow naturally. The dam water is now polluted.

4. Surprise and Fear of the Unknown. Resistance to social change by Thai villagers also reflects fear of the unknown. In Tamui Village, for example, the prospect of a new dam along the Mekong River many argue will destroy their happy lives and their economy. They will no longer be able to grow corn and other vegetables. They will lose all of this and likely become bankrupt if those supporting the new dam are successful. There will be more competition and fewer resources. They fear that if the government builds the dam things will go from bad to worse. They express concern about what will happen to their children, many of whom leave the village for the cities to find employment as domestics, factory laborers, and construction

workers. Many emigrants to the cities experience problems in obtaining work. They often have to return to their villages due to chronic unemployment, typically bringing with them more mouths to feed in the form of newly acquired wives and young dependent children. Moreover, they are no longer comfortable with the ways of a villager.

5. Lack of Foreseen Benefits of Proposed Change. In one village (Pak Mun), where the government created a dam to prevent black outs of electricity as well as to increase the number of homes having the benefits of electricity from 70% to 100%, residents share the opinion that the additional electrical power is unnecessary. Moreover, they argue that one could produce it using other means. They also point out that the World Commission on Dams reports that building the dam was unnecessary. Similarly, a group of village farmers who set up housing along government-owned swale, land bordering some railroad tracks, complain that they see no benefit from government efforts to build schools for their children. They view the schools as operating irrelevant Western curriculums. As one village critic laments: “Our students are learning more about the Mississippi River than the Mekong.” Villagers ignore the fact that the dam gives employment to some 189 families, but the administration operating it, EGAT, emphasizes this economic benefit. In addition, dam officials defend that the people who must move because of the dam receive compensation for their land 10 times its actual value. Although the government offers assistance to help them move as a community as well as offering advice on how to invest the money they receives for their land, most according to EGAT representatives are more interested in the money than in maintaining community ties. Unfortunately, as is typical of these situations, residents end up squandering their windfall, buying costly and flamboyant motorcycles for their children, and exhibiting other materialist consumerism.

6. A Culture that Proscribes or Punishes Innovative Thinking. Many of the changes done in the name of modernizing Thailand are occurring in a milieu that romanticizes the lifestyle of the past and correspondingly abhors innovation and indeed rejects any innovation which challenges the natural order. Teaching young people to read and write comes at the expense of teaching them the ways of the forest, how to locate valued mushrooms, what bark to use to protect against a skin rash, et cetera. Similarly, damming water is unnatural; it can only lead to trouble such as the loss of fish life and the destruction of rich silt so necessary to grow vegetables.

7. Change Begets Change. Many Thai villagers actually may favor certain innovations but fear the multiple effects of change, i.e., the so-called collateral damages a given change causes. They are acutely aware of the fact that once some changes occur, it leads to other changes, and soon, their hegemony over the land and their way of life are lost to history.

8. The Forces of Conformity. Individuals tend to emulate each other. Those opposing modernization are not alone. Rather, what Walter Bagehot (1873; 2010) calls the “cake of custom” is what brings them together. While it is true that many of the changes that often accompany modernization receive support by some villagers, it is also true that significant numbers remain loyal to the past. They share their beliefs with others among their neighbors and they emulate each other.

9. Internalized Norms. Following certain customary ways of doing something on an individual level is to act habitually. And habits are hard to break. One becomes used to performing in certain ways, especially when doing so consistently brings rewards. Over time these internalized norms or collective habits acquire a sense or “rightness,” they are not only good to do but also are the right thing to do.

10. Negative Consequences Change May Bring. An old Spanish saying translates, “There are no roses without thorns.” Thai village farmers are aware of many changes in their material and nonmaterial culture and can bear witness to their negative consequences. The Dam at Pak Mun village brings a loss of fish, a mainstay of the village dweller’s diet, a gold mine that brings water contamination, and so on. When change brings dysfunctional consequences along with the positive developments, people are likely to resist the change and even demand a return to the old ways. As one village elder observes, “the government builds factories and causes pollution in villages and brings disease. One official opened a bar near a factory and hired some village women. This may improve the economic situation of these women, but at the expense of destroying their family ties. It breaks up families.”

11. Organizational Politics. Some villagers resist change and the movement to modernize Thailand in order to prove that the change is wrong for the country. They resist the change not because they prefer the old ways, but to embarrass those who seek to promote the change. They want to show that those in power do not deserve to rule. In such situations, individuals are committed to see the change fail not for itself, but to discredit the proposers of the change, typically the government in power.

12. An Inefficient and Corrupt Government. Where the government has a history of being unstable or corrupt changes it seeks to accomplish may lack legitimacy. People may not necessarily be against the recommended change, but they resist because they hold in discredit those proposing the change. The people may even agree with the change, but they disagree with how it is being put in place or its administration. In meeting with these village-farmers one cannot but concede that the efforts to inhibit Thailand from modernization are politically motivated and support a socialist left-wing agenda replete with ties to such movements as environmentalism, feminism, and progressivism, while those proposing major social changes to modernize the country are promoting a rightist agenda, with ties to globalization, western conceptions of progress, and capitalism.

13. The Power of Vested Interests May Oppose Change. People who have a deep robust interest in maintaining the existence of a traditional way of life may organize themselves into opposition groups and argue that their “rights” are under threat. This is exactly what many Thai village farmers are doing today. Often, they oppose modernization on ideological grounds. They see such developments as suborning their interests to those of the west and the G7 powers and they fear becoming victims of exploitation and denial of their cultural heritage. They reject being made over into the image of a western power and correspondingly they defend their case on the basis of their right to have their own culture and identity. Attempts at modernization suffer accusations of violating their UN Covenant on Social Economic, and Cultural rights. Furthermore, they seek to have members of the liberal academic community come to their aid in supporting their social, economic, and cultural rights under the UN Universal Declaration of Human Rights.

14. Imperfections of Innovations. Innovations, especially in the early stages of implementation, often are fraught by imperfections. This promotes resistance. A dam that early on causes the loss of a major economic resource that residents of a community rely upon makes resistance to such changes understandable. Indeed, an early negative experience with an innovative idea or material aspect of culture not only can lead to resistance to that innovation but also magnifies the likelihood of skepticism toward such an innovation in the future. It also demonizes those promoting that innovation and de-legitimizes later efforts by this same governing group to undertake other social changes.

15. Ambivalent Administrators. Those responsible for administering the modernization movement are themselves sometimes ambivalent or inconsistent with respect to believing in or promoting the modernization effort. This may well be the case in Thailand. For example, one NGO official observes,

The government sees these forums (i.e., collective town meetings) as a form of violence and not as people using their rights. I have to work with both sides. The big decision-makers in the government are concerned about keeping their jobs. They fear repercussion if they support villagers too much. Top officials never come here to speak with the people. Many government officials who do come here have their hearts with the people. (Boonjear, 2010)

All resistance to social change is not harmful. Some changes are more destructive than beneficial, others are unnecessary. Opposition to technological innovations is justifiable if they are unworkable, impractical, or their disadvantageous outweigh their advantages. The current resistance to change among Thailand's village farmers and lower middle classes is in part a nationalist movement but one not likely to be successful. Many of the village farmers favor or at least do not reject the changes the government proposes to implement. Some have sold out to offers well exceeding the value of their property. That these farmers seek to continue their past lifestyle under their cultural rights to self-determination and identity is one thing, that they propose to limit the education of their children so that their reading, writing, and thinking ability is limited to what the forest and the rivers can teach them begs the question of whether they have the right to deny their children a different history. The bigger agenda seems to be a political one: "Will socialist forces gain hegemony in Thailand, or will capitalism take root and westernize the Thai people?" Modernization does not mean the melting pot society it once did. Frenchmen and Spaniards are both Westerners, both are modern, but they are still distinguishable in significant ways. It is possible to westernize and still keep a national identity. As one wag puts it, "Wearing Levi jeans and drinking Coca Cola does not transform a Japanese man into an American any more than eating sushi and wearing a kimono transforms an American into a Japanese."

Hijacking the Covenant on Political and Civil Rights and the Covenant on Social, Economic, and Cultural Rights as the International Declaration of Human Rights Defines to Stonewall Thai Government Efforts at Modernization

Many Thai villagers are conscripting the Covenant on Political and Civil Rights and the Covenant on Social, Economic, and Cultural Rights as set forth in the UN Universal Declaration of Human Rights to defend against modernization. They argue that they have a right to self-determination under the protection of the Covenant on Political and Civil Rights. Correlatively, they propound that they have the right to maintain their own traditions, ways of earning a living, educational regulations, health care system, family values, status hierarchy, and beliefs under the Covenant on Social, Economic, and Cultural Rights as the Universal Declaration of Human Rights defines. Consequently, if they say that all the medical knowledge they need is what they can learn from the forests, and if they feel they do not need more electricity, or that formal education spreads irrelevant Westernized ideas antithetical to their beliefs and values, that is their right, and it must be afforded the protection and respect of the government. In point of fact, the Covenant on Social, Economic, and Cultural rights is designed to improve the availability of

such things as secure housing, clean water, up to date health care and increased life expectancy, literacy, and the ability of people to read and write, and to take advantage of technological, scientific advances. This does not mean it can ride roughshod over the right to self-determination of minority peoples. Nor does the right to self-determination as a political and civil right mean the right to cling to a past that is no longer viable and which has dangerous consequences for future generations. Indeed, resistance to improving the plight of poor minorities often takes refuge in the argument that the reason for the lack of integration of many minorities, including Afro-Americans, into mainstream society is that they “like it that way.” They like living in filth, they enjoy sleeping four in a bed, they prefer ghetto life and living amongst themselves, and so forth. Clearly, the spirit of the Covenant on Social, Economic, and Cultural Rights is not to promote ignorance, primitive living conditions, lower life expectancy, and archaic, inefficient energy resources. Nor does invoking the right to self-determination under the Covenant of Political and Civil Rights allow for tyranny or anarchy under the guise that this is what the residents of a community freely chose.

Social change is constant, whether one holds to the belief that the change is linear and inevitably progressive as the Social Darwinists argue (Hofstadter, 1944; Toennies, 1957; and Durkheim, 1947), or one that advocates that social change is cyclical, as Pareto (1984) argued, who defined it as “a circulation of the elites.” Many political leaders have sought to capitalize on the romantic conception of rural life, where everyone works for the benefit of all, where nature rules and people live their lives in tune with natural laws, content with one’s lot, a cooperative life without rivalry, competition, or conflict. Mao seeks to bring about this romantic notion in China with the Cultural Revolution. Pol Pot does something similar in Cambodia, ordering the evacuation and closure of all urban life, including ports of entry from outside the country, intentionally separating family members from each other, and driving everyone into the rice fields to live and work. Such efforts even if well intended, are failures that cost millions of lives and poisons the well of social existence for future generations. One comes away from studying efforts at modernizing Thailand and resistance to such changes as deriving from a political ideology. Those supporting village farmers in their quest to halt what they see as the transmogrification of their peaceful villages into an alien Western way of life, stealing their land, denying their cultural heritage, defying the laws of nature, and leading them down the path of impoverishment espouse a socialist political agenda. Alternatively, those advocating for modernization and bringing Thailand’s villages into the 21st century promote a right-wing capitalist agenda. In Thailand, pundits speak of the battle between the Red Shirts, i.e., left wing socialists, and the Yellow Shirts, i.e., right wing capitalists.

What Forces are at Work Compelling Social Change and Modernization in Thailand?

Social change comes about due to technological innovation, demographic developments, vested interest groups, economic forces, moral entrepreneurs, and of course political conquest. Climate change and natural disasters are also responsible for bringing about social change, often regardless of how deeply set certain cultural traditions may be. Today, change spreads faster and more broadly than ever before, aided and abetted by social media, e-mails, emigration both within and between nations, educational exchange programs, the forces of a globalizing economy and related outsourcing, the Internet as well as by traditional media such as newspapers, books, television, the entertainment industry, and the coming about of open borders among sovereign nations. The ancient Greek philosopher Heraclitus is famous for his observation that, “You

cannot step into the same river twice.” Perhaps even more relevant when analyzing efforts at modernizing traditional society such as those found in Thailand’s farming villages and the forces of resistance to modernization efforts are even more in keeping with Cratylus’ response to Heraclitus when he offers that, “You cannot step into the same river once!” Just the act of thinking about the river changes it.

Assuming for the moment that change is inevitable for the Thai villagers, is there a way to broker a compromise that will allow an older generation of Thai villagers to maintain their attachment to a traditional way of life and still bring them into the 21st century? Other nations face similar problems and make it work. For example, in the U.S. we have a population of Amish people who farm and dress the same way they did 200 years ago. This is possible in part because they live some distance from the general population as well as other ethnic groups and they limit their contact with non-Amish residents. Similarly, native Americans who agree to live on reservations are able to pursue traditional ways including making and enforcing their own criminal laws, running their own schools, pursuing their own holidays, legislating their own zoning restrictions, making their own civil rules, and having most of the rights of a sovereign nation with a few exceptions, such as the inability to declare war, to coin their own money, or create their own franking privileges.

At the same time, these minority people have the right to move to the cities and pursue a more modern urban lifestyle. Admittedly, there are problems in these arrangements, but co-existence is possible, and it can endure for generations. It *does* require a government that is trustworthy, one that respects and indeed embraces pluralism, and one that is transparent, and accountable in its decision-making. It also requires models of successful **adaptation** to either a traditional rural or modern urban way of life, rewards for those who assimilate within either a traditional or modern system as well as sanctions for those who do not. In addition, there must be a judicious use of time, the change at issue has to be reasonable and have a clear rationale. The changes must emanate from a respected source, practical models of compliance must be available, agents who are responsible for promoting the changes are themselves committed to them, and enforcement of the modernization effort must be reasonable. Moreover, the change must not appear to be coercive, or manipulative, or under the control of those in power bent on imposing their will over the powerless and exploiting them. In addition, innovations are more readily open to acceptance when they are inexpensive, helpful, and compatible with important features of the existing culture (Mondal, 2017; Friedrichs, 2014). Clearly, many of these requirements for effective social change, including modernization, remain unfulfilled in the eyes of many of Thailand’s village farmers.

Conclusion

The Thai government must address the conditions that promote resistance to social change as we identify and discuss in this article. For modernization to become a reality in Thailand with the least amount of opposition, stress and strain, government efforts in that direction must be trustworthy, free from concealment, replete with concrete models of success, and sought-after rewards to those who are giving up so much of their identity. Furthermore, the change must appear to originate from an authoritative and highly respected source and those responsible for implementing the change must embrace the new vision themselves and believe in its efficacy, timeliness, and “rightness.”

Meanwhile those who are going to experience change must be ready for it. Several webinars, audio books, texts, presentations, certificate programs, and other popular contemporary resources such as *Who Moved My Cheese?* (Johnson, 1998); *The Heart of Change: A Field Guide* (Kotter & Cohen, 2012); *That's Not How We Do It Here* (Kotter & Rathgeber, 2016); *Change Management: The People Side of Change* (Hiatt & Creasey, 2003); and *Our Iceberg is Melting* (Kotter & Rathgeber, 2006) are now available to those responsible for leading social change in the business world. Such resources provide guidelines for leaders promoting major social changes in public and private organizations on how to prepare rank and file members so that they are ready to embrace major social change, rather than being undone by it. These often offer practical examples of how to cope with social change and to maximize its benefits and to minimize so-called collateral damages. Most involve managing changes in the business world, but with a little effort they can be useful to those responsible for bringing about major changes on a larger scale, as in the case of modernizing Thai villages, and fishing and farming communities.

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Discussion Questions

1. Identify some of the negative consequences of modernization, and explain how you would go about mitigating them?
2. How would you respond to Thai parents who want to keep things as they are, and who enjoy what they see as a bucolic lifestyle but who also want it for their children, including the type of education and health care they receive.
3. What would you do to build trust in government and prime the people to accept change, even before efforts to modernize begin?
4. What role should social scientists play in the effort to reform and modernize a community - i.e., should they get involved or should they be ethically neutral, meaning they can explain what exists in a community, what could exist by adopting changes, but not what they should do?

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Flipping the Script

Matthew Roche

Abstract

As students transition to college, many new experiences, opportunities, and challenges undoubtedly exist. Without a proactive approach, time management skills, and acute self-awareness, there are numerous pitfalls that students can easily fall into that will hinder to their collegiate experience. This chapter will teach first year college students about those common pitfalls and equip them with skills to avoid them and create an enjoyable and successful collegiate experience.

Keywords

flipping, pitfalls, proactiveness, self-awareness, time management

Flipping the Script

For many students, the first year of a college is a unique time. It is a time for students to take advantage of everything college has to offer. Yes, college can be fun and engaging, but it is also a pivotal moment where young adults learn to live on their own. The goal for students should be more than just surviving through this experience, they can also thrive. Students might have preconceived expectations of what a college experience may be like based on discussions with friends, family members, admissions teams, and even what they have seen on social media. The truth is they will not know what their own will look like until they experience it for themselves.

Over the course of this chapter, I discuss several common pitfalls that college freshmen face, along with strategies to avoid or climb out of those pitfalls. Self-awareness, proactiveness, and time management are the three common skills that will combat the following pitfalls.

Self-awareness is imperative to a successful collegiate experience. Awareness of one's own learning capabilities, interests, networking opportunities, strengths, and most importantly, weaknesses, is necessary. While this may seem like common sense, many students try to fit a pre-determined mold their families or mentors set. Being keenly aware of one's individual skills sets up an individual for a successful experience. College is also a time to focus on skills that are lacking, capitalize on skills that are assets, and develop new skills. This pivotal time in life is not only the first time many young adults are living away from home but also the last true developmental period prior to launching a future career, and an independent life.

Finding success depends on taking ownership of experiences and being proactive. “Proaction involves creating change, not merely anticipating it. It does not just involve the important attributes of flexibility and adaptability toward an uncertain future. To be proactive is to take the initiative in improving” (Bateman & Crant, 1999, n.p.). Proactivity is the single most important trait that makes a new college student successful. College is the first time where true independence exists, highlighting the necessity of taking initiative and ownership of the experience.

Time management goes hand in hand with being proactive. A traditional college student will spend on average only 3.5 hours of any given day on educational activities, whether that is studying independently or participating in class (U.S. Bureau of Labor Statistics, 2016). While this sounds like newfound freedom, the other 20.5 hours in a day are just as important in shaping the college experience and in determining the value of that experience. The options are plentiful, the distractions are inevitable, and the ability to quickly forget purpose in school exists daily. Managing time and setting priorities keeps one on track and prevents falling behind on studies, ensuring the most enriching college experience.

First year college students often fail to access student services on campus, fail to build a supportive network, rely on others, including their parents, and do not develop required soft skills for success beyond the collegiate experience. By practicing the three basic skills above and having a curious mind, it will be easier to avoid the normal pitfalls of a first-year college experience.

Failure to Access Student Services

The biggest adjustment from high school to college is the amount of support services that are available to students, and the requirement of accessing them. Student services includes three major categories: academic, extracurricular, and health. The first step on any college campus is for students to learn what services exist. These services will vary based on the size and priorities of the university. No matter what school students select, they will need to become aware of and take initiative in accessing the services available on campus. Major shifts occur in mentality, as students must become proactive in their outreach for services. Students wishing to access academic accommodations need to set up appointments with disability services; utilize office hours of faculty when struggling in a course; find clubs, activities, and organizations that interest them; and care for their basic health needs independently.

Orientation provides students with a large amount of information about every opportunity that exists on campus, including athletics, intramurals, clubs, tutoring, disability services, community service opportunities, advising, registration, residence life, community standards, and health services. This likely will be overwhelming, but it is imperative that students learn about all of these opportunities and how to access them. Colleges go to great lengths to get students to understand and access student services on campus, but much of the responsibility ultimately falls on the individual student to seek out those services. This highlights the importance of becoming independent and taking ownership over their own college experience.

Although universities throw a lot of information at incoming college first year students, it is extremely important in setting the tone for the college experience. There is no need for students to memorize every little detail about each service or opportunity on campus, but at a minimum, knowing the benefits of the services that exist on campus creates the necessary awareness to later access each service.

Once students become aware of services on campus, students must take initiative in obtaining those services they either need or want. Disability services offers the most glaring difference between student services in college compared to high school. According to the National Center for Educational Statistics, more than 7 million students aged 3-21 receive learning accommodations under the Americans with Disabilities Act (National Center for Education Statistics, 2020). Throughout pre-K through 12th grade, teachers and parents work together to develop services for an Individualized Education Plan (IEP). However, colleges do not automatically designate learning accommodations in the same manner. Instead, colleges require students initiate a request for accommodations, which may require providing a medical diagnosis and seeking a meeting with the college's Disability Service Office before receiving reasonable accommodations. This step must occur upon enrolling as accommodations cannot be retroactive in nature.

Academic support at colleges and universities goes well beyond disability services. Each student receives an academic advisor that assists with academic questions and class registration during their time in school. These advisors serve as a great resource and guide to ensuring that each student has what they need for the particular career path they desire. Some schools may have additional advising programs to assist and monitor students. At St. Thomas University, in Miami Gardens, a unique program exists for athletes called TOT3L. Student-athletes have an additional advisor that they must meet with briefly every week during their first year, adding an extra layer of hands-on support during their transition period. Perhaps most importantly, every college and university will offer some level of tutoring services. Most tutoring services on campus will be free, but some more in-depth, professional level tutoring have a small expense to the student.

Student health, and mental health in particular, are two other areas of import for college aged students. A total of 60% of college students experience a sense of overwhelming anxiety during their time in college (Brennan, 2021). Fortunately, the stigma surrounding mental health has decreased, and more students are seeking the wellness services and supports available on a campus. According to a Healthy Minds Survey I administered recently, 20% of students at a South Florida university utilize the mental health counselor on campus, a service free of charge. In addition to traditional therapy sessions, colleges and universities may offer creative supports to increase mental health on campus such as support groups, self-love events, education programming surrounding mental health, and stress relief initiatives.

The last area of focus for student services is those aimed to improve student engagement on campus. These can range from athletics to campus ministry to clubs and organizations based on personal interests. The array of available clubs and organizations is astounding and can be intimidating in and of itself, but students have the opportunity to join clubs based on their own beliefs, identities, values, and interests. Getting involved is not only important for personal growth and a sense of belonging but also a key factor in the retention of a university. According to a Sacramento State University study, students achieved much higher rates of retention and graduation, better GPAs, and higher good standing rates when they engaged in activities on campus (Wang & Shively, 2009). These experiences and support services truly can help to shape a student's involvement and perspective of the college or university.

Understanding and accessing student services on campus is the most critical aspect of a first-year college student's experience. There is a breadth of options and opportunities to get involved on campus and students should not limit themselves to one form of engagement on campus. Many students put all their efforts into one singular focus, such as athletics or Student

Government Association, however, as shown above, there are 20.5 hours a day not tied to academic endeavors. This amount of time, paired with the idea that college is a time to have a curious mind and be open to new outlets, highlights the importance of getting involved in multiple aspects of campus and not getting pigeon-holed into one student activity or organization.

Lack of Networking

What is networking? Many would describe networking as an exchange between two individuals surrounding similar interests or endeavors. In reality, with the proper approach, networking is much more. Networking is the establishment of relationships that will become friends and community of colleagues throughout a career and life (San Jose State University, School of Information, 2020). Whether it be because students are introverted, lack understanding of networking, or generally fear putting themselves out there, many students fail to create a network during their collegiate experience.

Networking provides numerous opportunities to college aged students, each with its own unique benefit. First, networking allows emerging professionals to learn from others who have been in their similar situation. Second, it provides newfound opportunities and resources from the connections made. Third, it creates growth in soft skills, self-confidence, status within the career field as well as creating visibility for the young professional (Cole, 2019).

Network connections also go beyond individuals who can help students advance professionally. Networks include family members, friends, peers, colleagues, mentors, teammates, and co-workers. Each member of an individual's network provides a different type of relationship and connection that is pivotal as a student moves from being a student to a professional outside of the classroom. Family and friends provide non-judgmental connections that aide in establishing a work-life balance. Mentors help to provide connections and ideas to place students on the right career trajectory for their respective career path. Peers and teammates allow for an outlet through relationships with individuals that have similar interests as the student.

Each of these groups provides something different for a college student or young professional, and each is necessary to create a robust and well-rounded network of support. Building these relationships and maintaining them will assist in setting up a student for success after their degree program is complete.

Networking has changed rapidly with the advancement of technology in recent years. Networking's expansion goes beyond in-person exchanges such as networking lunches or during in person classes. In today's society, valuable networking can happen virtually through e-mail, social media, Zoom meetings, and other platforms that allow for any engagement between individuals. These new outlets remove many of the traditional barriers tied to networking. Finances no longer restrict networking to those with the means to attend high priced events. Introverts no longer have to throw themselves into a large gathering that would take them completely out of their comfort zone. Social media platforms like LinkedIn, give students access to individuals at organizations they desire to learn more about or even connect with others working specifically in their field of interest. In an online June 2014 article in *Psychology Today*, Dr. Frederic Neuman stated that, "there are some people you should know that may matter more than 'what you know.'"

My personal experience is an excellent case study to the positive outcomes from networking. I began my schooling at Notre Dame College (Ohio) and had a pre-law professor named David A. Armstrong. His class affirmed to me that law school was what I wanted to do next, so I enrolled at Vermont Law School (VLS). VLS required an experiential learning component for graduation. When I was close to graduation, I reached out to Mr. Armstrong who had recently become a college president. As a result of our past academic relationship, he willingly took me on as an intern in the university's legal department. After this experience, I maintained our relationship by speaking at his yearly compliance conference and inviting him to speak at conferences I held. Jump forward two years from my internship, and he reached out to offer me my current position as the Compliance Officer at St. Thomas University. In two and a half short years, I have been able to take advantage of the opportunity and rise to Vice President of Student Affairs & Compliance. Not all networking or peer-mentor relationships will result in such a direct correlation for a career path, but without networking and relationship building, my career would not be what it is today.

There is no perfect formula that allows someone to become a good networker. Students must take advantage of opportunities, maintain a curious mind, be aware of their interests and career aspirations, engage in professional development opportunities, and work to build impactful relationships throughout their college experience.

Reliance on Others

The transition from high school to college is one of the largest transitions someone will face in their life. For most, it will be the first time away from home and living on their own. Any sort of transition in life will have its trials and tribulations. Having an open mind and being adaptable are keys to a smoother transition. Only 74% of first year college students persisted to their second year, and only 62% remained at their starting institution (National Student Clearinghouse Research Center, 2020). These numbers are not surprising due to all the significant changes a student undergoes between high school and college.

During the first-year experience, relationship building is key. Having a sense of belonging on a campus can go a long way in retaining a student. However, it is easy to isolate oneself and rely only on those that helped get a student to college. When this occurs, students often reach out to those at home by expressing their frustrations and grasping on to any sort of guidance they can provide, due to the sense of comfort those from home provide.

One of the major downfalls for first-year students is the reliance on others, not those necessarily trained on campus to assist with the transition if the experience does not go exactly as planned. The term 'helicopter parents' has become prevalent today. While some parents are heavily involved in their student's collegiate experience, many times it is a direct result of the student actively soliciting help from those parents. Seeking help in and of itself is a great skill, however, when seeking help crosses the line of fully relying on others for individual success, it becomes a hinderance.

Parents may be the most common individuals that students rely on, but they are by no means the only ones. Over my years in higher education, I have heard the phrase "My professor gave me" regarding a grade in a course, countless times. This is one of the most discouraging phrases to hear, as it shows a true lack of ownership and responsibility of the work put in throughout a course. The concept that professors do not give grades, rather students earn them,

demonstrates the difference between students relying on themselves instead of on someone else during their experience.

In addition to parents and professors, students often place blame on countless administrators on campus for a student's lack of success. These include tutors, academic advisors, coaches, and support staff of various departments. Instead of shifting blame to others, it is essential that students take time to self-reflect to understand better how they got to where they are. Upon doing this, students will be able to take ownership of their experience, be proactive in their outreach for assistance, better manage their time, and develop a skill set that will be valuable for the rest of their lives.

As a coach, many times I operate as a concierge for recruits coming to campus. I talk to potential recruits on a daily basis, I answer questions related to admissions, financial aid, class registration, housing, student activities, and international status. I could refer these incoming athletes to the correct areas on campus, potentially causing a never-ending circle of frustration, or I can offer answers and directly connect students with other individuals on campus, so I can become a true resource for my student-athletes. Coaches, professors, advisors, and other administrators who can connect with potential or existing students provide a real sense of comfort and can ease any transition the student may face.

Going the extra mile is not required of staff and faculty, but all students need a champion and need to feel that their needs are being met. In order to avoid falling into the pitfall of students resorting to their previous champions, such as their parents, others need to step up and serve as a trusted resource to ease those transitions. For a student, finding a champion on campus not only aides in the retention of that student, but also eases the reliance on parents and friends who are no longer physically present day in and day out.

Failure to Enhance Soft Skills

Students go to college to get a degree and position themselves for a career that will be both enjoyable and constructive. Yes, a portion of that objective is accomplished in the classroom with professors in their respective fields. However, a large portion of learning and development occurs outside the classroom. This experience can come from experiential learning, service learning, participation in athletics or clubs, and even from peers on campus. Studies show that students grow in personal, interpersonal, civic, and professional facets as a result of learning that takes place outside of the classroom (Simons et al., 2012).

Students must develop and hone their "soft skills" to take advantage of all the opportunities for growth and learning beyond the classroom. According to Dictionary.com (2021), soft skills are "desirable qualities for certain forms of employment that do not depend on acquired knowledge: They include common sense, the ability to deal with people, and a positive flexible attitude" (n.p.). Many students fail to develop these skills and instead rely solely on their academic pursuits to set themselves up for a future career. A student that excels academically, yet lacks communication skills or positive work habits, is missing out on critical components that make them more competitive in the job market.

The range of soft skills is too extensive to discuss each one, however, these are the skills that will separate a recent college graduate from others in the job market. With nearly 4,000 colleges and universities in the United States alone, there will inevitably be massive competition upon graduation (Moody, 2021). For this reason alone, students must get involved on campus, be

engaged in opportunities, and develop their soft skills to separate themselves from their competition.

Broad categories of soft skills include communication, work ethic, adaptability, creativity, and problem solving. Within each of these broad categories, there are countless skills that students can sharpen or develop. For example, within work ethic some skills that prospective employers or even graduate programs will look for include attention to detail, integrity, persistence, time management, organization, dependability, motivation, and perseverance (*Soft Skills: Definitions and Examples*, 2021). These are not skills that students will learn through a textbook or directly from a professor. These skills require practice through real life experiences. These skills provide value to an organization, sometimes beyond the traditional academic component of a job.

It is no coincidence that job search engines such as Indeed, Monster, and Zip Recruiter each have sections on their employment pages discussing the importance of soft skills. Soft skills also have the ability to serve as a great equalizer or differentiator between candidates. A degree from an Ivy League institution carries a lot of weight with employers, but a degree from a small, liberal arts institution paired with developed soft skills creates a more desirable candidate. When boiled down to one element, business is people-focused. Employees must not only meet the expectations of their respective employers but also be able to get along with their co-workers and communicate effectively with others outside of the organization.

Soft skills are transferrable across jobs and even careers, allowing individuals to maintain flexibility and change course in their career path if need be. To build and refine these skills, students must take a proactive approach and throw themselves into opportunities, whether it be through networking, internship placements, campus involvement, or leadership opportunities.

Improving these skills requires a student be self-aware and intentional in their efforts. There are numerous clubs and organizations on campus to perfect soft skills, including debate team, Student Government Association, speech club, model United Nations, and the student newspaper. It is imperative to consistently practice a new skill. Identify a soft skill that is a necessity in your personal growth and practice it daily. Observe and mimic others that harness that skill in a positive way. Set specific and measurable goals to gauge improvement while simultaneously seeking and being receptive to constructive feedback. Most importantly, never stop learning. Becoming a successful professional requires constant learning and growth. Stagnation is the biggest enemy of young professionals. To combat stagnation, one must take advantage of learning opportunities and participate in professional development throughout one's career.

In closing, students face many challenges as they transition from high school to college. Many of these challenges revolve around newfound independence and navigating obstacles on their own. These challenges present students with a unique opportunity for immense personal growth, if they handle them properly. In essence, colleges and universities function like a small city, with many services and outlets available to students. The first step toward success is taking the plunge into the college lifestyle by being willing to learn and access student services and activities on campus. Once engaged within campus, the natural progression will allow for the development of lifelong friends, peers, mentors, and opportunities.

College is truly a transformative time in life, but like many things in life, one that has many pitfalls; do not fall prey to them. There is no 'one size fits all' college experience. This is a time for exploration and curiosity, but within a reasonable measure. By following steps

throughout this article, a student will be ready to face many of the challenges and effectively navigate them by being proactive, effectively managing time, and being self-aware.

Despite working in higher education and assisting students navigate the many transitions that college brings, I could not sum up the college experience better than the iconic Martin Luther King, Jr., who stated, “The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education” (King, 2021). The education that takes place in and out of the college classroom remains unmatched. Embrace it, work hard, and remain curious in order to set up not only a successful first year experience but also a successful and rewarding career and life.

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Discussion Questions

1. What are the categories of student services that are offered on a college campus and what benefits to each respective area offer?
2. How many hours in a day are spent outside of the classroom or studying by the average college student? What are some ways students can fill those hours in a beneficial manner?
3. What are soft skills and how do they help make individuals successful
4. What is the first-year retention rate of students nationally? How can a student avoid the pitfall of not having an engaging experience that results in transferring or dropping out of college?

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Sustainability in the Fashion Industry

Ashlee Rzeczycki

Abstract

Sustainability has been an issue associated with the fashion industry for years. Most consider only the environmental impact of fashion, where it is the second most polluting industry globally. However, fashion industry violates multiple sustainability matters including the environment, economic stability, social structures, and cultural and ethnic sustainability. Fashion businesses and organizations can incorporate business frameworks to address these issues, including corporate social responsibility, the triple bottom line, conscious capitalism, or becoming a certified B Corporation™. Only a strong and effective leader can lead an organization toward sustainability. A leadership model that can impact and change the fashion industry for the better would include transformational leaders. Organizations must implement leaders with transformational leadership qualities to make systemic changes in the global fashion industry.

Keywords

sustainability, fashion industry, transformational leadership, supply chain, sustainability business framework

Sustainability in the Fashion Industry

Sustainability is an issue that has plagued the fashion industry for decades. When people look at clothing labels or garments, do they recognize how they are made? Not just reading the clothing label inside the garment, but considering the textiles, the distribution methods, the packaging, and the disposal. What are the issues associated with the fashion industry and sustainability, and can there ever be a way to improve it? What type of leader within the fashion industry can combat the issues? If considering these ideas and understanding the truth behind these questions, the reality is that the fashion industry and sustainability do not go hand in hand.

What is Sustainability?

One must first ask, what exactly is sustainability in fashion? According to Leslie Burns (2019), sustainability is “the ability to maintain or improve standards of living without damaging or depleting natural resources for present and future generations” (p. 3). Sustainability

encompasses a wide range of issues including the environment, economic stability, social justice, and cultural preservation. Organizations can implement various business models focusing on sustainability and social change. These include corporate social responsibility framework, the triple bottom line, conscious capitalism, or the becoming a certified B Corporation™.

The corporate social responsibility framework focuses on four organizational elements, including environmental, ethical, philanthropic, and economic responsibility, all integrated into the business plan (Sobierski, 2021). This model ensures that all employees consider the elements when conducting daily operations.

The triple bottom line is a universal idea that can help companies address issues associated with sustainability, focusing primarily on people, profit, and the planet (University of Wisconsin, 2016). If the focus is on people within the business, it will include stakeholders, employees, and the community. Profitability acknowledges that every living being deserves to be paid a living wage. Furthermore, all people also should have economic opportunities to improve their lives. The last element is the planet, which helps businesses address climate change and environmental impact. The planet also should go beyond this by providing transparency regarding divulging standard business practices, including supply chain management (University of Wisconsin, 2016).

Conscious capitalism has a distinctive correlation among four principles: doing business with a higher purpose, conducting all activities with the stakeholder in mind, mindful leadership, and creating an inclusive work culture. According to Sisodia (2013), conscious culture encompasses “trust, authenticity, caring, transparency, integrity, learning, and empowerment” (p. 99). Embedded within an organization, these components also extend to all stakeholders.

A certified B Corporation™ requires certification by an outside nonprofit organization called B lab. The certification provides evidence to all organization stakeholders to implement and practice social and environmental sustainability. The organizations must be committed to “social and environmental causes” (Kim et al., 2016, p. 4). Third parties ensure that an organization meets specific criteria, thus demonstrating its marketability and credibility. Not one of these methods is superior to another. Each has supporters and critics to demonstrate the effects of organizations showing commitment to all areas involved in sustainability. However, one concept is conclusive: Leadership must recognize the importance of sustainability enough to dedicate the business to address it.

Sustainability and the Fashion Industry

When identifying the sustainability issues in the fashion industry, most would acknowledge the problems that lie within the supply chain. The various stages of the supply chain contribute to sustainability issues. A fashion company should inevitably see the benefits of incorporating sustainability in the supply chain. Long-term benefits include increasing natural resources by eliminating waste, integrating ethical responsibility, and establishing compliance with environmental and social protocols (Ashby, 2013).

In the fashion industry, sustainability encompasses several issues, the first of which is fibers. For example, one may consider cotton an excellent material for clothing. It feels good on the skin, it is soft, and it is a natural fiber. However, regarding the environment, it has a tremendous negative impact. Cotton takes an exorbitant amount of water to grow the plant, and requires pesticides and insecticides to prevent damage, resulting in the contamination of the soil.

The fashion industry is one of the most polluting industries globally, second to the oil industry (Kent, 2021). Manufacturing artificial fibers require water in production, which results in water waste. Microplastic is the microfibers released when washing clothing made from synthetic fibers. Microplastic goes into our waterways, ending up in our oceans. According to the Business of Fashion, “Fashion accounts for 20 to 35 percent of microplastic flows into the ocean and outweighs the carbon footprint of international flights and shopping combined” (*The year ahead: Sustainability takes centre stage*, 2020, p. 21). Carbon emissions are another issue associated with sustainability and the fashion industry. Experts estimate that the industry emits 4–10% of global greenhouse gases (Kent, 2021).

The fashion industry also faces many challenges related to supply chain management. It is a standard fashion business practice to have very complex supply chains where it can be challenging to maintain control and accountability. Fashion organizations need to provide transparency to the consumer to identify where fashion companies are getting fibers, fabrics, revealing their environmental impact, and ensuring they uphold ethical business practices. Unfortunately, most companies do not provide transparency regarding this to the consumers.

Most fashion companies outsource manufacturing to other countries utilizing cheaper labor and subpar safety practices. If focusing on people within a sustainability framework, then fair working and labor practices need to be considered with the facilities they utilize. In addition, the fashion industry has been notorious for multiple offenses, including worker abuse, inadequate and unsafe working conditions, and even child labor (Business of Fashion Sustainability, p. 29). Last, the fashion industry creates an overabundance of waste in landfills. For example, according to Longo, people in the U.S.A. dispose of 14 million tons of clothing each year, or 80 pounds per person (p. 10). Petroleum and human-made substances create synthetic fibers resulting in non-biodegradable waste.

Companies utilize innovative methods to control inventory to ensure no excessive waste. Candeloroa (2020) describes fashion companies using artificial intelligence from design to consumer possession. Artificial intelligence is incorporated into every decision along the supply chain, measuring the environment, social repercussions, water use, pollution, and waste. Ultimately, this technology can analyze organizational financial and environmental impact with multiple options all along the supply chain. When it comes to adopting solutions such as A.I., who makes these decisions? What type of leader is responsible for integrating innovative solutions to address sustainability? The answer is leaders who “have a strong set of internal values and ideals, and they are effective at motivating followers to act in ways that support the greater good” (Northouse, 2019, p. 270).

An Understanding of Transformational Leadership Model

What leadership theory would be best suited to face this ongoing issue to make a change? What type of leader would “have very high standards of moral and ethical conduct and can be counted on to do the right thing” also to inspire followers (Northouse, 2019, p. 270)? The complex issues associated with the fashion industry require organizational leaders to make a positive change. Fashion industry leaders need to embrace different ideas, listen to followers, and promote a companywide culture around “risk-taking” (Manucot, 2018, p. 2). Millar (2012) suggests that leaders are the catalyst for change to transform an organization to address sustainability issues effectively. Therefore, transformational leaders make changes and address sustainability in the fashion industry.

According to Northouse (2019), transformational leadership “is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals (p. 263). Sustainability and the fashion industry are issues that did not happen overnight. There requires an in-depth recognition that issues that have impacted the fashion industry have ethical implications. Top leadership typically will not be aware of everyday transactions along the supply chain. Leader needs to inspire their followers to make decisions that will positively impact people, profit, and the planet. A transformational leader has strong moral values and models to their followers (Northouse, 2019, p. 267). When addressing each phase of the supply chain, values and ethics must be at the core of employees' decisions in the fashion industry. Transformational leaders engage and motivate their followers to obtain specific goals or objectives (Bass, 1999). Leaders and followers in the fashion industry need to think innovatively to break away from traditional business practices. The organization can try to address sustainability as part of the organizational strategic plan, create a vision, and motivate all the followers to embrace the idea, resulting in action. According to Bass and Steidlmeier (1999), the transformational leader embraces the four I's, including “idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration” (p. 112). He continues by stating, “transformational leaders integrate creative insight, persistence, and energy, intuition, and sensitivity to the needs of others to forge the strategy culture alloy” for their organizations (p. 112). When a fashion company establishes a supplier focused on sustainability, studies show a measurable impact, specific to public perception (Ashby, 2013, p. 61). Moreover, one study also connects transformational leadership with enhanced brand awareness and loyalty because of incorporated morality, company values, human rights, and equality ingrained in the business practices (Chaudhry, 2007, p. 209).

When trying to identify transformational leaders, there are a variety of qualities, behaviors, and their impact on their followers. According to Northouse, Transformation leaders desire to influence and inspire others with strong moral values. Additionally, they can identify clear goals with elevated expectations. Last, followers of a transformational leader will have a strong emotional identification with the leader and trust.

There have been positive outcomes when evaluating the impact of transformational leadership in manufacturing. According to Burawat (2019), there was a direct correlation between transformational leaders and sustainability. Leaders who demonstrate transformational methodologies will focus on lean manufacturing practices. Elrod (2017) blames manufacturing, specifically fast fashion, as the culprit of extensive environmental impact and impeding workers' rights. The concept of lean manufacturing requires a leader to look at processes creatively and find ways to eliminate waste without compromising productivity. To implement lean manufacturing successfully, a leader must pay close attention to the entire process, involve employees, establish measurable metrics, and set goals for improvement. To impact any sustainability issues, an organization needs to do business unconventionally. Therefore, identifying unique and creative ways to do business is crucial for overcoming the standard fashion industry operational practices. According to Pederson (2018), when a fashion business incorporates an innovative business model, it positively affects sustainability. Other studies (Muralifharan, 2018) have correlated transformational leadership and a positive impact on sustainability, incorporating social change.

Specific fashion industry sectors have sustainability concepts ingrained in their products. Analyzing luxury fashion brands has sustainable aspects, including impeccable craftsmanship, leading to product longevity (Godart, 2017). However, because of the nature of fashion,

marketing and production require consumers to purchase the latest assortment. When it comes to the consumer, if there were more of a push for conscientious clothing consumption from the fashion industry, there would not be excessive waste.

Conclusion

Sustainability will continue to be an ongoing issue in the fashion industry. Undoubtedly, there has been a direct correlation between transformational leaders within fashion businesses and sustainability. Transformational leaders are the only ones that can overcome sustainability and identify unique ways to conduct everyday business, such as artificial intelligence mentioned previously. Fashion businesses are moving toward addressing sustainability in their strategic plans. According to the Business of Fashion, “In the last five years, references to sustainability in the annual reports of 15 of the world’s largest fashion companies have more than doubled (Sustainability Gap, p. 8). However, the overall impact has not been adequate to address the issues. There continues to be a lack of commitment to focus on sustainability (The State of Fashion, 2020). Focusing on supply chain management can make a significant impact on sustainability. Leaders to analyze innovative ways to eliminate waste, incorporate closed-loop manufacturing processes, and integrate ethical treatment of workers (Ashby, 2013). Leaders also need to consider the significant amount of waste accumulated by consumers. Effective supply chain management would incorporate the products used by the consumer. There is a movement with global organizations, such as the United Nations, for the fashion industry to address sustainability (Stanton, 2020). However, CEOs and fashion leaders are not taking adequate measures to impact the issues (Millar, 2012, p. 490). Fashion leaders are the instrument for driving change in their organization and the industry itself. Transformational leaders in organizations effect sustainability issues. Until all fashion organizations have transformation leaders, the negative impact in the fashion industry will continue.

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Discussion Questions

1. What further studies can enhance the idea of transformational leadership making a difference in the fashion industry?
2. Is there one area of sustainability that has a more significant impact than others?
3. Is there another leadership model that might have an equally beneficial effect on the sustainability issues in the fashion industry?
4. Are there any specific fashion-related companies that demonstrate transformational leaders that have positively impacted the fashion industry? Provide examples and discuss how they have made changes.

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Book Reviews in Sports Journals: Overlooked Value for Researchers and Journals

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Abstract

In societies around the world, sports take up a major proportion of our interest and are a vital and integral part of the local, regional, and national economies. Daily, about 95% of the U.S. population engages in sports and leisure activities. Professionals, spectators, youth, and children participate in one way or another in sports. Published literature in sports is vast. Almost 100 academic journals cover the topic of sports with articles, interviews, reports, studies, and other strategies for conveying the cutting edge of research in this discipline. Yet, only some of these journals include book reviews. Publishing book reviews in sports journals can improve the overall quality of sports scholarship as well as the research profile of book reviewers. This article explores this state of affairs by examining the status of book reviews in some of the world's leading sports journals.

Keywords

sports, sports writing, book reviews, journals, publishing, academic journals, sports research, management, sports research

Introduction

In societies around the world, sports take up a major proportion of our interest. Sports produce billions of dollars in revenue every year and are a vital and integral part of the world economy (e.g., Cameron, 2019; Gregory, 2017; Heitner, 2015). Daily, about 95% of the U.S. population engages in sports and leisure activities (Statista, 2020). Published literature in the field of sports is vast (cf., e.g., MacMullan & Stout, 2020; Fensch, 2013; Wilstein, 2002). Almost 100 academic journals cover the topic of sports with articles, interviews, reports, studies, and other strategies for conveying the cutting edge of research in this discipline. Yet, only some of these journals include book reviews. Book reviews provide important benefits and serve as a

foundational part of publishing and academia. This article explores this state of affairs by examining the status of book reviews in some of the world's leading sports journals.

The Book Review

Calling it “a bridge between human societies,” the United Nations Educational, Scientific, and Cultural Organization defines a book as an “instrument of freedom conveying thoughts, ideas, knowledge, symbols, and dreams elaborated by other human beings” (Giton, 2015). The *Encyclopedia Britannica* provides a more practical definition: A book is a “non-periodical printed publication of at least 49 pages excluding covers” (Book, n.d.a, para. 1). Although printing was invented in China in the 6th century A.D., the printed books era began with Gutenberg's Forty-Two Line Holy Bible published in Europe in 1455 (White, 2017; Winship, 2014), yet books did not gain commercial acceptance until the 1800s, with “bestseller” lists first appearing in London in 1891 (Justice, 1998; cf., Nash, Squires, & Willison, 2019).

With the commercial acceptance and popularity of books (Kaestle & Radway, 2009), book reviews followed. The book review is a description, analysis, and evaluation of a written or printed work. Book reviews help people decide what to acquire, read and why, and are essential part of book publishing industry (cf., MacKay, 2014). One publication, *Publishers Weekly* (2022), is “a weekly news magazine focused on the international book publishing business” (p. 1), based in the U.S., that started in 1872 and produces 9,000 reviews every year as well as a list of its “most-read book reviews” (*Publishers Weekly* Staff, 2020). Another publication, *Book Review Digest* (2022), annually produces a collection of book reviews that covers “5,000+ books reviewed by 100+ publications” (p. 1). Thousands of academic journals, in a kaleidoscope of disciplines, all publish book reviews. In short, the book review is an important part of publishing, academia, and dissemination of knowledge.

Why Publish a Book Review?

A popular Peanuts cartoon depicts Snoopy receiving a rejection letter from a publisher that reads, “Dear contributor, thank you for submitting your story to our magazine. To save time, we are enclosing two rejection slips...one for this story and one for the next story you send us” (cf., Schulz, 2006). Many writers can relate to Snoopy's anxiety and challenges of publishing his work. Whether Snoopy is a writer, an academic, or a practitioner, publishing is very important to professional, academic, or personal brand. Consider the fact that about 27% of faculty members in the United States (U.S.) self-report never having published in a peer-reviewed journal, and 62% never published a book, while 43% reported no written publication in the past two years (Belcher, 2009a, pp. 1–2; [Reference deleted to preserve anonymous submission]). As of 2018, there were more than one and a half million faculty members at universities across the U.S. (National Center for Education Statistics, 2020), but only 59,000 matched books published between 2007 and 2016 in any capacity, such as author, editor, translator, and so forth (Academic Analytics, 2017).

Since one of the major parameters of academic excellence is still scholarly research and publications, the aphorism “publish or perish” is more vital than ever before, especially when publishing opportunities are more possible than ever (cf., Geller & Eodice, 2013). Professors still are assessed on their “teaching evaluations and their body of published work in their field of expertise” (Rodzvilla, 2016, p. 337; cf., Toor, 2012). Publishing will help them gain professional

recognition, enhance their resume, position the writers as experts in their field, and enhance their professional and personal brand. One of the easiest routes to publishing is by writing a book review (cf., University of Chicago Library, 2021). This can introduce the writer to academic writing, publishing, and the inner network of journal editors, while improving writing skills.

Finding a Sports Journal for Your Book Review

Once a reviewer decides to write a book review, how does he or she find a sports journal that publishes book reviews? A very useful source is the list of sports journals the National American Society for Sport Management (NASSM) produces regularly. The present study adds to the most recent version of that list (February 2021) by providing more specific information that potential reviewers can use (see Appendix A and Appendix B).

Definitions

In the present study, the researchers use the following definitions.

Academic – a publication published or sponsored by an institution of higher education such as a university or college, university research center, academic press, or related entity.

Commercial – a publication published or sponsored by a corporation, often for-profit.

Graded – a publication on the NASSM list of “Journals Serving the Community of Sport Management Scholarship” that *has* a Current Impact Factor (NASSM, 2020).

Impact Factor – a citation count of published journal articles that Clarivate Analytics (2020; 2022) determines using a specific formula to propose value.

Open Access – a journal included in the Directory of Open Access Journals (DOAJ, 2022).

Published book review – a book review that a journal has published in the last three years.

Professional – a publication published or sponsored by a learned society, professional organization, or related entity.

Sports Journal – a journal that the NASSM includes on its annual list of “Journals Serving the Community of Sport Management Scholarship” (NASSM, 2020).

Ungraded – a publication on the NASSM list of “Journals Serving the Community of Sport Management Scholarship” that *does not* have a Current Impact Factor (NASSM, 2020).

Methodology

The National American Society for Sport Management publishes – and regularly updates – a list of “Journals Serving the Community of Sport Management Scholarship” (NASSM, 2020, p. 1; hereafter referenced interchangeably as “sports journals”). The NASSM list includes the name and ranking details of almost 100 sports journals throughout the world. Thus, the starting point for the present research was the NASSM list of sports journals because it was a comprehensive listing of widely accepted ranking information. The researchers then expanded this list into a database with additional information for extended analysis.

The present research did include student-edited legal publications such as law reviews (almost 700 exist; Washington & Lee University School of Law, 2022) and law review companions (almost 70 exist; Legal Scholarship Blog, 2022). The present research did *not*

include student-edited newspapers, blogs, or other similar resources as these are beyond the scope of the present research (Caprio, 2014).

Research Questions

The researchers asked the following research questions:

- Do sports journals publish book reviews?
- If so, which sports journals publish book reviews?
- What type of organizations sponsor the sports journals (academic, commercial, professional)?
- Are the journals Open Access (OA)?
- Where are the sports journals based (which U.S. states or non-U.S. countries)?

Research Process

The researchers conducted their research using the following process. First, they converted the NASSM list into a database. Then, they searched for the website and e-mail address of each journal. Next, they generated information from the particular website on whether the journal had published a book review in the last three years. Finally, they compiled results as well as additional information into the database. The additional information included the following: whether the journal was graded (per the NASSM list), the location of publication (city, state, country), the publisher-sponsor (name), the type (academic, commercial, or professional), whether the journal is Open Access. Finally, for each journal, they updated the information in the database (e.g., checked for any new web contact information and web addresses).

Results

The NASSM (2020) list included 98 journals. The researchers investigated whether these 98 journals had published any books reviews in the last three years and found that 32 journals (32.7%) had done so (see Table 1). The researchers used this number of 98 as the “total number” of sports journals within the scope of the present study.

Table 1

Sports Journals “By the Numbers”

98	number of Sports Journals on list
52	number of Sports Journals from the U.S.A.
47	number of Sports Journals from outside the U.S.A.
30	number of Sports Journals from the U.K.
49	number of Sports Journals from commercial publishers
38	number of Sports Journals from academic publishers
12	number of countries represented
32	number of Sports Journals that publish Book Reviews (32 of 98 = 32.7%)

Source: NASSM, 2020.

Geographic Information

Of the 98 total number of sports journals, organizations in 12 different countries publish or sponsor journals on the NASSM list, and they include nations in Africa, the Americas, Australasia, and Europe (see Table 2).

Table 2

Countries with Organizations that Publish or Sponsor Sports Journals

- | | |
|--------------------|-----------------|
| 1. Australia | 7. Nigeria |
| 2. Canada | 8. Poland |
| 3. Germany | 9. Spain |
| 4. Greece | 10. Switzerland |
| 5. Italy | 11. U.K. |
| 6. The Netherlands | 12. U.S.A |

Source: NASSM, 2020.

Of the 12 countries with organizations that publish or sponsor sports journals, only 5 countries represent sports journals that publish book reviews (see Table 3, by state).

Table 3

Sports Journals with Book Reviews (listed alphabetically by Country or U.S. State)

- | <u>Countries</u> | <u>U.S. States</u> |
|------------------|--------------------|
| 1. Australia | 1. Alabama |
| 2. Canada | 2. Colorado |
| 3. Greece | 3. Florida |
| 4. U.K. | 4. Illinois |
| 5. U.S.A. | 5. Maryland |
| | 6. Massachusetts |
| | 7. Mississippi |
| | 8. Pennsylvania |
| | 9. South Carolina |
| | 10. Virginia |

Source: NASSM, 2020.

Publisher or Sponsor Information

Of the sports journals that publish book reviews, 11 are from academic or professional publishers and 6 are from commercial publishers (see Table 4).

Table 4

Sports Journals with Book Reviews by Academic, Professional, and Commercial Publishers (listed alphabetically)

Academic or Professional Publishers

1. American Academy for Park and Recreation Administration (AAPRA)
2. American Bar Association (ABA)
3. American Economic Association (AEA)
4. American Physiological Society (APA)
5. Canadian Association for Leisure Studies / *Association canadienne d'études en loisir* (CALS) (Canada)
6. College Sport Research Institute (CSRI)
7. Leisure Studies Association (U.K.)
8. National American Society for Sport History (NASSH)
9. National American Society for Sport Management (NASSM)
10. Sport Entertainment & Venues Tomorrow (SEVT) Conference
11. United States Sports Academy (USSA)

Commercial Publishers

1. American Press (U.S.A.)
2. Elsevier B.V. (The Netherlands)
3. Human Kinetics Publishers, Inc. (U.S.A.)
4. Routledge (U.K.)
5. SAGE Publications Ltd. (U.K.)
6. Taylor & Francis Ltd. (U.K.)

Source: NASSM, 2020.

University Affiliation Information

Of the 98 total number of sports journals, 29 are from universities and university-affiliated organizations (see Table 5).

Table 5

Sports Journals by University and University-affiliated organization, listed alphabetically)

<u>Schools in the U.S.A.</u>			
1. Bowling Green State University		17. University of South Carolina	
2. DePaul University		18. University of Virginia School of Law	
3. Detroit College of Law at Michigan State University		19. Villanova University	
4. Harvard University		20. West Virginia University	
5. Johns Hopkins University Press		<u>Schools Outside the U.S.A.</u>	
6. Marquette University		1. Bond University (Australia)	
7. Seton Hall University		2. Democritus University of Thrace (Greece)	
8. Stanford University School of Law		3. Oxford Brookes University (U.K.)	
9. University of California		4. Oxford University (U.K.)	
10. University of Denver		5. Oxford University Press (U.K.)	
11. University of Illinois		6. University of Queensland (Australia)	
12. University of Illinois Press		7. University of Physical Education (Poland)	
13. University of Kansas		8. University of Waterloo (Canada)	
14. University of Miami School of Law		9. University of Zurich (Switzerland)	
15. University of Mississippi			
16. University of Nebraska Press			

Source: NASSM, 2020.

Journal Grading Information

Of the 98 total sports journals, 37 are graded (37.8%); of that total, 15 (40.5%) do publish book reviews, and 22 (59.5%) do not publish book reviews (see Table 6).

Of the 98 total sports journals, 61 are ungraded (62.2%); of that total, 17 (27.9%) do publish book reviews, and 44 (72.1%) do not publish book reviews (see Table 6).

Table 6

Sport Journals and Book Review Status Comparing Graded versus Ungraded

	Graded	%	Ungraded	%	Total	%
Sports journals that <i>do</i> publish book reviews	15	40.5%	17	27.9%	32	100%
Sports journals that <i>do not</i> publish book reviews	22	59.5%	44	72.1%	66	100%
Total (Graded v. Ungraded)	37	100%	61	100%	98	100%

Source: NASSM, 2020.

Discussion

The present research reveals that only 32 journals (32.7%) of the total number of 98 sports journals publish book reviews. This low presence of book reviews published in sports journals is the case not only in the U.S. but also in other countries. This diminished presence decreases the scope, reach, and quality of comprehensive sports scholarship. It decreases access of students, professors, and other researchers to some of the most recent publications in sports and sports-related fields. It curtails information and marketing for publishers. It limits the potential of book reviewers to enhance their resumes, to demonstrate writing skills, to show currency with the literature, and more generally to improve academia.

Conclusions and Recommendations

Book reviews can provide added value for researchers and journals alike. By publishing book reviews, sports journals can improve the overall quality of sports scholarship as well as the research profile of individual book reviewers, researchers and scholars, professors, and students.

In view of the results of the present study, the researchers make the following recommendations:

- (1) Sports journals that publish book reviews should
 - (a) increase the number of reviews they publish;
 - (b) add a book review editor to their staff (if they do not have one already);
 - (c) include book reviews as part of their mission (if they do not already); and
 - (d) develop relationships with book publishers to increase the number of books they have available for review.
- (2) Sports journals that *do not* publish book reviews should
 - (a) publish book reviews;
 - (b) add a book review editor to their staff; and
 - (c) include book reviews as part of their mission (if they do not already).

Limitations and Future Research Directions

The limitations of the present research include the following. First, the researchers did not decide which journals were on the list of sports journals they used as a foundation for the present study. In other words, the list already was in existence, which means an organization outside the control of the researchers created that list, developed criteria for inclusion, and updated it. Second, the list of sports journals consists of publications in English, which entails certain restrictions (for example, in relation to culture, geography, social practices) on the research scope, and create Western bias.

Future researchers into sports journals that publish book reviews could investigate several matters. First, they could include sports journals outside the NASSM list of 100+ sports journals. Second, they could research sports journals in non-English languages. Third, they could concentrate attention on sports journals from countries where English is not the major language

(i.e., *not* Australia, Canada, the U.K., and the U.S.A.). Finally, they could research (1) specific explanations for why sports journals do not publish book reviews and (2) ideas for emphasizing the importance of book reviews to professors, researchers, and general readers.

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Appendix A

List of Graded Sports Journals (NASSM, 2020)

#	Title - Graded with Book Reviews	Graded?	Book Review?
1	Journal of Sport Management	Graded	Yes
2	International Journal of Sport Communication	Graded	Yes
3	International Journal of Sport Policy and Politics	Graded	Yes
4	Sport Management Education Journal	Graded	Yes
5	International Journal of Event Management Research	Graded	Yes
6	Journal of Sport and Tourism	Graded	Yes
7	Managing Leisure: An International Journal	Graded	Yes
8	International Review for the Sociology of Sport	Graded	Yes
9	Journal of Sport History	Graded	Yes
10	Leisure/Loisir	Graded	Yes
11	Leisure Studies	Graded	Yes
12	Soccer and Society	Graded	Yes
13	Sociology of Sport Journal	Graded	Yes
14	Sport in Society	Graded	Yes
15	World Leisure Journal	Graded	Yes
#	Title - Graded <i>no</i> Book Reviews	Graded?	Book Review?
16	European Sport Management Quarterly	Graded	No
17	International Journal of Sport Management and Marketing	Graded	No
18	Sport Management Review	Graded	No
19	International Journal of Sport Finance	Graded	No
20	Journal of Sports Economics	Graded	No
21	Journal of Legal Aspects of Sport	Graded	No
22	International Journal of Sports Marketing and Sponsorship	Graded	No
23	Sport Marketing Quarterly	Graded	No
24	Journal of Hospitality, Leisure, Sport, and Tourism Education	Graded	No

25	Event Management	Graded	No
26	International Journal of Event and Festival Management	Graded	No
27	Journal of Policy Research in Tourism, Leisure, and Events	Graded	No
28	International Journal of Sport Psychology	Graded	No
29	Journal of Applied Sport Psychology	Graded	No
30	Journal of Leisure Research	Graded	No
31	Journal of Sport and Social Issues	Graded	No
32	Journal of Sport Behavior	Graded	No
33	Leisure Sciences	Graded	No
34	Quest	Graded	No
35	Sporting Traditions	Graded	No
36	Sport Psychologist	Graded	No
37	Sport, Business, and Management: An International Journal	Graded	No

Note: The researchers used the NASSM list without endorsing the specific inclusion or rejection of particular journals by that organization.

Appendix B

List of Ungraded Sports Journals (NASSM, 2020)

#	Title - Ungraded with Book Reviews	Graded?	Book Review?
1	Sport and Entertainment Review	Ungraded	Yes
2	Entertainment and Sports Law Journal	Ungraded	Yes
3	Mississippi Sports Law Review	Ungraded	Yes
4	University of Denver Sports & Entertainment Law Journal	Ungraded	Yes
5	University of Miami Entertainment & Sports Law Review	Ungraded	Yes
6	Virginia Sports and Entertainment Law Journal	Ungraded	Yes
7	Journal of Sports Media	Ungraded	Yes
8	Journal of Sport for Development	Ungraded	Yes
9	Journal of Issues in Intercollegiate Athletics	Ungraded	Yes
10	International Journal of Sport Management, Recreation, & Tourism	Ungraded	Yes
11	Journal of Park and Recreation Administration	Ungraded	Yes
12	Applied Research in Coaching and Athletics Annual	Ungraded	Yes
13	European Journal for Sport and Society	Ungraded	Yes
14	Journal of the Philosophy of Sport	Ungraded	Yes
15	The Sport Journal	Ungraded	Yes
16	International Journal of History of Sport	Ungraded	Yes
17	Women in Sport & Physical Activity Journal	Ungraded	Yes
#	Title - Ungraded <i>no</i> Book Reviews	Graded?	Book Review?
18	International Journal of Developmental Sport Management	Ungraded	No
19	Journal of Applied Sport Management	Ungraded	No
20	Journal of Global Sport Management	Ungraded	No
21	Sports Management International Journal	Ungraded	No
22	Journal of Quantitative Analysis in Sports	Ungraded	No
23	Journal of Sports Analytics	Ungraded	No

24	ABA Entertainment and Sports Lawyer	Ungraded	No
25	DePaul Journal of Sports Management and Contemporary Problems	Ungraded	No
26	Detroit College of Law at Michigan State University Entertainment & Sports Law Journal	Ungraded	No
27	Detroit College of Law Journal of Entertainment & Sports Law	Ungraded	No
28	Entertainment and Sports Lawyer	Ungraded	No
29	Harvard Journal of Sports & Entertainment Law	Ungraded	No
30	International Sports Law Journal	Ungraded	No
31	Journal of Entertainment & Sports Law	Ungraded	No
32	Marquette Sports Law Review	Ungraded	No
33	Seton Hall Journal of Sports and Entertainment Law	Ungraded	No
34	Sports Law eJournal	Ungraded	No
35	Jeffrey S. Moorad Sports Law Journal (Villanova)	Ungraded	No
36	Communication and Sport	Ungraded	No
37	Journal for the Study of Sports and Athletes in Education	Ungraded	No
38	Journal of Amateur Sport	Ungraded	No
39	Journal of Contemporary Athletics	Ungraded	No
40	Journal of Intercollegiate Sport	Ungraded	No
41	Journal of Physical Education and Sport Management	Ungraded	No
42	Recreational Sports Journal	Ungraded	No
43	Case Studies in Sport Management	Ungraded	No
44	Journal of Sport and Health Research	Ungraded	No
45	International Journal of Business in Sports, Tourism, and Hospitality Management	Ungraded	No
46	Journal of Athlete Development and Experience	Ungraded	No
47	European Sports History Review	Ungraded	No
48	International Journal of Sport and Exercise Psychology	Ungraded	No
49	International Review of Sport and Exercise Psychology	Ungraded	No

50	International Review on Sport and Violence	Ungraded	No
51	Journal of Sport and Exercise Psychology	Ungraded	No
52	Journal of Sport Sciences	Ungraded	No
53	Physical Culture and Sport: Studies and Research	Ungraded	No
54	Psychology of Sport and Exercise	Ungraded	No
55	Qualitative Research in Sport, Exercise, and Health	Ungraded	No
56	Research Quarterly for Exercise and Sport	Ungraded	No
57	Sport History Review*	Ungraded	No
58	Sport in History (formerly <i>Sports Historian</i>)	Ungraded	No
59	Journal of Biomechanics	Ungraded	No
60	Journal of Applied Biomechanics	Ungraded	No
61	International Journal of Sports Physiology and Performance	Ungraded	No

**Sport History Review* was included twice in the most recent version of the NASSM (2020) list.

Note: The researchers used the NASSM list without endorsing the specific inclusion or rejection of particular journals by that organization.

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“Blue Flow Series II”
2020

Original Painting by Twyla Gettert

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The Application of Kantian Ethical Principals in Global Website Design and Development

Kristopher S. Williams

Abstract

This research article explores the application of Kantian ethical principles and moral reasoning within the web development field. Using cases from industry examples, it demonstrates how the application of these principles informs and enhances the development and design of web applications, encourages accessible, inclusive, and secure user experiences, and facilitates collaboration and trust within the industry. This article also provides examples of ethical conflicts in tasks and projects within web development and proposes remedies to these conflicts.

Keywords

web development, web design, Kantian, ethics, principles, applications, security, business

Introduction

Web design and development is a relatively new industry, rising with the introduction of the world wide web and the boom of the consumer internet in the mid to late 1990s. As internet access became more common place, the industry grew, and so did ethical concerns surrounding the web. Information privacy and data security have grown increasingly important to internet users, and significant breaches in public trust have led to increased awareness and calls for action on these issues. Additionally, much of the web overlooks the needs of individuals with disabilities in terms of accessing the web. This article examines examples of these ethical concerns and investigates how applying Kantian ethical principles to these cases might resolve or prevent these issues.

Thesis Statement

Web developers are responsible for creating the interfaces by which users consume web content. As such, web developers have a responsibility to create web applications that are accessible, adaptable, expandable, and secure. The application of ethical principles and moral reasoning to web development has implications that result in better products and experiences for

users and business. This article demonstrates through analysis of industry examples how the application of Kantian ethical principles enables web professionals to meet these responsibilities.

Areas of Significant Ethical Concern in Global Web Development

Web design and development is a new global creative and professional area. The scope, scale, and capabilities of websites have increased to serve a wide range of requirements and purposes as the World Wide Web has risen in popularity. With this expansion comes a varied spectrum of ethical concerns and conflicts within the web development sector, though the most important and prudent ethical considerations include user privacy, business security, and web accessibility.

User Privacy

Privacy, in the general sense, is simply the desire to be left alone, free from intrusion and investigation from others. Further, many people hold (perhaps to differing degrees) an inherent right to privacy. Web development professionals are concerned with Information privacy. Information privacy, and the belief in the right to it, concerns how users control how their personal information is used and collected (*What is Privacy*, n.d.). In recent years global concerns of how tech companies collect and use this data, driven in part in response to significant scandals and incidents.

Perhaps the most well-known information privacy scandal in recent years is the Facebook-Cambridge Analytica data scandal, where in millions of Facebook user data was collected without user consent to be used in political advertising. It was further alleged this data was used to spread misinformation to influence the UK Brexit referendum and 2016 United States presidential elections (Kaminska, 2020). Cambridge Analytica used an app released on the Facebook marketplace that not only collected the user data of the apps users but went further to collect user data from the app user's friend's lists (Meredith, 2018).

User and Corporate Security

Web security, in general, refers to the protective measures and protocols that companies use to safeguard themselves against cyber criminals and dangers that exploit the web channel. Web security is vital to business operation and risk mitigation for data, users, and businesses. Breaches in web security are devastating for businesses, individuals, and even entire economies.

In 2011, entertainment giant Sony was the target of a significant data breach concerning its PlayStation Network (PSN) online service. The breach resulted in the exposure of the personal and credit card information of over 100 million PSN users. The incident led to an over three-week outage of the service, and cost Sony \$170 million (Olaniran et al., 2014, p. 152). Additionally, Sony was slow to inform its users of the breach, announcing the breach six days after Sony itself was aware.

Web Accessibility and Ease-of-Access

Perhaps the most undervalued and under-supported area within web development is web-accessibility and ease-of-access compliance. These concepts concern building websites and web applications that are usable by everyone, including users with physical impairments that prevent one from using the web application relative to an able-bodied person. The World Wide Web Consortium (W3C), an organization that develops Web standards, recognized a need for this early in the consumer internet's history and introduced their Web Content Accessibility Guidelines (WCAG) in 1995 (Goldstein, 2021). However, adoption of these standards has been slow.

Apart from the missed business opportunities in failing to accommodate users with physical impairments, opportunistic and bad-faith actors have been taking advantage of these oversights through litigation. The number of lawsuits in the United States concerning websites, applications, content, and videos that are inaccessible for disabled persons is rising. More than 1600 related lawsuits were filed in 2020, up 64% from the previous year, targeting large companies like Netflix and Wix and extending to small and local businesses (Alcántara, 2021).

Applying Kantian Ethical Principles to Global Web Development

Throughout global web development there are several different approaches to solving for the key ethical concerns in global web development. While specific methods concerning web application security, privacy, and accessibility are centered in logical programming, the application of Kantian ethical principles enhance the approaches to these solutions.

One can summarize Kantian ethics into two key tenants: universalizability and respect for persons (Boatright & Smith, 2017, pp. 52–53). Universalizability demands one hold others to the same rules and standards of oneself. Respect for persons requires that one respect the autonomy of others as one does one's own. And through the application of these principles, solutions for privacy, security, and accessibility inevitably come, especially with respect to privacy and accessibility.

Impact on Web Application Development

In the fallout from the Facebook-Cambridge Analytica scandal, tech companies like Facebook and Apple were forced to reconsider their data collection policies. Faced with congressional hearings, expensive fines, and fleeing users, tech companies began adopting more transparent privacy controls and usage policies. The Kantian principle of respect for persons dictates that web platforms should be transparent with its users concerning its use of their data, allowing users to make informed choices when using a platform. The principle of Universalizability informs the choices web platforms make in terms of how they use and collect user data. Simply asking oneself, "Would I appreciate my data being used to this end?" should be the first question when considering the use of user information.

Perhaps if Sony had applied Kantian principles during its 2011 data breach, the impact on its brand and revenues may have been less severe. Through the application of Kantian principles, the practice of storing customer personal and financial data unencrypted is not just dangerous, it is *immoral*, and it is the responsibility of the firm to ensure that data is protected as it can be, reasonably. Sony remedied this since and has placed far more value on its security and privacy

policies, but it should serve as a cautionary tale against flouting ethical concerns within business web platforms.

Additionally Kantian principles, whether applied proactively or not, will enhance, and ensure the scalability and future growth of a web application. The principle of universalizability can be applied to programming web applications to not just solve for problems that exist, but to anticipate and solve for problems that may arise in the future. For example, a new feature for a platform may be developed that can lead to increased user interaction and revenues for a company. However, through experimentation it may be discovered that this feature can be used in unintended and nefarious ways, such as how Cambridge Analytica took advantage of Facebook's Open Graph protocol. The principle of universalizability demands this concern not be ignored, as to do so would be immoral.

Impact on User Experience

The application of Kantian principles also informs quality user experiences in websites and web applications. Applying universalizability, developers take time to consider how the user may engage with its platform to promote a positive experience. Universalizability requires that an application's features avoid benefiting the application at the expense of the user without consent, and that that application's features avoid bringing harm to the user.

Kantian principles inform accessible web development as well. Failing to make reasonable considerations for persons with disabilities in a web application is not just a design or business failure, but a moral failure too under Kantian principles. Inherently, the principles of universalizability and respect for persons enhance programming and development of accessible applications for diverse groups and sets of users.

Further, through transparent policies and easy-to-use privacy controls, user-application trust is enhanced. When users know how their person information is being used, feel empowered to control that usage, and feel reasonably assured that their data is being securely handled and stored, stronger relationships can be forged between businesses and their customers.

Conclusion

As outlined with Facebook, Sony, and Netflix, failure to address security, privacy, and accessibility concerns can be costly for business and alienating to users. The core principles of Kantian Ethics: universalizability and respect for persons, help to resolve and prevent significant ethical issues in global web development. The obligation falls on the shoulders of web developers and tech companies to create online applications that are easily accessible, adaptive, extendable, and secure. Kantian ethical principles meet these obligations by motivating developers to program software with consideration for user experience and accessibility as well as tech firms to respect user privacy and to protect both the business and user's data through all reasonable methods.

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Discussion Questions

1. Sony's 2011 PSN data breach was a result of poor security, and its lack of transparency concerning the attack tarnished its brand. In what ways did Sony violate Kantian ethical principles?
2. Identify user-privacy experiences in your normal web uses. What concerns do you have about the use of that data? As a developer, how would you use Kantian principles inform how you handled user data?
3. Web-accessibility, the principle of developing websites and web applications with consideration for persons with disabilities, often is overlooked in web development and ecommerce. What are some of the pitfalls of this, both practically and ethically?

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Aboveground Biomass and Carbon Stock in an Urban forest within the St. Thomas University Campus, Miami Gardens

**Antonio M. Perez
Luis Cendan
Dora Pilar Maul
and
Stevenson Cottiere**

Abstract

The world's forests play a pivotal role in the mitigation of global climate change, since by photosynthesis trees remove CO₂ from the atmosphere and store carbon in their biomass. Particularly, tropical forests have assumed increasing importance in international efforts to mitigate climate change due to their capacity to store carbon and because of the significant emissions that their destruction causes. The urban environment presents important considerations for global climate change, considering that over half of the world's population lives in urban areas. We conducted this project in the St. Thomas University Campus forest, in Miami Gardens, north of the city of Miami, Florida, U.S.A., as a part of the Summer Research Seminar course we developed in years 2019 and 2020, with the purpose of calculating the amount of Biomass that the forest produces. We measured the Perimeters of hardwood tree species in centimeters using a Tailor's Tape as a first step to determining their biomass. We then transformed Perimeters into Diameters, and with Diameters at Breast Height (DBH), we calculated biomass and carbon stock utilizing an allometric equation by Brown and Iverson, particularly one with the highest Determination Coefficient among those analyzed for this purpose ($R^2 = 0.94$). Total Biomass based on our measurements is 561,428.30 Kg (= 561.43 Mg or 17.54 Mg Ha⁻¹). Total Carbon Stock stored is 280,714.17 Kg (= 80.71 Mg or 8.71 Mg Ha⁻¹). These results may serve as beneficial assets to encourage the calculation of Biomass/Carbon stock of tree species, and to foster reforestation projects by academic and public institutions.

Keywords

biomass, carbon capture, trees, university campus forest, Miami Gardens, South Florida

Introduction

The world's forests are a fundamental component of ongoing efforts to control global climate change. Through the process of photosynthesis, trees remove CO₂ from the atmosphere and store carbon in their biomass (Köhl, Neupane, & Lotfiomran, 2017). Tropical forests are especially significant due to their capacity to store vast quantities of carbon and because of the significant CO₂ emissions that their destruction consequently yields (Malhi & Grace, 2000; Gibbs, Brown, Niles, & Foley, 2007).

The urban environment presents another important consideration for global climate change initiatives. Over half of the world's population live in urban areas (Population Reference Bureau, 2012). The term "urban forest" refers to all trees within a densely populated area, including trees in parks, on street ways, and on private property. Urban forests present important considerations for global climate change, since they operate as "carbon sinks" that significantly contribute to the effort of reducing carbon in the atmosphere (Safford et al., 2013); that is the case of the St. Thomas University (STU) forest.

Biomass estimation is the most widely followed approach for determination of carbon sequestration potential in terrestrial ecosystems (Brown, 1997; Brown, Gillespie, & Lugo, 1989; Chambers, dos Santos, Ribeiro, & Higuchi, 2001). Although several researchers have used tree height, trunk diameter [i.e., diameter at breast height (DBH)], and wood density as independent variables for estimating tree aboveground biomass (AGB), the allometric relationship between AGB and DBH has proved to be the best fit for tree biomass estimation in several forests (Brown, 1997; Brown et al., 1989). Since AGB of trees contains a large fraction of the total forest carbon stock, most studies on forest carbon budget have focused only on tree AGB estimation (Baishya & Barik, 2001).

We have not found information published on the calculation of biomass and carbon stock in the region of South Florida, other than an article with data on local common trees (Perez, 2019).

We conducted the project in the STU campus forest, in Miami Gardens, to the north of the city of Miami, Florida, U.S.A., as a part of the 2019 and 2020 Summer Research program within STU, with the purpose of calculating the amount of Biomass and Carbon Stock produced by the campus urban forest. This forest is one of the few natural forest patches remaining in the southern Florida Peninsula outside of Preserves and is probably the only one remaining in the Miami-Dade County area.

Material and Methods

Study Site

The St. Thomas University forest is located to the north side of the campus and has an area of 32.1 Ha. Species composition is basically hardwood species (*Pinus elliotti*, *Casuarina equisetifolia* and *Quercus virginiana*), Palm trees, vines, herbs, and ferns, the latter making up the understory.

Measurements

To determine aboveground Biomass, we measured the Perimeters of all hardwood trees of the forest in centimeters using a Tailor's Tape. In other words, we conducted a Census. In total, we measured 511 trees calculating Diameter at Breast Height (DBH) above 10 cm and at a height of 130 cm from the ground.

Figure 1

Measurement of Perimeters on Trees, conducted at Breast Height

Permission granted by co-author Stevenson Cottiere for use of his image.



Calculation of Biomass

We transformed Perimeters into Diameters (DBH), and with Diameters, we used the formula below to calculate biomass according to Brown and Iverson (1992), and Milena and Kanninen (2005).

$P = \pi \text{ DBH}$ (Diameter at Breast Height, 130 cm, Fig 1), so:

$\text{DBH} = P / \pi$

$\text{Biomass (Kg/tree)} = 21.297 - 6.953 (\text{DBH}) + 0.740(\text{DBH})^2$

The Brown and Iverson (1992) formula is not only recommended for the calculation of Biomass in hardwood trees by various authors (summarized in CATIE, n.d.) but also is the formula that provided the highest Determination Coefficient, of the ones analyzed for this purpose ($R^2 = 0.94$).

We calculated Biomass in Kg, and we expressed it in Kg ha^{-1} , for clarity, but it is usually expressed as Mg ha^{-1} (Megagrams, 1 Mg= 1 Ton), in the scientific literature (Segura & Kanninen, 2005; Becknell et al., 2012; Donkor et al., 2016).

Calculation of Carbon Stock

We calculated the aboveground biomass carbon stock by assuming that the carbon content is nearly 50% of the total aboveground biomass (Eggelston, Buendia, Miwa, Ngara, & Tanabe, 2006).

$$\text{CO}_2 = \text{Biomass} \times 0.47$$

Statistical Analysis

We conducted an ANOVA test to determine significant differences in biomass among the species in the forest: *P. elliotti*, *Q. virginiana*, and *C. equisetifolia*, following Sokal and Rohlf (1981). We met the assumptions of Normality and Homogeneity of Variances and calculated ANOVA using an extension of Microsoft Excel. We calculated Average, Maximun, Minimun, and Standard Deviation for each dataset as basic statistic indicators to characterize the population.

Studied Species

C. equisetifolia is commonly known as Ironwood, Beefwood, or Bull-oak and is known as one to be one of most invasive species in south Florida, due to its ability to self-plant and, once already established, most likely will inhibit native species to grow (Australian Pine, n.d., Elfers, 2017). *P. elliottii*, also known as Slash pine (Figure 2), is a species native to South East United States (US), which highlights even more its importance and conservation status (Slash Pine, 2018; Earle, 2019).

Figure 2

Pinus elliottii Characteristic Bark Scaling



Q. virginiana, commonly known as Southern Live Oak, is native to the southeastern US. The Live Oak is a massive and wide spreading tree that grows up to 12 meters high and can have a diameter of over 30 m. It often is draped in Spanish moss. It is a species that very well withstands the strong winds of hurricanes, which makes it ideal for South Florida (Southern Live Oak: The Majestic Tree, 2015; Othman, 2019).

Results

Total Biomass

Total Biomass calculated from all tree species in the STU forest was of 561.43 Mg or 17.54 Mg Ha⁻¹ (Mean 1098.70, SD 881.78, Range 134.97-6,169.62, N= 511), or 561,428.30 Kg (Table 1). Figure 3 represents total Biomass broken down by species.

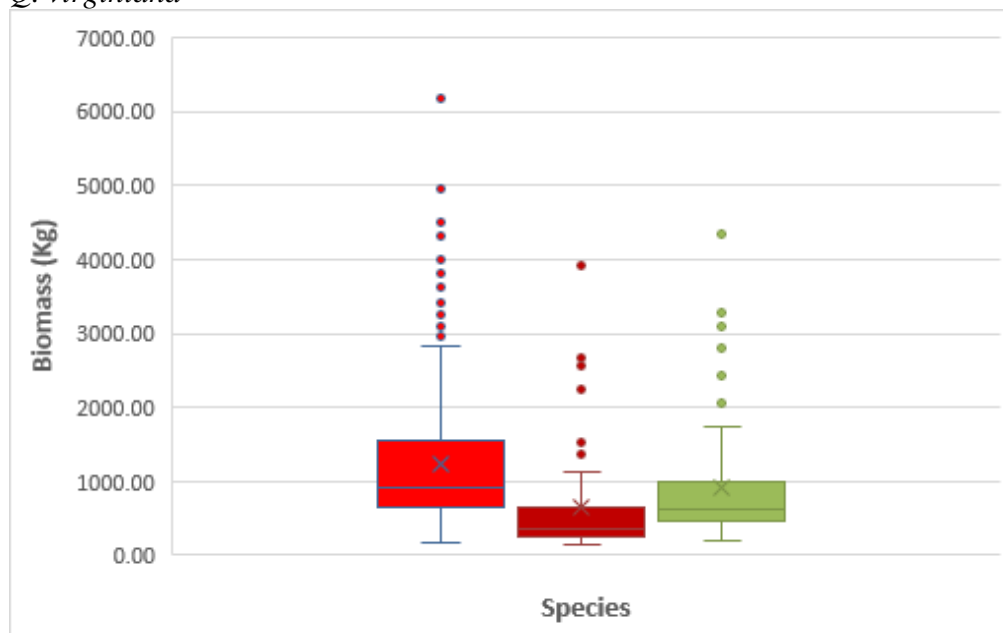
Table 1

Calculated Total Biomass for all Tree Species

Statistics	Values
Sum (kg)	561,428.30
Average (kg)	1,098.69
Min (kg)	134.97
Max (kg)	6,169.62
St. Dev.	881.78
N	511

Figure 3

Total Biomass for all Tree Species. From left to right species are P. elliotti, C. equisetifolia, and Q. virginiana

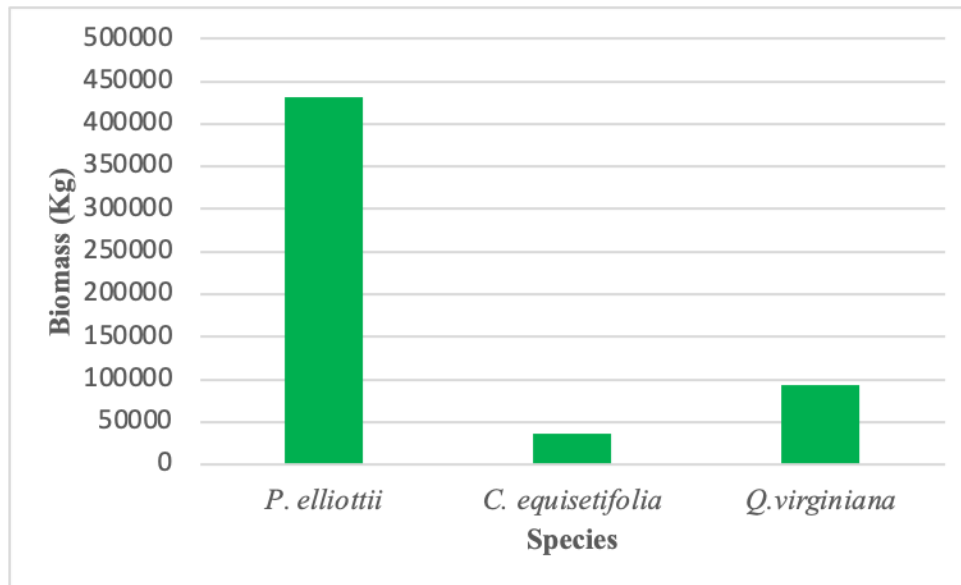


In Table 2 and Figure 4, we present comparisons among species. Biomass results for *Q. virginiana* were significantly lower than those of slash pine populations occurring in the campus forest, even though both trees can reach similar heights and trunk diameters ($F= 16.70$, $p< 0.05$). Whether this is due to the age of the respective trees or a result of *Q. virginiana*'s propensity for growing close together and, thus, possibly compromising individuals' access to soil nutrients, is not certain. Live-oak-dense zones were considerably sparse on other plant species, except for some clusters of oyster plants (*Tradescantia spathacea*), an invasive species.

Table 2
Comparison among the Three Studied Species

<i>P. elliottii</i>		<i>C. equisetifolia</i>		<i>Q. virginiana</i>	
Sum (kg)	432,035.27	Sum (kg)	35,536.16	Sum (kg)	93,856.92
Average (kg)	1,237.92	Average (kg)	612.69	Average (kg)	902.47
Min (kg)	179.45	Min (kg)	134.97	Min (kg)	189.72
Max (kg)	6,169.62	Max (kg)	3,910.82	Max (kg)	4,452.03
St. Dev.	893.49	St. Dev.	697.057	St. Dev.	803.9
N	349	N	58	N	104

Figure 4
Comparison of Biomass among Species in the Forest



Total Carbon Stock

The total Carbon stock calculated is 263.27 Mg (Mean=87,755.56 SD=419.94, Range=186,354.58, N=511) or 8.20 Mg Ha⁻¹, or 280,714.17 Kg (Table 3). Table 4 presents the contribution from each species.

Table 3
Calculated Total Carbon Stock for all Tree Species

Statistics	Values
Sum (kg)	263,267.56
Average (kg)	87,755.85
Min (kg)	16,702
Max (kg)	203,056.58
St. Dev.	419.94

Table 4
Carbon Stock in Each of the Three Studied Species

<i>P. elliottii</i>		<i>C. equisetifolia</i>		<i>Q. virginiana</i>	
Sum (kg)	203056.6	Sum (kg)	16702	Sum (kg)	43508.98
Average (kg)	581.82	Average (kg)	287.96	Average (kg)	422.42
Min (kg)	84.34	Min (kg)	63.44	Min (kg)	89.17
Max (kg)	2899.72	Max (kg)	1838.08	Max (kg)	2092.45
St. Dev.	419.94	St. Dev.	327.62	St. Dev.	379.26

Discussion

Biomass: Becknell et al. (2012), in their study on seasonally dry tropical forests (SDTFs), obtained a biomass 39 to 334 Mg ha⁻¹, which is a much higher amount than the one obtained in our study, but it may be because the campus forest has wide gaps, with no trees. In a tropical dry forest in northwestern Mexico, Navar (2008) obtained 73 Mg ha⁻¹ for total above ground biomass, although he used not only the DBH but also the trunk specific gravity, which is added to the DBH. His data was obtained from 637 trees. Other results are not comparable because they encompass not only AGB but also BGB, such as the ones from Donkor and others (2016).

In regards to the species, Wang and Tumwebaze (2013) provide information on the Biometry of *C. equisetifolia* from other countries like China and Uganda, where this species is considered an introduced species. In Table 5, we present basic statistical values that we used to calculate the Biomass for those individuals. We should mention that various authors have called into question the hypothesis of a unique explicative variable based on tree size (i.e., tree diameter) to estimate biomass. Better biomass estimates include tree height as an additional size covariate (Brown et al., 1989; Chave et al., 2005). However, we agree with Segura and Kanninen (2005), who recommend the use of models where only DBH is used to determine tree biomass. This has a practical advantage because most of the inventories include DBH measurements; moreover, DBH is easy to measure accurately in the field. Models that incorporate Height are in many cases not practical because the measurement of this variable is difficult to carry out with high accuracy, particularly in dense forests (Segura & Kanninen, 2005).

Table 5

Comparison of Values of Diameter and Biomass of C. equisetifolia from the St. Thomas University Forest and those reported in the Scientific Literature

Diameter	<i>Casuarina</i> Local	<i>Casuarina</i> China	<i>Casuarina</i> Uganda
Mean (cm)	38.3	23.12	18.95
Max (cm)	246.37	36.3	26.2
Min (cm)	11.62	15.6	11.4
St. Dev.	37.24	5.092	5.04
Biomass	<i>Casuarina</i> Local	<i>Casuarina</i> China	<i>Casuarina</i> Uganda
Mean (kg)	612.69	3816.1	2546.14
Max (kg)	3,910.82	9519.8	4918.8
Min (kg)	134.97	1569.8	903.7
St. Dev.	697.057	N/A	N/A

We found that the mean values for our local individuals are much higher than those the scientific literature reported, which is probably because mostly adult individuals make up the St. Thomas University forest, unlike those studied in other countries that are most likely juveniles.

Douterlungne et al. (2013) found an average biomass accumulation in two-year-old monocultures of *Inga*, *Ochroma*, *Trichospermum*, and *Guazuma* of 6.60, 30.80, 47.62, and 48.12 Mg ha⁻¹, respectively.

Carbon Stock: In recent years, scientists are giving much attention to biomass estimation of tropical forests because researchers consider the change in biomass as a vital component of climate change (Richardson & Oosterom, 2013). Biomass determines potential carbon emissions due to deforestation, forest degradation, and conversion of natural forest lands. Therefore, accurate biomass estimation is necessary for better understanding of deforestation and forest degradation impacts on global warming and environmental degradation (Richardson & Oosterom, 2013). Natural forests accumulate a large quantity of carbon, and when these forests are cleared, the carbon is converted to carbon dioxide into the atmosphere (Chave et al., 2004).

Carbon Dioxide (CO₂) is the greenhouse gas with the greatest impact on climate change. Global CO₂ emissions increased at an annual rate of 2.6% between 1960 and 2011, almost quadrupling from 9.4 billion tons to 34 billion tons. This strong increase is mainly due to the increase in the use of fossil fuels and to the changes in the use of land represented by deforestation, population growth, and urban expansion, among others.

As the IPCC Report on land use (IPCC, 2000) explained, carbon exchange between terrestrial ecosystems and the atmosphere occurs naturally through the processes of photosynthesis, respiration, decomposition, and combustion. This situation is altered when human activity changes the use of land through, for example, forest logging. Conversely, newly planted or regenerating forests can absorb carbon for 20 to 50 years or even longer, depending on the species and conditions of the site. Both vegetation and soils absorb carbon (IPCC, 2000). The forests with the highest carbon storage in the world are boreal and tropical (Herreros et al., 2012). This information is very important, since estimates of carbon fluxes from deforestation,

land cover change, and other disturbances depend on knowing the forest carbon stock before disturbance (Houghton, 1991).

The carbon pool of a forest ecosystem varies with age (Kurz & Apps, 1995; Clark et al., 2004). While young and middle-aged forest stands act as active carbon sinks (Valentini, Matteucci, & Dolman, 2000), old stands are moderate to small carbon sinks or even carbon sources, depending on the forest type and species composition (Malhi, Baldochi, & Jarvis, 1999; Kohl, 2003; Law, Sun, Campbell, van Tuyl & Thornton, 2004; Desai, Bolstad, Cook, Davies, & Carey, 2005). The diameter of the STU campus forest trees suggests it is probably a middle-aged forest, when we compare its biomass and carbon with some other examples from the literature; however, in the context of Climate Change mitigation we believe it is a great opportunity for the city and the county to have a carbon sink such as this.

The total carbon stock of the STU forest of 263.27 Mg (Mean=87,755.56 SD=419.94, Range=186,354.58, N=511) or 8.20 Mg Ha⁻¹, or 280,714.17 Kg, provides evidence of the importance of urban forests for climate change mitigation, and suggests that we can consider South Florida native hardwood trees such as *Q. virginiana* as one of the most important species to grow in this area in order to address this issue of local and global importance.

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Discussion Questions

1. Why are Urban Forests, Parks, and street Trees relevant?
2. Why is it important to preserve native trees like *Pinus elliottii*, and *Quercus virginiana*?
3. On what basis would you select a tree species that contributes the most to climate change mitigation?

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The Future of Online Justice According to Susskind: From COVID-19 Emergencies to Global Platforms

Attilio M. Costabel¹

Abstract

In his Trilogy on the future of Lawyers, Professor Richard Susskind predicted that the incumbent new technologies will transform the way lawyers do their jobs, especially requiring them to become proficient in the technologies themselves, which will change the law schools, and he concluded with an imploration to future lawyers not to forget their mission to society. Forty years of research, study and analysis helped Professor Susskind deliver a “message on the state of AI Justice.” There are many scholarly discussions in this connection. My take is that it is not the answer that is difficult if not impossible, it is the question that is not phrased properly. So, the proper question is not if Robots will ever be Judges, rather whether you will ever confer to a Robot the legal status of “your peer” or assume yourself the legal status of a “peer” of a Robot.

Keywords

technology, lawyers, COVID-19, AI, robots, intelligence, justice, future

The Future of Justice

In his Trilogy on the future of lawyers,² Professor Richard Susskind³ predicted that the incumbent new technologies will transform the way lawyers do their jobs, especially requiring

¹ This article follows up from a previous one by the same author on the same topic: A. P. Dardani and A. M. Costabel, (2021, Spring), Common law for uncommon technologies: A new ‘corpus juris’ from artificial intelligence, *Journal of Multidisciplinary Research*, 13(1), p. 31.

² Richard Susskind, *The End of Lawyers?* (Oxford University Press 2008); Richard Susskind, *Tomorrow's Lawyers: An Introduction to Your Future* (Oxford University Press 2013; Id., Second Edition 2017). See also Richard Susskind, (2020, July/August), The future of courts, *Harvard Center on the Legal Profession, The Practice, Remote Courts*, 6(5). See Perotti, Costabel, *Supra* FN. 1, at pp. 53–55.

³ Richard Eric Susskind, OBE, FRSE, is a British author, speaker, and independent adviser to international professional firms and national governments. He is the IT Adviser to the Lord Chief Justice of England and Wales; holds professorships at the University of Oxford, Gresham College, and Strathclyde University; is a past Chair of the Advisory Panel on Public Sector Information; and is the President of the Society for Computers and Law.

them to become proficient in the technologies themselves, which will change the law schools, and he concluded with an imploration to future lawyers not to forget their mission to society.⁴

But after almost 40 years of research and analysis of Artificial Intelligence (AI) and the Law,⁵ Professor Susskind realized that Lawyers are not the only ones to be implored and wrote his masterpiece *Online Courts and the Future of Justice*.

This book does not deal only with “online courts,” as the title may suggest, but is a real textbook of all the areas of interplay between Artificial Intelligence and the law. The table of contents alone is a model of completeness and in-depth analysis.

It unfolds in four parts: the first on Courts and Justice, the second on what is a “court,” the third on the objections to online courts, and the last on the future and global challenges of Artificial Intelligence and Emerging Technologies, with a sub-chapter on the “computer judge.”

The book makes a case for a change to online courts, improving access to justice and legal services, then through case studies, the book suggests new architectures for the courts, calling attention to the nature of courts, which are not just “places” but also “services.” Then, after impartially addressing the many objections raised against online courts, Professor Susskind dedicates the entire Chapter 28 to his conclusions,⁶ with a two-fold note: one, inviting readers not to focus on the shortcomings of AI Justice but to consider online courts as an improvement of the traditional court system, and the other alerting that AI Justice is a global challenge.

The final notes, in Sub-chapter “A Global Effort,” are a clarion call for a global effort to introduce online courts in countries with great backlogs or severe problems of access to justice. This is achievable by not just inviting countries to act but by “developing and making available an adaptable standard, a global platform of online courts.”⁷

The Future of Courts

That was in the Summer of 2019, before the pandemic. Professor Susskind could not miss noticing that COVID-19 had made online process almost a standard, and “alternative ways of delivering court service were put in place in many jurisdictions,” so he followed up from his book with the article “The Future of Courts,”⁸ whose scope is readily defined in its Introduction: “Minds have been opened and changed over the past few months. Many assumptions have been swept aside.” Professor Susskind added,

Susskind chairs the UK Civil Justice Council's Advisory Group on Online Dispute Resolution, which published a report in February 2015 recommending the establishment of Her Majesty's Online Courts (HMOC). The report recommends HMOC consist of three tiers: online evaluation, online facilitation, and online judges. According to the report, the benefits of HMOC would be an increase in access to justice and substantial savings in the cost of the court system. See Wikipedia, https://en.wikipedia.org/wiki/Richard_Susskind

⁴ See Perotti, Costabel, *Supra* Fn. 1, at p. 55.

⁵ From the Introduction to his Book, *Online Courts and the Future of Justice* (Oxford: Oxford University Press, 2019), we read that Professor Susskind started “exploring the implications of Artificial Intelligence for the Law.” See *Supra*, Richard Susskind, *The End of Lawyers?* fn. 2, p. 2.

⁶ *Ibid.*, pp. 293 to 301.

⁷ *Ibid.*, at p. 298.

⁸ See *supra*, fn. 2 and 5.

We remain in an era of threat, with risks of barely functioning court systems, greatly reduced access to justice, and, in turn, a potential weakening of the rule of law. We are also in an era of opportunity—the chance to build boldly on the shift of attitude and on demonstrable recent successes with technology, and to put in place improved, sustainable court services that are much more accessible than today's.⁹

After examining the challenges for maintaining a sufficient level of service, resolving backlogs, access to justice by large number of users who cannot afford it, Professor Susskind concluded that “The role of technology is not to support and enhance our old ways of working but to overhaul and often replace our practices of the past.”¹⁰

The court is a service, not just a place, he noted again, and courts should “optimize a process no longer fit for the purpose.” He suggests adopting new taxonomy, deal with credibility of online witnesses and the use of virtual juries, “introducing new systems starting simply and build incrementally.” Professor Susskind proposes to extend court services by introducing “front ends,” with the purpose of “dissolving rather than resolving disputes”¹¹ “without inheriting past practices.”¹²

Conclusion of Susskind Saga

If there were Scriptures on AI Justice, the works of Professor Susskind would be the Book of Genesis, announcing the advent of AI Justice in a counter-Darwinian way: evolution by creation, and the First Commandment would be: Thou Shall Not Disbelieve.

And the Letter to the Artificial Intelligence Operators would read:

“My larger and heartfelt hope is that we can harness the experience of remote courts and move on to design and build a standard, adaptable global platform for the online resolution of disputes, as a way of encouraging and enabling countries across the world to increase access to justice and respect the rule of law (see chapter 18 of *Online Courts and the Future of Justice*). That, though, is another story for another time.”

We can't wait to read what will be the end of the “Second Susskind Trilogy.”

AI Justice in the Real World

The search for reference materials related to the above passages returned such a number of hits that the prophecies and recommendations of Professor Susskind prove to be not only accurate but needed now. At home and in the world, a lot is going on about AI Justice. I will give just a selection of the hits found. The full list would outlandishly surpass the page limits.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

United States

Starting from home, at Federal Level the U.S. Department of Justice has an Office of Justice Programs, a federal agency that provides federal leadership, grants, training, technical assistance, and other resources to improve prevention of crime, assist victims and enhance the rule of law.¹³ The Department also has an Executive Office for Immigration Review (EOIR) that maintains an Automated Case Information System that allows you to check your case status online.¹⁴

At State level, see for instance, in Michigan, the Michigan Legal Help (MLH) program, operating a comprehensive website that includes 50 do-it-yourself (DIY) tools using Artificial Intelligence technology,¹⁵ and in Texas, Tyler Technologies' Integrated Judicial Management System (IJMS) automating all elements of the judicial process from arrest through disposition, including sheriff incident and offense reporting, mug shots, jail management, electronic inmate tracking, criminal and civil court case management, court administration, electronic crime disposition reporting, fine and fee collection, jury selection, child support tracking, and electronic document imaging.¹⁶

Canada

Canada has the Law Commission of Ontario on AI, Automated Decision-Making (ADM), and the Justice System, with Core Projects on AI and ADM in the Criminal Justice System, AI and Automated Decision-Making in the Civil/Administrative Justice System, Regulating Government Use of AI and Automated Decision-Making, and studies on comparative Canadian and EU regulations, with a Research Chair on Accountable Artificial Intelligence in a Global Context at the University of Ottawa, Faculty of Law – Civil Law Section.¹⁷

On December 10, 2020, the Law Commission of Ontario (LCO) brought together lawyers, developers, policymakers, academics, and community advocates for an informal and collaborative discussion of the issues and implications of AI and ADM in Ontario's civil and administrative justice system.¹⁸

Europe

Moving to Europe, we see a dedicated European Commission for the Efficiency of Justice (CEPEJ) giving Guidelines on how to drive change towards Cyberjustice,¹⁹ also drafting a European Ethical Charter on the Use of Artificial Intelligence in Judicial Systems and their environment, adopted at the 31st plenary meeting of the CEPEJ (Strasbourg, France, 3-4

¹³ Office of Justice Programs, <https://www.ojp.gov/taxonomy/term/2861>

¹⁴ Automated Case Information System, <https://www.justice.gov/eoir-operational-status>

¹⁵ <https://www.michbar.org/journal/Details/Technology-as-the-future-of-access-to-justice?ArticleID=4284>

¹⁶ Integrated Judicial Management System (IJMS), <https://www.govtech.com/security/automated-judicial-process.html>

¹⁷ <https://www.lco-cdo.org/en/our-current-projects/ai-adm-and-the-justice-system/>

¹⁸ <http://www.slaw.ca/2020/01/14/automated-decision-making-and-the-civil-and-administrative-justice-system>

¹⁹ <https://edoc.coe.int/en/efficiency-of-justice/7501-guidelines-on-how-to-drive-change-towards-cyberjustice-stock-taking-of-tools-deployed-and-summary-of-good-practices.html>

December 2018),²⁰ and doing a feasibility study on *The Possible Introduction of a Mechanism for Certifying Artificial Intelligence Tools and Services in the Sphere of Justice and the Judiciary*.²¹

In September 2020, the Council of Europe had a Conference, “Artificial Intelligence at the Service of the Judiciary,”²² and in the Netherlands, the Police and Human Rights Programme, part of the Dutch Section of Amnesty International, published a “Fair Trials” blog titled “Automating Injustice: The use of artificial intelligence and automated decision-making systems in criminal justice in Europe.”²³

Also worth mentioning is the European AI Alliance, a forum engaged in a broad and open discussion of all aspects of Artificial Intelligence development and its impact. AI Alliance is a multi-stakeholder forum launched in June 2018 within the framework of the European Strategy on Artificial Intelligence, with the initial scope of providing feedback to the High-Level Expert Group on Artificial Intelligence (AI HLEG), appointed by the European Commission to assist with policy development.²⁴

Australia

The Federal Court of Australia published a study titled, *AI and automated decision-making: Are you just another number?*²⁵ The article touches on deep issues: Automated and machine learning processes have the capacity to make hundreds of millions of decisions at a speed and a cost unimaginable 50 years ago but also can be unlawful, unfair, and inaccurate, perpetuating stereotypes and reproducing flawed decisions. “In the digital era, how then is the balance to be struck between the requirements of efficiency and those of legality and justice to the individual? Have you been reduced to just another number, despite the nature of the decision and its impact on you suggesting that your individual characteristics and circumstances should be taken into account?”

The article thus addresses three main issues: bias in the processes, adequacy of judicial review mechanisms and limits on the circumstances in which such technologies should be utilized in administrative decision-making.²⁶

The conclusion is that over-reliance on new technologies has the danger of dehumanization of decision-making and “human variables such as empathy, compassion, competing values and the availability of mercy cannot be replicated by machines,” sharing “the words of the Supreme Court of South Australia who has pertinently observed, writing extra-curially: Deciding when future opportunities for transformation and redemption [of the individual] should prevail over [their] past failures involves what is an essentially human question.”

²⁰ <https://www.coe.int/en/web/cepej/cepej-european-ethical-charter-on-the-use-of-artificial-intelligence-ai-in-judicial-systems-and-their-environment>

²¹ <https://rm.coe.int/feasability-study-en-cepej-2020-15/1680a0adf4>

²² <https://www.coe.int/en/web/cepej/conference-artificial-intelligence-at-the-service-of-the-judiciary>

²³ <https://policehumanrightsresources.org/automating-injustice-the-use-of-artificial-intelligence-automated-decision-making-systems-in-criminal-justice-in-europe>

²⁴ <https://digital-strategy.ec.europa.eu/en/policies/european-ai-alliance>

²⁵ <https://www.fedcourt.gov.au/digital-law-library/judges-speeches/justice-perry/perry-j-20211021>

²⁶ *Ibid.*, p. 1.

This study has particular significance because it is not a sudden awareness of the need to “temper justice to the individual,”²⁷ but it follows the development of principles started 50 years before the article with the Kerr Committee 1971.²⁸ The article explores the implications of “decisions made by machines” such as Bias, Review Mechanisms, and Discretionary and Evaluative Decisions.

The conclusion is that “Human variables such as empathy, compassion, competing values and the availability of mercy cannot be replicated by machines.”²⁹

China and Estonia

Last, but not least, are China and Estonia, the capitals of today’s Automated Justice.

China has announced that “Internet Courts” that do not require citizens to appear in court are now deciding millions of legal cases. Also, China has introduced “Smart Courts,”³⁰ which include non-human judges, powered by AI and allows participants to register their cases online and resolve their matters via a digital court hearing.³¹ These “Smart Courts” have attracted the attention even of none less than the *Columbia Journal of Transnational Law*, with a dedicated article on “Automating Fairness? Artificial Intelligence in the Chinese Courts.”³²

In Estonia, we see an Artificial Intelligence Report issued by the government (introducing a small-claims ODR system subject to human appeal)³³ and from Canada a comparative article on Lexis Nexis titled, “From Estonian AI judges to Robot Mediators in Canada, U.K.,” describing the Ontario Superior Court of Justice’s pilot project launched on February 11, 2019: the Digital Hearing Workspace (DHW).

The article describes a Canadian program named Smartsettle ONE, which employs algorithms that learn the bidding tactics and priorities of the parties to a dispute and helps move them toward a settlement and is used to deliver, store, organize, and retrieve all documents relevant to a file, electronically. The Author uses this and similar AI-powered legal research tools and software, to litigate efficiently and effectively for his clients, concluding that, “Should lawyers choose not to live up to the challenge, you could end up with a very disappointed client, potentially large and assessment-worthy client cost consequences, and as of now, unsuccessful mediated and arbitrated disputes.”³⁴

²⁷ Ibid., fn. 2.

²⁸ Ibid., fn. 1.

²⁹ Ibid., p. 5.

³⁰ <https://www.thechinastory.org/smart-courts-toward-the-digitisation-and-automation-of-justice/>

³¹ <https://www.lexisnexis.ca/en-ca/ihc/2020-02/robot-justice-chinas-use-of-internet-courts.page>

³² <https://www.jtl.columbia.edu/volume-59/automating-fairness-artificial-intelligence-in-the-chinese-courts>

³³ <https://www.loc.gov/item/global-legal-monitor/2019-07-31/estonia-government-issues-artificial-intelligence-report/>

³⁴ <https://www.lexisnexis.ca/en-ca/ihc/2019-06/from-estonian-ai-judges-to-robot-mediators-in-canada-uk.page>

Others

Scholarly articles on Law Reviews and legal Internet blogs are even more numerous and even just to mention them would stretch the limits of this article.

Summing up, even scratching the surface of the interaction of Artificial Intelligence with the Law at worldwide level, Professor Susskind once again is proved right in his hope that we can design and build a standard, adaptable *global platform* for the online resolution of disputes, as a way of encouraging and enabling countries across the world to increase access to justice and respect the rule of law.³⁵

Conclusion

Forty years of research, study and analysis helped Professor Susskind deliver a “message on the state of AI Justice”: New technologies are growing at increasing rates, and not just locally but worldwide. Soon, global cross-effects will affect the world, and it is dangerous to let changes happen without control. Actually, Professor Susskind recommends that, beyond control, all users and makers of AI Justice take a commitment of proactive participation, based on proficiency of technology and well inspired and directed vision.

In other words, stop thinking and acting locally, and start cooperating globally. AI Justice is too important to be left to individual actors.

And, Professor Susskind adds, do this by shedding age-old prejudice of skepticism. You can give a positive contribution to the development and making of new uses of technology only if you believe in it.

I would add another issue, which lurks in Professor Susskind’s works like a needle in a haystack: whether Robots will ever substitute human Judges in deciding cases. Professor Susskind has declined, every time, to give an answer, declaring his disbelief “for the time being,” but prudently leaving the answer open under a “never say never” approach.

I share this caution. We have seen how several studies are progressing to the goal of making Robots capable to act exactly like humans. The answer to this question on a purely technology basis may indeed leave it open to a positive answer.

However, the question – Could a Robot be a Human Judge? – unfolds on two prongs: one is “Robot,” and another is “Justice.” The Robot may become “technically” the equivalent of a Human Judge, but would that be “Justice”?

There are many scholarly discussions in this connection. My take is that it is not the answer that is difficult if not impossible, it is the question that is not phrased properly.

The nature and essence of real constitutional justice dates to the June 15, 1215, Magna Carta, which, in almost 1,000 years, kept growing and influencing the healthy concept of justice all over the globe, under the alias: *judgment by your peers*.

Scholars keep debating on whether AI is justice but focus only on the function of “making” a decision, forgetting the even more important function of justice, which is: “enforcement.” The Magna Carta was born especially having enforcement in mind: The “decision” of the Lord was the one that was brought to enforcement without defendant’s control. Without enforcement, a poet, or a farmer, or even a monkey could have reached the judgment. Without enforcement, even a Robot can reach a “judicial decision,” and we would have no objection, as the decision would be just an empty and moot exercise.

³⁵ *The Future of Courts*, supra, fn. 5, last paragraph.

The trouble comes when “Your Honor, the Robot” brings its decision to enforcement against you. Will you submit or, “defendants of the world unite,” ask for an anti-Robot Magna Carta, which will make you subject only to judgment and enforcement by your peers?

So, the proper question is not if Robots will ever be Judges, rather whether you will ever confer to a Robot the legal status of “your peer” or assume yourself the legal status of a “peer” of a Robot.

I suppose you may have guessed my final answer, too long to tell you here.

For now, I am holding tight to my copy of the Magna Carta.

About the Author

Professor Attilio M. Costabel is a Florida Attorney and retired Italian Attorney, teaching, as adjunct professor at St. Thomas University School of Law, Miami, Admiralty Law, International Business Transactions, Marine Insurance, Travel and Cruising Law, Recreational Boating, and Transnational Litigation.

Discussion Questions

1. Do you believe that the ever-improving technology of “machine learning” may one day teach a machine to understand human feelings and adjust decisions accordingly?
2. Would you support a legislative attempt of the European Union to confer status of “persons” to robot-learning machines, with the same “human right” protection that you have?
3. Would you accept a decision by a machine as a decision of “your peer” on a jury panel?

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Expansion of Remote Medicine and Safety Monitoring Using Wearable Devices

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Abstract

Drivers such as COVID-19, the rising geriatric population, the increased prevalence of chronic diseases, and a focus on personalized care facilitate the recent expansion of remote medicine. The response to this manifests through the growth of telehealth. However, the inability to conduct conclusive physical tests makes monitoring, diagnosing, and treating patients restricted. Wearable devices can remotely provide valuable data on patient temperature, pulmonary condition, cardiovascular condition, and blood pressure in their current technological capabilities. However, concerns for secure patient health data, interoperability between devices, and inconsistencies in the quality of information continue to limit their widespread acceptance in healthcare. This scoping review will assess the impact of wearable devices in enhancing the capabilities of remote health and safety monitoring.

Keywords

medical device, health state monitoring, chronic disease monitoring, telehealth, wearable technology, COVID-19, remote medicine

Introduction

The healthcare field is constantly evolving in its care delivery through technological advancements. However, there was a notable transition from on-site clinic-based medical intervention to remote medicine in the last several years. A growing geriatric population, increased prevalence of chronic diseases, and a focus on personalized patient care were significant factors in the change; however, the COVID-19 epidemic was a premier catalyst for the accelerated transition (Lin et al., 2020). The shift from on-site to remote intervention met resistance as there are limited provisions to uphold the same standard of care in a hospital as there were remote. This led to increased attention on the transferable benefits of telemedicine

and telehealth. The service allowed physicians to expand their scope of care to those unable to make the journey to a clinic due to either healthcare constraints or to minimize the spread of COVID-19. With the transition being relatively novel, patient healthcare outcomes on-site, compared to remote data, are scarce (Monaghesh & Hajizadeh, 2020). However, an assessment of factors that are historically associated with the expansion of the healthcare industry discerned the growth of remote medicine. These four pillars include health and safety monitoring, chronic disease management, diagnosis and treatment of diseases, and rehabilitation. This work will focus on wearable technology's impact on remote health and safety monitoring.

Telemedicine is the delivery of clinical services using telecommunications technology, including video conferencing and telephone calls. (*Telehealth* is a broader term that generally encompasses clinical and non-clinical services such as provider training). Despite the many challenges of telehealth, such as patient privacy, telemedicine is here to stay (Ansari et al., 2017). Preceding the pandemic of 2020, the use of telemedicine was shallow, but with the limitations of in-person visits, many healthcare organizations transitioned into the new format (Senz, 2020). With the novel coronavirus (COVID-19) pandemic, health systems and providers urgently needed to limit in-person ambulatory visits to reduce the risk of infection and expand their capacity to care for and monitor COVID patients (Keesara et al., 2020). Wearable devices received increased attention in developing physician effectiveness in remote medicine. Today, wearable devices such as watches, rings, and patches have the potential to complement telehealth and other remote medicine services. This scoping review will assess current wearable technology capabilities regarding healthcare monitoring and evaluate the expansion of remote medicine through their use.

Health and Safety Monitoring

Vital sign monitoring requires a hospital setting as limited technology and high variability in diagnostic results make it difficult to do so outside of a clinical setting (Lu et al., 2020). Hospital equipment has the design to monitor the most critical vitals for stationary use. Furthermore, it would be impractical both economically and for lack of technical knowledge on the part of the patient to introduce high-end medical equipment into a residential setting for long-term monitoring. Inefficient monitoring ability outside of a hospital demands a patient to adhere to a follow-up, which can be difficult for those who have trouble securing proper transportation (Syed et al., 2013). A more practical alternative is wearables to monitor patients outside of a clinical setting. In their current capabilities, wearables can monitor the vitals of most importance to physicians, including temperature, cardiovascular status, pulmonary status, and blood pressure, all of which determine a patient's relative well-being (Jeong et al., 2019). The emergence of app-based point of care devices allowed for two-way communication channels that require limited technical understanding by the patient while providing data sets to the physician for interpretation. Currently, wearables can monitor temperature through smart textiles, changing heart rate through smart patches, respiration rate through smartwatches, and blood pressure through smart rings (Koonin, 2020). With a robust cloud infrastructure that becomes even more advanced through 5G broadband, sharing personalized patient health data remotely is plausible. However, drawbacks to integrating this technology into the healthcare field include a nonexistent legal infrastructure, reliability, reproducibility of results, and the absence of industry standards and regulations (Lu et al., 2020). Establishing a regulated system that ensures the safety of

patient information is imperative. It will manifest as the sophistication of wearables develops and its benefit to remote medicine is continually realized.

Relevant Health Information

The adoption of wearables received minimal social resistance due to the conceived level of convenience that it provides its users. With high costs being a significant deterrent, major growth in adoption continues as substantial hurdles in manufacturing efficiency make wearables cheaper and more aesthetic (Ometov et al., 2021). Other industry catalysts such as COVID-19, a rising geriatric population, increased prevalence of chronic diseases, and a newfound focus on personalized patient care play an essential role in the appeal of wearables in remote medicine (Lu et al., 2020). Experts predict the wearables market will continue to expand, reaching \$120 billion by 2026, with almost 70% of early adopters showing interest in correlating their lives with next-generation wearables (Ometov et al., 2021). The technology continues to become more miniaturized and portable while offering enhanced functionality and interconnectedness through a cloud-based infrastructure.

To begin assessing the benefits of wearables in the monitoring of patients, first, a clinician must revisit the vitals of utmost importance. These metrics include temperature, blood pressure, cardiovascular status, and pulmonary status (Jeong et al., 2019). Close-to-medical devices are a massive sector consisting of devices that have sensors capable of identifying health-related issues, but these do not fall into the health-centric technology category. Leading among these are providers that include POLAR, Garmin, and Fitbit, which create heart rate monitoring technology, but the Food and Drug Administration (FDA) did not approve these providers (Stables, 2017). Alternatively, the FDA approved other companies, such as Apple (Apple Watch) to detect falls and irregular heart rhythms.

Temperature Monitoring

Temperature is a critical health indicator for many conditions and conveys possible abnormalities in the body. The HEARThermo is a wearable skin temperature device with test-retest reliability between 0.96 and 0.98 (Yeh et al., 2021). Although the research consisted of a relatively small sample group (66 participants), the results were positive and consistent. In people with diabetes, unnoticed minor injuries and infections lead to ischemic ulceration and eventual amputation (Kenny et al., 2016). Preliminary studies show a positive correlation between increased skin temperature and the pre-ulceration phase (Martín-Vaquero et al., 2019). This has led to novel temperature sensors such as e-textiles, which uses nanotechnology to measure biometric parameters in a noninvasive manner (Lopez et al., 2010). Long-term monitoring of temperature changes in remote patients serves as a supportive health indicator for more staple examinations.

Blood Pressure Monitoring

Hypertension is a chronic disease caused by high blood pressure and is a sustained increase in arterial pressure. It often takes years to recognize the damaging effects of hypertension, which often manifests itself in cardiovascular and cerebrovascular diseases (Elliot, 2007). The prevalence of hypertension and its poor management by affected individuals makes it

a disease of interest for remote monitoring by physicians. Hospital-based benchmarks question and compare the quality of blood pressure readings by a home machine before considering them for remote integration. The historical standard for blood pressure monitoring was the mercury sphygmomanometer; however, the ban on using mercury-based devices diminished their prevalence in the hospital setting (Ogedegbe & Pickering, 2010). The new gold standard for monitoring blood pressure is 24-hour ambulatory blood pressure monitoring. It takes a more holistic perspective to blood pressure conditions over more extended periods, rather than solely considering varying levels when professionals administer the test (Cheng et al., 2019). One of the many benefits shared between the ambulatory approach and at-home blood pressure tests is the elimination of white coat syndrome, a variable that can significantly raise the possibility of a false blood pressure reading (Francis, 2021). However, a patient-operated at-home blood pressure test holds more accurate results, compared to conventional clinical tests but with added convenience and practicality (Cheng et al., 2019). These noninvasive means of acquiring blood pressure readings, make an at-home test a favorable option for remote physician monitoring.

Cardiovascular Monitoring

Cardiovascular disease is among the leading causes of death worldwide, making heart monitoring devices imperative in diagnosing those with heart disease (Virani et al., 2021). Physicians can assess a patient's heart health either invasively or noninvasively. The more mildly invasive route includes measuring cardiac enzymes, C-reactive protein, fibrinogen, and homocysteine, among other biomarkers in a blood test (American Heart Association, 2015). Although the test has a high reliability, its use is limited to a hospital setting and is a relatively uncomfortable process. Other options include traditional cardiovascular disease monitoring, noninvasive electrocardiograms (ECG) and Doppler echocardiography (Fumagalli et al., 2016). The standard in noninvasive heart monitoring is the 24-hour ambulatory ECG which is primarily used in a clinical setting and allows a dynamic monitoring approach not used in conventional ECGs. However, its general irritability and past cases of skin ulcers after prolonged use make it a poor candidate for long-term monitoring at home (Fumagalli et al., 2016). The dilemma commonly faced in at-home heart health tracking has led to novel alternatives, including a sports vest made from nanofibers and coated with electroconductive polymers to place ECG electrodes in close contact with the human body (Tsukada et al., 2019). Other devices such as the FDA-approved Apple Watch Series 4 can provide ECG functionality and display a bipolar ECG to monitor occult atrial fibrillation. The accuracy of the watch is similar to hospital-grade devices that monitor arrhythmia's atrioventricular blocks and QRS duration extensions to standard 12-lead ECG recordings (James E. Ip, 2019).

Respiratory Monitoring

Pulmonary conditions such as chronic obstructive pulmonary disease require close monitoring as control of the disease associates itself with early identification and intervention (Lu et al., 2020). The same holds for respiratory conditions, such as bronchial asthma, leading to impaired lung function, decreased quality of life, and increased mortality (Paraskevi, 2019). The creation of wearable devices that directly and indirectly monitor respiratory conditions allows clinicians to intervene promptly in an acute event. Furthermore, the patients' personalized respiratory metrics can indicate future episodes through predictive algorithms. As a result,

wearables designed to monitor heart rate, pulse, oxygen saturation, and physical activity can help physicians operating remotely to gain a more thorough understanding of their patient's chronic conditions while significantly improving the convenience of all parties involved. These wearables include using a wireless sensor network system that monitors patients' respiratory rate, respiratory sound, blood oxygen saturation, and ECG to evaluate the effectiveness of COPD treatments (Colantonio et al., 2014). Other wearables include acoustic respirators to monitor nighttime wheezing in asthmatic children. The results showed promise in that 57% of patients with pre-existing asthma had a significant number of wheezing episodes (Li et al., 2015). Devices such as these are strong indicators of a patient's respiratory condition and can be actionable information for future remote treatment plans.

Figure 1

The Versatility in Wearable Devices can show their Many Forms and Varying Uses

Vital Sign	Wearable	Description
Cardiovascular Monitoring	Smart patches	Nodes consist of disposable adherent to the skin and reusable sensor parts. Smart patches are attachable and act as a Wireless Body Area Network (WBAN) system utilized in sports and healthcare monitoring (Gong et al., 2015).
Pulmonary Monitoring	Smart watches	A widely adopted wearable after the activity tracker. It provides similar functionality to a smartphone. However, most 'smartwatches' energy efficiency is still challenging without the gateway node due to the small form factor (Friedman, 2015).
Temperature Monitoring	Smart textiles	Fabrics enable digital components such as a battery and a light, and electronics to be embedded. They developed new technologies that provide added value to the wearer, including temperature sensing components (Langenhove & Priniotakis, 2007).
Blood Pressure Monitoring	Smart rings	Similar functionality as activity trackers but in a smaller form-factor and without displays. Some smart rings also have a notification device functionality but are in a fashionable accessorized form (Zolfagharifard, 2014).

COVID-19 Rapid Advancement of Remote Medicine

The pandemic was a transformative time for millions of people worldwide. It awoke many international governments to the lack of healthcare provisions established in their national infrastructures. On the same note, it revolutionized the idea of receiving healthcare fully remote. The establishment of telehealth was still present before COVID-19, but the fear of contracting the disease caused a 154% increase in its use in March 2020 compared to the previous year (Koonin, 2020). Since its inception, several mediums conduct telehealth delivery. A case study

showed the use of telehealth through social media platforms that include messaging software, WhatsApp, and emailing (Davarpanah et al., 2020). The results were a faster teleradiology delivery service which allowed physicians to share securely and efficiently patient radiology results. In another case study, physicians used video conferencing and mobile communication to provide immediate diagnosis and consultations regarding COVID-19. Their services also included the wireless monitoring of patients and remote multidisciplinary care (Zhai et al., 2020).

Protecting Patient Security

In contrast to alternative means of measuring an individual's health state, wearable technology enables repeated or continuous digital measurement of parameters, often in real-time. The ability to continuously monitor parameters associated with an individual's well-being results in a high volume of data which presents both challenges and opportunities for data analysis. A fundamental principle in the deployment of wearables in healthcare and precision medicine will be obtaining the highest quality clinically relevant data to clinicians and accurate interpretations for patients. Technologies exist to measure these parameters and provide insight into social and emotional health (Sequeira et al., 2020).

The safety of sensitive patient information is among the top concerns of using wearables in remote medicine. The healthcare industry allocates millions towards funding a secure, interconnected network where information can be shared without the possibility of theft. However, even with the proper provisions set in place, there is always a risk of unwarranted parties accessing information that would allow the targeting and identification of patients (Ometov et al., 2021). The threat escalates with wearables due to a breachable cybersecurity system when data transfers from device to device (D2D), such as from a wearable to a smartphone. Communication is imperative for pre-processing and data analysis before transferred to physicians for reasoning. The security risk in sharing information in a D2D network is the dynamic readjustment required when the user changes locations (Ansari et al., 2017). Entering a new location allows users to join a coalition triggering the need for adaptive D2D network security. Measures such as increasing interference signals by switching from a cellular network medium to a more localized D2D mode may exclude possible eavesdroppers (Ansari et al., 2017). However, this may hinder the quality of communication with physicians. By building a trusted list of network links through proximity and experience-based selection, a long-term solution to better secure sensitive patient information is necessary (Ometov et al., 2021).

Wearables and Telehealth

Telehealth is among the leading indicators of the growth of remote medicine, with 76% of hospitals adopting the system (Watson, 2020). Despite its prominence pre-COVID, the pandemic significantly expanded its use to provide continual healthcare with limited patient-physician physical interaction. Today, telehealth continues to grow in its complexity and range of services. However, it leaves many questioning the next step of this new frontier in medicine (Bestsennyy et al., 2021). The complementary use of wearable devices may be the next evolution of remote medicine, making the practice genuinely all-encompassing. Wearable devices already use telehealth for remote monitoring of blood pressure, heart rate, and weight changes, possibly allowing a more comprehensive array of devices in the future (Watson, 2020).

On the other hand, telehealth harbors disadvantages such as limited services and the concern of securing sensitive personal health data (Ansari et al., 2017). As the field assesses challenges and makes improvements, this space can apply a more immediate advancement. The technology to enhance the capabilities of remote medicine, making it a more comprehensive service, already exists in wearable devices. Wearables that can monitor vitals such as temperature, pulmonary condition, cardiovascular condition, and blood pressure exist today, with most having data that integrate into cloud storage (Lue et al., 2020). The combination of these vitals, along with telehealth visits, can give physicians the necessary information to better assess patients remotely. To achieve this, experts should evaluate the interoperability of all data sets gathered by each wearable device to create a streamlined system. The wide variation in the types of wearable devices and their differing levels of complexity limit physicians' ability to use the information they collect productively. A possible solution is to isolate a set of devices that target each vital statistic of interest to the physician. The doctors should compare the devices to be relatively close in their levels of sophistication so physicians can compare the information gathered from each. The result is a collection of actionable data sets that represent the realistic health status of the patient.

Environment and Industry Analysis

PESTEL Analysis

The advancement of telehealth via wearable devices depends on a supportive, technologically advanced environment, where conditions facilitate increased use of wearables by medical personnel in attending to patients' healthcare. The political and legal framework ensures the overall welfare of other stakeholders in the telehealth space, especially the protection of patients. The United States of America experienced a 3800% increase in telehealth utilization since pre-Covid 19 times (Bestsenny, 2021).

Political

A relatively stable political environment that encourages innovation and facilitates a hub for tech development is crucial to the development of wearable technology in the healthcare industry. The United States of America is ideal for advancing these developments. The U.S. government actively promotes free enterprise by allocating billions of dollars each year for innovative research in the healthcare industry. More specifically to digital health development, the government invested \$80 million to initiate a new Public Health Informatics and Technology program (Balasubramanian, 2021).

Economic

The overall performance of the United States of America's economy is excellent. Although there were booms and busts, the upward trajectory ~~has~~ continued. Currently, this country experiences high levels of inflation associated with the disruption caused by the Covid 19 pandemic and, more recently, the disastrous invasion of Ukraine by Russia (Tepper, 2022). This high-performing economy generates more funds that create opportunities for research and

development in the healthcare industry. The open free enterprise economy promotes increased competition in the healthcare industry, fostering more innovative wearable devices.

Social

The largest economy in the world engendered the middle to high-class social groups in our society, who constantly demand innovative products that can do more to facilitate above-average lifestyles. Better health and longevity are integral realizable desires of the American population, despite the COVID-19-inspired statistics for 2020-2021 (Bush, 2021). Although wearable healthcare devices still receive skepticism, the likelihood that they will experience higher demand over time is trending positive, given the embrace of technology by the population, especially the younger generation Y demographic.

Technological

Advanced technology is a critical driver of growth in the American economy, impacting just about every industry. More recently, the forced isolation needed for survival during the COVID-19 pandemic increased society's reliance on remote technology. The healthcare field was no exception, as telemedicine grew astronomically, with the population encouraged to stay away from hospitals and other medical facilities (except in instances of absolute necessity) in favor of interacting with healthcare personnel online. In recent times there was a substantial increase in health tech investment in the United States (Micca et al., 2021).

Environmental

People focus increasing attention on preserving the natural environment. They are expanding their daily efforts to reduce pollution, lessen reliance on non-renewable sources of energy and increase recycling. The natural environment benefits from reduced hospital stays derived from the impact of wearable technology, leading to lower energy consumption.

Legal

The United States legal environment continues to evolve, with more protection for innovative ventures and associated entrepreneurs. The U.S. Patent and Trademark Office (USPTO) and others protect entrepreneurs and their innovations when they succeed through those facilities. There are also agencies like the Food and Drug Agency (FDA) to protect consumers' welfare. Those facilities also cover innovators when they fail. It is relatively easy to declare bankruptcy and quickly initiate a new venture without significant personal financial loss.

SWOT Analysis

Exploring the strengths and weaknesses of the wearable medical device industry in an environment that provides many opportunities, punctuated by limited threats sets the stage for wearables' growth in the telehealth arena.

Strengths

The wearable medical device industry possesses several strengths fueled by the well-resourced corporations competing in the space (Micca, 2021). Technological evolution, with the complement of innovative competence, drives growth in the industry as more advanced devices meet the growing requirements of patients. Research and development are key areas emphasized by competitors in the wearable medical device sector battling to provide clients with the best devices.

Weaknesses

Weaknesses in the wearable device industry include relative newness in the broader healthcare community. Therefore, innovators have not yet developed, tested, or commercialized a wide range of wearable devices. The industry is in the introduction and growth stage, given its potential for growth in monitoring abnormal changes in the body. The goal of eradicating, or more realistically, minimizing errors will require much more in-depth research, innovative development, and thorough testing.

Opportunities

There are boundless opportunities in the wearable medical device industry (HIMMS, 2022). The most developed area of remote monitoring still has room for growth as more characteristics of the body can be recorded and analyzed. Diagnosing ailments and delivering appropriate doses of medicine can also be effectively expanded using artificial intelligence. In geographic locations where access to medical care is limited, it is possible to visualize how wearable medical devices can make a significant difference in the healthcare system.

Threats

The global nature of the wearable medical devices market will likely spawn more competition for market share, with players jostling to capture larger pieces of this very lucrative industry. As was the case in other sectors, the best players will undoubtedly rise to the top. The issue for patients and medical personnel is trust in the reliability of wearable devices. Due to potential device problems, broken trust will be challenging to recuperate as there will be a greater challenge to re-establish the technologies necessity in society. The role of federal agencies in monitoring devices to ensure patients' protection and other stakeholders proceed appropriately will pose additional limitations on the activities of manufacturers, marketers, and medical personnel that encourage the use of wearable medical devices.

Community Implications of Wearable Devices

Precision medicine aims to enable patient-centric decisions that meet the triple aims of improving patient health, improving patient experience, and reducing costs. Integrating wearable devices into telemedicine infrastructure has beneficial implications for physicians and patients. Patients no longer must leave work early for a doctor's visit, travel to the office, locate parking and sit in a provider's waiting room to see a doctor on their schedule or encounter delays due to

unexpected situations. On the other hand, the provider can complete in-visit appointments and schedule video conferences or telephone calls with the patient at a mutually convenient time. The societal benefits can significantly affect the minority community as health disparities are prominent.

Wearable technology in healthcare is of great importance today, and its potential for helping people improve their health is undeniable (Callier & Fullerton, 2020). The risk of digital profiling is likely to be disproportionately borne by historically marginalized groups, including underrepresented populations such as women, disabled, poor, homeless, and ethnic minorities (Campos-Castillo & Anthony, 2021). Unfortunately, the minority populations that tend to struggle with chronic diseases such as diabetes could benefit from wearables but are the least likely to afford them (World Health Organization, 2021). Wearables are still in a range that is out of reach for many consumers. That is especially true if someone must decide whether to spend that money on groceries or wearable technology and do not fully understand how a wearable could help them improve their health long term. If that is the case, chances are that person will not spend their money on a wearable.

Minority Impact

The implicit biases of concern to healthcare professionals operate to the disadvantage of communities that are already vulnerable. Examples include minority ethnic populations, immigrants, the poor, low health-literacy individuals, sexual minorities, children, women, the elderly, the mentally ill, the overweight, and the disabled (Martin, Tavaglione & Hurst, 2014). The presence of implicit biases among healthcare professionals and the effect on the quality of clinical care is a cause for concern (Jost JT et al, 2020). During the pandemic, racial and ethnic minorities are potentially more likely to use telehealth because of the threats to their health (Egan, Zhao & Axon, 2010). First, their low socioeconomic position in society raises the likelihood of suffering from chronic conditions requiring follow-up care (Freedman & Spillman, 2016), creating a need for telehealth to avoid in-person visits without disrupting treatment plans. Wearable technologies will play an essential role in advancing precision medicine by enabling the measurement of high information content with clinically relevant parameters.

Despite proof of lower rates of telemedicine use among racial and ethnic minorities, other research suggests that seeing patients virtually might reduce providers' biases and the resulting disparities in health care (Shavers et al., 2012). The presence of implicit biases among healthcare professionals and the effect on the quality of clinical care is a cause for concern (Selvin, Parrinello, Sacks & Coresh, 2010). Professionals in the U.S. widely document racial healthcare disparities, and implicit race bias is one possible cause. Innovations in health care policies and technologies risk reproducing and even exacerbating existing inequalities due to systemic racism, making it less likely that members of racial and ethnic minority groups can benefit (Martin, Tavaglione & Hurst, 2014).

Several policy changes increased the use of telehealth (Veinot, Ancker & Cole-Lewis, et al., 2019), as defined by the U.S. Health Resources and Services Administration (HRSA). These changes include using electronic information and telecommunications technologies to support and promote long-distance clinical health care, patient and professional health-related education, and public health administrations (Health I.T., 2020). Recent studies showed that patient experience with telehealth visits was, on average, more positive than that with traditional office-based visits (Hays & Skootsky, 2020). Tele-video visits were also more positive than in-office

visits for care coordination, overall doctor rating, and willingness to recommend to family and friends (Hays & Skootsky, 2020). Telehealth is likely to impact several factors related to medical workforce supply in remote and rural regions. However, the expected benefits will materialize if organizations integrate this technology correctly as a support to professional practice.

Conclusion

The societal benefits of telehealth are apparent and pertinent in this period of transformative technology. The well-established telehealth infrastructure accompanied by the proven technological capabilities of wearable devices can work in concert to provide a greater breadth of patient insight. The benefits are exhaustive as systematically gathered data and sequential online meetings can provide a significantly improved caliber of efficiency unmatched by clinic-based care. Many milestones will be achieved before wearable devices and telehealth reach their full potential, however, in the near future, it will be standard practice for physicians to comprehensively monitor, diagnose, and treat patients from the comfort of their homes.

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Discussion Questions

1. Will telehealth and wearable devices combined contribute to filling the gap concerning a severe shortage of healthcare personnel?
2. Will self-monitored wearable devices lead to a healthier United States of America as we monitor ourselves and make better choices?
3. What can we do to reduce skepticism around wearable devices among Baby Boomers?

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“Flower Love Power”
2021

Original Painting by Twyla Gettert

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COVID-19 Outcomes Defy Odds: Adaptive Leadership Integrates the Catholic Intellectual Tradition

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“There will be great earthquakes, and in one place after another food shortages and pestilences; and there will be fearful sights and from heaven great signs.”
– Luke 21:11

Abstract

The COVID-19 pandemic drastically affected the operations of Catholic Higher Education Institutions (CHEIs) in the United States. St. Thomas University (STU), Miami Lakes, FL, captures its responses to the pandemic in a storytelling format that includes integration of the Catholic Intellectual Tradition (CIT). This is reflected in the distinctive Catholic culture of the campus community. The unique integration of commonly accepted *CIT* core principles for Catholic higher education from the Association of Catholic Colleges and Universities (ACCU) imbued into the response planning process offers a distinguishing story perspective. The activation of a center for Pandemic Disaster and Quarantine (PDQ) Research is among the outcomes from intentional planning to meet the current and forward-looking needs of the greater STU communities served. STU demonstrated an ability to remain faithful to the values proclaimed in its vision and mission statements while concomitantly adhering to the virtues of the school’s patron namesake, St. Thomas of Villanova. The account and story outline recommendations in the CIT for review and future study.

Keywords

COVID-19, adaptive leadership, Catholic Intellectual tradition, higher education, mission, St. Thomas University

Introduction

Globally, the shock from the COVID-19 pandemic continues to plague both faith-based and secular higher education institutions. As one of ten diocesan universities in the United States, St. Thomas University (STU), Miami, Florida, achieved unintended positive outcomes and defied the odds from the host of pandemic-induced challenges.

The authors apply a storytelling style to trace the evolution of STU's response and outcomes throughout the COVID-19 pandemic; and explore effects on continuity and growth as STU fulfilled its mission of engendering the Catholic Intellectual Tradition (CIT). Adaptive Leadership is the style STU leaders embrace as a practical leadership model during this period of crisis. The authors identify nine commonly accepted core CIT principles for Catholic higher education embraced by the Association of Catholic Colleges and Universities (ACCU) (2017); and examine selected examples that guided STU's journey. STU's response to unanticipated interruption of campus-wide activities resulting from pandemic circumstances outside its control reflects core principles from the ACCU in relation to supporting the CIT frame the story of STU's response (Table A). The authors focus on selected universal Catholic principles of hospitality, compassion, dignity of the human person, and innovation for the Common Good to illustrate the campus community responses and outcomes. These selected core principles form the basis of STU's supportive narrative as an institution committed to limitless growth and opportunities that affirms Catholic Identity.

STU and COVID-19

The COVID-19 pandemic abruptly interrupted "business as usual" at STU. Prior to this disruptive event STU had been an organization in the throes of positive change and a trajectory of growth in enrollment. As is the case with other American Catholic universities and colleges, STU distinguishes itself from secular counterparts through its identity and mission (Morey & Piderit, 2006). Throughout the journey, STU was able to respond and maintain continuous operation while remaining hinged to its virtues, values, vision, and mission.

In concert with the tenets and teachings of the Catholic Church and an ongoing commitment to the CIT, STU adapted and pivoted at the inception of COVID-19 from its intended operational path and plans. [The CIT is a way of answering the significant questions of life using the cumulative wisdom over a number of years (ACCU, 2017)]. Intra-university collaboration across multiple academic and department disciplines contributed to data gathering and cooperation that helped STU's pursuit of its vision and mission.

Core Principle: Hospitality

For many of us, the COVID-19 pandemic and 2020 in general saw a long season of loss, fear, change, and self-discovery. We prayed for our dearly departed, we watched as uncertainty played out on our TV and mobile screens, and we adapted to new ways of relating with our families. COVID-19's disruption was first felt campus-wide at St. Thomas University on March 3rd, 2020, when the first communication dealing with the virus was sent to faculty, staff, and students.

The Spring 2020 semester begun as it does every year at STU, a vibrant campus filled with students, "winter weather" that is the envy of the country, and the nascent hope for a

semester of learning, betterment, and reconnection with friends and faculty after the Christmas break. By the end of January, journalistic bells were tolling, warning of a SARS-like virus originating in China. By the end of February, there was no doubt the virus had spread to the United States, and the country was about to experience its first full-blown pandemic in living memory. Meanwhile, President David A. Armstrong, J.D., and the leadership of STU were conducting daily meetings, discussing, and planning for still unforeseen effects of the virus on the STU community, and the prospects of working through the daily challenges from this malevolent microscopic threat.

Pandemic, Disaster, and Quarantine (PDQ) Research

One of the first realizations from the pandemic was a need for prudent stewardship of the collective gifts, resources, and talents entrusted to the STU campus community. President Armstrong and his staff recognized a need to study and research evidence-based strategies to ameliorate the challenges from the pandemic; and to prepare for a sustainable future for those to follow. STU spearheaded and launched a visionary initiative. --The St. Thomas University Center for Pandemic, Disaster, and Quarantine Research (PDQ). (The PDQ is a multidisciplinary collaboration among St. Thomas College of Law and STU Gus Machado College of Business and two of its institutes: the Victor and Lisa Mendelson Institute for Data Science & Analytics and the Institute for Ethical Leadership.) Drawing on the expertise of Dr. Jose Rocha, Dr. Sean Mondesire, Dr. Anthony Andenoro, and STU College of Law faculty, the Center serves as a repository and expert source on the impacts of pandemics and disasters in each of the relevant disciplines.

The mission of the PDQ includes serving as a global central source for modeling and predicting how institutions, companies, cities, counties, states, and nations can better prepare; and understanding the far-reaching effects of these issues on our communities. The PDQ at STU measures, tracks, and analyzes the long-term influence of disasters and pandemics on business practices, ethical decision-making, consumer behaviors, crime, societal norms and biases, climate, law, health, government, international relations, and the economy. In addition, the Center forms data-sharing partnerships and seeks to conduct research in collaboration with companies, institutions, and government to aid in prevention, mitigation, and recovery.

Challenges and Reflections

The first challenge was the seamless continuation of STU's exceptional student-centric education experience. Wodon (2020) claims that the need for a swift and immediate response to the COVID-19 pandemic was a global challenge for Catholic schools everywhere. The last weeks of the Spring semester were taught online, requiring many faculty to adapt pedagogy and deal with the quirks of internet-based meeting software, such as Zoom and Microsoft Teams. On March 23rd, President Armstrong (2020) addressed the community via video. After encouraging prayers for the sick, their families, and the brave first responders, nurses and doctors fighting on the COVID-19 front lines, he offered these reassuring words,

This is a very tough time. What I would say about tough times is that it creates tough people. We are the greatest country in the world because of who we are and how we react to tough times. All of us, together, will overcome this. And people at St. Thomas University and educated at St. Thomas University will take a leadership role through our mission: we educate ethical leaders for our global community. Leaders for life. And if there is ever a time, we all need to lead, this is it.

Problem solving and critical thinking skills helped ease the onslaught of situations requiring decisive and efficacious responses.

Seminal research by Heifetz, Reshow, and Linsky (2009) describes Adaptive Leadership as the capacity to thrive through change. Adaptive organizations thrive under effective leadership during challenging circumstances. Yukl and Mahsud (2010) further claim that leaders, who practice an Adaptive Leadership style, pivot, and tailor relevant behaviors for the situations in which they are needed. The STU senior leadership, board members, faculty members, and staff embraced an adaptive leadership style and mindset to engage in higher order thinking. This helped them deal with STU's needs while remaining hinged to its Catholic values.

The community's response was immediate. President Armstrong's inspiring words kicked off a renewed vigor and drive to surmount all difficulties, and the Bobcat family not only supported each other, but expanded their efforts into the community by helping to distribute food to affected residents of Miami Gardens through a collaboration with Feeding South Florida. Always leading from the front, President Armstrong joined then-Mayor of Miami Gardens, and current Executive Director of the PDQ at STU, Oliver G. Gilbert III. Together, Armstrong and Gilbert, along with a small army of student volunteers, to deliver much needed supplies to several locations around Miami Gardens. Internally, St. Thomas University's Board of Trustees supported the purchase of computers for STU students who were lacking the tools needed to continue their education online, and behind the scenes, STU staff worked tirelessly to deliver \$648,000 in federal CARES Act funds to many STU students faced with unanticipated, COVID-related expenses.

As the Spring semester closed, one event loomed largest, "Commencement." For STU's graduating seniors, the CDC (Centers for Disease Control and Prevention) restrictions erased the hopes for an in-person ceremony. President Armstrong stressed the importance of the moment and directed staff to create a virtual Conferral of Degrees, but with a promise they would have an in-person commencement. To raise the spirits of the graduates and instill some semblance of normalcy, faculty, staff, and President Armstrong packed their cars with congratulatory yard signs and door signs, and hand delivered them to hundreds of STU Class of 2020 graduates across South Florida.

On May 9th, an animated cartoon Bobcat, Provost Jeremy Moreland, Dean Tamara Lawson, and Archbishop Wenski joined President Armstrong during two live YouTube broadcasts to confer bachelor's, master's, and doctorate degrees to graduating students. An online audience of over 2,000 cheering family and friends joined the Conferral of Degrees broadcasts and applauded as President Armstrong promised an in-person graduation celebration yet to come.

While campus remained open to faculty and staff, a small number of students lived in STU dorms, and faculty members taught the Summer 2020 semester online. April and May saw incredible innovation in the virtual delivery of not just classes, but orientations, seminars, and COVID-19 related educational sessions.

Leading into, and throughout the summer, plans were being laid to bring students back to campus for the Fall 2020 semester. While most universities spoke of shutting down in-person education and fall sports, St. Thomas University, followed emergent science and CDC recommendations, developed internal procedures and technologies that would allow STU to thrive in an educational environment otherwise wrought with fear and indecision. On July 7, President Armstrong launched the principal tool allowing for the delivery of a hybrid educational model to all STU students: BobcatGo!

Core Principle: Dignity of the Human Person

The STU Office of Information Technology, in close cooperation with academic leadership, assisted students and faculty with a pivot to a virtual-assisted method of teaching and learning, which provided everyone the ability to continue classes at home, in their dorms, and in the classrooms. BobcatGo! placed technology in every university classroom, allowing instructors to teach simultaneously in person and online. BobcatGo! was “center stage” on August 24, accommodating hundreds of students on campus and virtually for the first day of the Fall 2020 semester. The virus and travel restrictions affected traditional learning for international students, but the virtual Bobcat GO platform created by dedicated staff members eased uninterrupted student learning.

The athletic success of Bobcat student-athletes mirrors the academic success that was and continues to be BobcatGo! In Fall 2020, only 2 out of 21 NAIA conferences successfully completed their seasons: Crossroads League and the Bobcat’s own Sun Conference. Men and Women’s Soccer, Women’s Volleyball, Men and Women’s Cross Country, and Bobcat Football all indomitably closed out their seasons. Bobcat Football, in only its second year, posted a winning record and closed out their season with three consecutive wins. Men’s Soccer became Sun Conference Champions for the third time in five years.

Core Principle: Innovation for the Common Good

With temperatures finally dropping, a contentious presidential election in the books, and Fall 2020 winding down, President Armstrong delivered on his promise for a live, in-person graduation celebration. On December 11th, three in-person Commencement ceremonies were held at the Fernandez Family Center for Leadership and Wellness. The ceremonies reflected all the pomp and circumstance usually associated with such joyous occasions, but this time included masks, ample hand disinfectants, and social distancing. Friends and family once again roared, as graduates, who missed walking across the stage the past summer joined fellow Bobcats who finished their degree requirements in the fall. Together, they triumphantly walked across the graduation stage to receive their diplomas.

The new year brought in the 2021 Spring semester, and St. Thomas University continues to lead in its efforts to bring students back to the classrooms. BobcatGo! is still operating and serves as a bridge between faculty and students in the class, and students using the platform for virtual instruction due to COVID-19 issues. The STU campus continues to follow CDC guidelines, and student-athletes are playing spring sports. There is a glimmer of hope in eyes that smile above masks covering Bobcat faces.

While 2020 proved to be one of the most challenging years in the modern history of the United States, the resiliency, tenacity, innovative spirit, adaptability, and kindness of the American people were in full display. Nowhere more so than on a beautiful college campus in South FL where Bobcat's roam and possibilities are beyond limitless.

Looking Ahead

As STU considers further coordination of a more concerted and centralized focus on an authentically CIT, foundational considerations from Rizzi (2019), who focuses research and analysis into four thematic "Elements of Catholic Institutional Identity": The following are potential theme considerations and brief descriptions for further growing and fostering engagement in the Catholic culture on campus.

- **Academics and Teaching:** Considers sub themes such as Interdisciplinary Inquiry, Education for a Purpose, and Information about Catholicism.
- **Research and Scholarship:** Applies an Ethical and Theological Perspective, Service to the Church, and Interreligious Dialogue.
- **Student Life:** Engages Lived Values, Holistic Personal Formation, and Sacramental Experience.
- **Administration:** Includes the Professional Development for Employees, Communication, and Values-Based Decision Making.

The ultimate responsibility and oversight for activities aligned with the CIT will be coordinated by the STU Office of Mission and Ministry, Academics (inward and outward facing), Student-centric Co-curricular Activities, Faculty Members and Staff (and their onboarding), and Research/Scholarship/Ethical Practices surface are among critical components of institutions of higher education considered as STU continues the journey toward limitless excellence.

Additional recommended areas for future study will focus on PDQ Center research, collaboration, and process improvement methodologies needed to catalyze the efficiency and effectiveness of responses to COVID-19. For example, the PDQ center is exploring how to assist organizations with strategic business continuity planning as well as tactics to avoid operational interruption. In addition to business interruption avoidance, there is a strong perception that organizations with written business continuity plans may be able to achieve a reduction in property and casualty insurance premium thereby having the double effect of being able to fulfill its organizational mission while reducing overhead operating expenses.

Discussion

Secular and faith-based institutions of higher learning continue to adapt and respond to the effects of the COVID-19 pandemic. An Adaptive Leadership style is needed in response to the dynamic needs of an organization while remaining hinged to its virtues and values in the CIT. STU may have fared better than secular institutions of higher learning during the pandemic because of the Catholic principle of solidarity in organizations that strive for a strong Catholic identity. The CIT encourages adherence to the tenets and teachings of the church. STU maintains, refines, and builds upon a strong well-formed authentic Catholic culture platform,

pre-pandemic, which provided both a firm foundation and supported the requisite pivot by senior leadership. This re-directed pivot allowed STU to remain faithful to the values proclaimed in its vision and mission statements while concomitantly adhering to the virtues of the school's patron namesake, St. Thomas of Villanova.

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**Appendix
Table A**

The Catholic Intellectual Tradition: Core Principles for the College or University

1. Commitment to Universal Truth

The Catholic tradition is born out of the search for encompassing truths that create a unity that comprehends everything knowable by human reason. Drawing on our theological and philosophical underpinnings, the Catholic Intellectual Tradition identifies the ultimate Truth with the cause of all creation, which is God.

2. Faith and Reason

The CIT presupposes that what is knowledgeable by human reason and by God's revelation are not only compatible, but also mutually informing. Therefore, the Catholic tradition contemplates and seeks to understand the truths through a mutually illuminating dialogue of faith and reason.

3. Integral Relationship to the Catholic Church

Born from the heart of the Catholic college or university advances a common love of knowledge and wisdom in its research, teaching, and service. Participating in the wisdom of the past and casting a discerning gaze on knowledge of every age, the Church and academy are united in the endeavor of advancing the common good of humanity.

4. Hospitality and Tradition

The Catholic college and university engage all cultures, ideas, and people in a spirit of respectful dialogue in the pursuit of deeper understanding. Recognizing our foundation in the love of God and neighbor, the Catholic Intellectual tradition calls us to openness and warmth in scholarship, service, and all academic pursuits (ACCU, 2017).

5. Sacramental Vision

The Incarnation of Christ and his continuing presence in the Eucharist changes the way that Catholics view the world. Catholicism recognizes the world itself as a sacred sign of an invisible reality. Therefore, the Catholic college or university attends to all aspects of creation. The material world encountered through the senses opens the way to truths about creation that transcend a person's faculties. Such a sacramental vision sees the whole universe as the good gift of God and stirs one to know and understand the gift of this world.

6. Power of Beauty

The awareness of beauty is one of the most profound qualities of a Catholic humanism. The CIOT is an artistic tradition; the Church's sacramental vision of God and the cosmos aims to foster artistic creation and appreciation. Therefore, the university is charged with the promotion and analysis of the arts and sciences as manifestations of beauty.

7. Appreciation of Creation

Study of the physical world-- from the cosmos to the molecular level – is a means to grow closer to God through understanding the universe he created. Humanity has been entrusted as caretakers of creation, and scientific knowledge provides the understanding necessary to support responsible stewardship. Like all scientists, scholars at Catholic institutions use the scientific method to understand the mysteries of the natural world in all its beauty and complexity. The Catholic tradition also calls upon scholars to engage in studies ethically and to provide insights to care for the world in which humanity lives.

8. Dignity of the Human Person

The CIT exemplifies an ethical tradition that affirms the intrinsic value of each human being as created in the image of God. The person's sacred worth obligates us to promote conditions consistent with human dignity and reject those conditions that threaten intrinsic human value.

9. Innovation for the Common Good

The pursuit of the common good and the improvement of the conditions of life arise from the dignity of the person. Scholars at Catholic colleges and universities are invited to find and understand new ways to meet human needs and solve the problems of society. This search fosters understanding and innovation that promotes human flourishing in community.

Source: Association of Catholic Colleges and Universities. (2017). *The Catholic intellectual tradition: Core principles for the college or university*. Washington, DC: <https://www.accunet.org/Publications>

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Discussion Questions

1. How do the stakeholders of organizations (e.g., Boards of Directors, senior leadership teams, and staff members) prepare for planned and unplanned crises/disasters?
2. What styles of leadership are appropriate for the preparation and orchestration of crises-disasters that affect organizations; and what can be learned from retrospective reviews?
3. How do the values, vision, and mission affect the culture and response of an organization to crises/disasters?

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Examining Servant Leadership and Burnout among NCAA Student-Athletes

**Yuliana Umanets
and
Seok-Ho Song**

Abstract

This research examined the impact of servant leadership on burnout. More specifically, this study evaluated the degree of association between NCAA Divisions I-III student-athletes' perceptions of coaches' servant leadership and the student athletes' burnout scores. The researchers utilized the quantitative methodology protocols to collect and analyze the participants' responses to the modified version of the Servant Leadership (SL-28) scale, Athlete Burnout Questionnaire (ABQ), and Demographic Questionnaire.

The statistical analysis revealed a significant negative correlation between total servant leadership and total burnout scores. Researchers performed the multivariate regression analysis with the five servant leadership dimension scores as independent variables and three burnout dimensions as the dependent variables. All tests produced significant models indicating significant negative correlations between the dimensions. The additional analysis showed that the participant's gender was a significant predictor of total ABQ scores. This study was the first to examine servant leadership and burnout correlation within collegiate athletics; thus, this research shows the potential direction for further investigation of these variables.

Keywords

servant leadership, burnout, NCAA, student athletes, collegiate athletics, sports

Introduction

As established in the National Collegiate Athletic Association (NCAA) mission statement, student-athletes' academic and athletic development should be the number one priority of the organization and its members. Nevertheless, this is not always the case. Due to the win-at-all-costs culture, which is highly prevalent in collegiate sports, many athletic programs neglect student-athletes' growth and needs and prioritize winning and profiting instead. As a result, student-athletes are exposed to constant severe stressors that often lead to them

experiencing serious burnout symptoms. Burnout decreases the level of performance and overall well-being of student-athletes. Leadership experts call for athletic departments to reconsider their long-standing leadership philosophies and propose servant leadership as an adequate tool for collegiate athletics to minimize burnout and improve student-athletes' overall well-being (Burton & Welty-Peachey, 2013). This study investigated the impact of coaches' servant leadership style on student-athletes' burnout levels. Researchers conducted additional analysis to examine supplemental variables' effect on the servant leadership and burnout dimensions.

Problem Statement

NCAA and its members provide a unique opportunity for student-athletes to obtain a university degree while playing a favorite sport. Since collegiate sports are most popular in the United States and Canada, athletes worldwide strive to have an opportunity to master their athletic skills while working on a degree. The unique opportunities and benefits that student-athletes receive trigger a high interest among the student-athletes making collegiate athletics a very competitive environment.

NCCA and its members pledge to make student-athletes' academic and athletic development the main priority. However, this is not always the case. Winning at any cost culture and tremendous public interest in collegiate athletics resulted in a highly commercialized environment within collegiate athletics (Smith, 2000). The needs and interests of student-athletes are no longer the sole priority of athletic programs. Given the current competitive nature of collegiate athletics, many programs shifted their focus to winning, generating revenue, and creating unique entertainment for stakeholders and fans (Sullivan, 2019). Athletic departments satisfying self-centered ambitions and priorities became a new norm, while student-athletes are the victims and biggest losers (Burton & Welty-Peachey, 2013, Sullivan, 2019).

When student-athletes arrive on campus, they expect to receive continuous support and mentoring throughout their college career. However, student-athletes often find themselves only as a tool for athletic departments to reach their organizational goals. Student-athletes are exposed to severe expectations from athletic departments, coaches, teammates, parents, and the community on a regular basis. Athletic department stakeholders expect student-athletes to perform exceptionally on the field and contribute to the winning record. At the same time, student-athletes must meet academic requirements to remain eligible. In addition, athletic programs require student-athletes to volunteer and participate in community fundraising events. The pressure to satisfy high expectations by effectively balancing a twenty-hour weekly practice schedule, full-time academic load, and extracurricular activities put student-athletes at risk of experiencing burnout.

Burnout is a serious condition with severe consequences if not identified at the early stages. Furthermore, burnout symptoms can become chronic if not properly managed. Burnout can negatively influence the mental and physical health of athletes. It triggers athletes to believe that their activity has no value or meaning; they lose interest and perceive themselves as incompetent. Such internal demotivation often makes athletes feel exhausted and consider quitting their sports careers altogether. While student-athletes' mental health is the major issue within collegiate athletics, the exact number of student-athletes experiencing burnout is unknown. Despite the severe consequences that burnout can have on student-athletes' mental and physical health, a limited number of studies are investigating this issue.

Experts believe it is time for athletic programs to change their leadership preferences due to blunt disregard of student-athletes' needs within collegiate athletics (Burton & Welty-Peachey, 2013). For half a century, transformational and transactional leadership styles have been the preferred leadership methods within collegiate athletics. However, the unhealthy environment causing mental issues and distress among the student-athlete population demonstrates that it is time to shift towards other-centered leadership behavior.

Since servant leadership is a follower-centered approach, numerous experts suggest it is an excellent leadership style for collegiate athletics. Servant leadership principles can restore proper values within collegiate athletics and correct the moral compass and priorities of the athletic departments. Servant leadership is proven to be a leadership style that could create an open and caring environment where student-athletes could become the best version of themselves by advancing personally and professionally. Existing research on servant leadership and burnout within the organizational context demonstrates that servant leadership is capable of minimizing burnout among followers (Babakus et al., 2011; Bobbio et al., 2012; Tang et al., 2016); thus, researchers should investigate servant leadership within collegiate athletics to determine whether it is a valuable tool to improve student-athletes mental and physical health by minimizing their exposure to burnout.

Even though experts call for broader adoption of servant leadership, it is still in its infancy within collegiate athletics. Currently, there are no studies investigating the influence of coaches' servant leadership style on the burnout levels of student-athletes. Nevertheless, coaches are the focal point of contact and play a crucial role in the development and growth of athletes. Furthermore, coaches could be the primary influencers and mitigators of burnout among student-athletes. This research aimed to fill the gap within the current literature, contribute to the problem solution, and pave the way for future research.

Hypotheses

H1: There is a negative correlation between the overall servant leadership score and student-athletes' overall burnout score.

H2: The five measured servant leadership dimensions contribute to the variability of athletes' burnout scores.

H3: There is a negative correlation between servant leadership dimension scores and burnout questionnaire subscale scores.

Theoretical Framework

Burton and Welty-Peachey's (2013) research examining servant leadership's role and its potential impact within collegiate sports, Raedeke's (1997) work on sports-related burnout, and Ryan and Deci's (2000) self-determination theory (SDT) served as a foundation for this research.

Burton and Welty-Peachey were among the first experts to propose servant leadership as a valuable leadership theory applied within collegiate sports. The researchers contrasted servant leadership's other-centered philosophy with essential elements of the transformational leadership theory that has been widely studied and adopted within the sports setting for the past half a century. Given that the transformational leaders' main priority is obtaining organizational goals, it may not be suitable given the nature of collegiate athletics, where nevertheless, student-athletes' needs and interests should be the number one priority of their leaders. Hence, Burton

and Welty-Peachey encouraged the leadership paradigm change and suggested servant leadership as the ultimate leadership for athletic directors, administrators, and coaches looking to correct the moral compass within their organizations, encourage growth and improve the overall well-being of student-athletes. According to Burton and Welty-Peachey (2013), “there are unique elements to servant leadership, setting it apart from other forms of leadership and perhaps making it better suited to meet the espoused mission of intercollegiate athletics” (p. 357). Servant leaders encourage their followers to become the best version of themselves. Followers’ well-being and continuous personal and professional growth are always top priorities of servant leaders, the behavior that aligns with the main priorities and mission statement established by the NCAA (Burton & Welty-Peachey, 2013).

One of the primary concerns within collegiate athletics is the well-being of student-athletes. Researchers report alarming rates of depression, anxiety, and unhealthy coping behaviors (such as substance abuse) among the student-athlete population across universities (Davoren & Hwang, 2014; Hainline et al., 2014; Wolanin & Hong, 2016). Burnout is a very under-researched issue within collegiate sports; nevertheless, it could be one of the primary reasons many student-athletes suffer from mental and physical problems. While burnout could be the consequence of various health problems, it could also be a primary cause for student-athletes to experience severe symptoms that affect their well-being. While burnout has been researched by prominent burnout pioneers for almost half a century now, Raedeke (1997) was one of the earliest researchers to move beyond examining burnout within its original service type of job context and explored its manifestation within a sports setting. For athletes, their sports performance plays a central role; thus, to measure sports-related burnout, Raedeke (1997) emphasized the importance of using sports performance-related dimensions to create a model measuring sports-related burnout. Raedeke and Smith (2001) identified the following: (a) *emotional and physical exhaustion*, (b) *reduced sense of accomplishment*, and (c) *sport devaluation* as three primary determinants of burnout within sports; they also developed the Athlete Burnout Questionnaire (ABQ), a reliable and widely used assessment tool to measure burnout among athletes. Raedeke’s findings guide modern sports-related burnout studies and are foundational to this research’s theory and methodology development.

The foundational element of servant leadership is serving others. Leading by serving differentiates servant leaders from practitioners of other leadership behaviors. To successfully apply servant leadership theory, it is essential for servant leaders to demonstrate genuine concern for their followers’ needs and interests and nurture their growth and development through continuous support and positive motivation. Servant leaders can influence organizational outcomes by nurturing their followers’ skills and talents (Sullivan, 2019).

Ryan and Deci’s (1985) self-determination theory fits well within the concept of positive psychology due to its focus on “optimal functioning, psychological health, and eudaimonic well-being” (Gagne & Vansteenkiste, 2013; Sullivan, 2019, p.214). Mayer (2010, as cited in Sullivan, 2019) was the first to correlate servant leadership’s philosophy to prioritize followers’ need satisfaction with self-determination theory. Since SDT theory is a model that concentrates on need satisfaction, its principles perfectly align with the servant leadership approach (Sullivan, 2019.). Since satisfying the needs of the followers sits at the top of the servant leadership pyramid, the SDT model “provides a robust body of evidence of what those needs are (autonomy, belongingness, and competency) and how those needs can be met for both leaders and followers” (Sullivan, 2019, p. 217). Both theories depict the idea that for individuals to grow, feel valued, motivated, enthusiastic, and committed to their teams and organizations, their

fundamental needs should be satisfied. Such individuals feel in control of their destinies and demonstrate more robust engagement, effort, and concentration (Sullivan, 2019). On the contrary, lack of need satisfaction is correlated positively with elevated stress levels, anxiety, depression, and feelings of apathy and helplessness, negatively influencing an individual's health and overall well-being. These symptoms often lead to burnout, a dropout from favorite activities, and severe mental disorders (Sullivan, 2019).

These foundational research studies' unifying theme is the importance of the followers' need satisfaction for their continuous growth and prosperity. These theories support the idea that leaders need to switch focus on their followers, and by nurturing them, leaders can achieve their organizational objectives. If followers' needs are fulfilled, they experience higher levels of organizational commitment and dedication, improved satisfaction and well-being, and increased engagement, motivation, and enthusiasm. They are highly interested in achieving organizational goals and strive to act in their institution's best interest. These positive feelings and emotions are an antidote for burnout and mental health issues. Observing the positive impact on followers allows servant leaders to enjoy the process of needs satisfaction and remain committed to serving others.

Collegiate athletics' primary purpose is to provide student-athletes with the necessary resources and support to nurture their skills and knowledge. As Howard-Hamilton and Sina (2001) stated, it is the responsibility of the "faculty and administrators to seize every opportunity possible to challenge and support student athletes on their developmental journey" (p. 43). These athletes represent a future generation of professionals, and college years are a prime period for them to obtain the necessary knowledge to guide them and help them advance in life—this is indeed not a place and time for young athletes to feel neglected and burned out. Howard-Hamilton and Sina (2001) emphasized:

There are tremendous amounts of responsibility and high expectations placed on the shoulders of all the young athletes who come to our institutions. If what is expected of them is success in the classroom as well as on the court or field, it is imperative that support be provided at all levels of the institution so that they can be intellectually, emotionally, and physically fit. (p.43)

Collegiate sports should be an environment where student-athletes' needs and interests are fulfilled, and their mentors are capable of protecting them from aggressive external stressors, which could negatively impact their development and well-being. At stake is also the reputation and credibility of administrators and educators who assumed responsibility to prepare students-athletes to advance in life, given the "new, knowledge-based society" (Howard-Hamilton & Sina, 2001; Wyatt, 1999, p. A56).

Literature Review

Servant Leadership

Servant leadership has gained tremendous popularity over the last two decades due to dramatically declining moral standards and severe ethical crises within business, sports, and politics. A strong need to shift towards follower-focused leadership has encouraged many institutions to research and adopt foundational beliefs and principles of servant leadership within

their organizational structures. Servant leadership has been investigated quantitatively and qualitatively across different settings and industries worldwide. To date, however, very few studies examine servant leadership in the collegiate athletics context. However, experts encourage research and adoption of servant leadership within collegiate athletics since traditional organizational research on servant leadership suggests that it may positively influence the institutional environment and steer current practices and the development of new policies in the right direction.

Robert K. Greenleaf (1904–1990) coined the servant leadership theory in 1970, after 38 years as a Director of Management Development at AT&T (Frick, 2004). While climbing the corporate ladder, Greenleaf acknowledged that those managers who cared about their followers' needs, were supportive, and demonstrated other-centered leadership approaches successfully nurtured their followers as individuals and succeeded as a group. Greenleaf introduced and discussed the servant leadership theory in a seminal essay titled *The Servant Leader*, where he proposed that a good leader is a servant first and that his primary tools to influence his followers are "listening, persuasion, access to intuition and foresight, use of language, and pragmatic measurements of outcomes" (Frick, n.d., para. 5). In the next four years, Greenleaf published two more essays suggesting that professionals should practice servant leadership on the organizational and social levels and that trustees can be servants (Frick, 2004).

There is no universal definition of servant leadership; thus, over the last 40 years, researchers worldwide have strived to at least provide loose descriptions of what servant leadership is and how it influences leaders and followers. The most well-known and widely cited definition of the theory is as follows: "The servant-leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead..." (Greenleaf, 1977, p. 13).

Greenleaf noted that leadership has an involuntary opportunity to either grow or destroy the followers' and organizations' lives. However, it is up to the leaders to determine their influence's direction. Even though emphasizing followers' needs is an essential characteristic of many modern leadership styles, leadership experts differentiate servant leadership from other styles due to its unique focus on "going beyond one's self-interest" and the leader's genuine concern with serving his followers (van Dierendonck, 2011). Servant leaders are inspired to lead by an inner calling rather than out of obligation or job responsibility. This strong inner force allows servant leaders not to lead but rather guide and serve their followers as they progress as individuals and professionals.

One of servant leadership's unique qualities is that its founder did not develop a strict definition or specific measurement tools to guide its users, as with more traditional leadership theories. Greenleaf strived to create an opportunity for leaders and their followers to explore, analyze, reflect, and grow while guided by foundational ideas and beliefs of their leadership behaviors. Nevertheless, the vagueness of its definition has undoubtedly sparked some criticism and confusion among theorists and researchers. The lack of a universal definition has allowed researchers to interpret servant leadership in unique ways, often to meet the needs of their research (Eva et al., 2019). Such practice has muddied the water in the academic community and slowed down the empirical research and adoption of servant leadership. Perhaps one of the most recent accomplishments in terms of developing a precise servant leadership definition is the one by Eva et al. (2019), who proposed that:

Servant leadership is a (1) other-oriented approach to leadership (2) manifested through one-on-one prioritizing of follower individual needs and interests, (3) and outward reorienting of their concern for self towards concern for others within the organization and the larger community. (p. 114)

There are more than 100 attributes of servant leadership in the literature (Sendjaya, 2003, p.4). All of them aim to define and measure servant leadership. Many researchers acknowledge that some key attributes of servant leaders are their natural qualities that occur, develop and manifest from within (Eva et al., 2019; Focht & Ponton, 2015; Spears, 2010).

To date, the most widely used measurements in empirical research are Liden et al.'s (2008, 2015) SL-28 and SL-7 and Ehrhart's (2004) 14-item scale (e.g., Chen et al., 2015; Hu & Liden, 2011; Hunter et al., 2013; Liden et al., 2014; Neubert et al., 2008, Neubert et al., 2016; Schaubroeck et al., 2011; Walumbwa et al., 2010) (as cited in Xu et al., 2020). Nevertheless, after conducting a rigorous process of construction and validation in a recent systematic and integrative review, Eva et al. (2019) encouraged using Liden et al.'s (2015) SL-7, Sendjaya et al.'s (2018) SLBS-6, and van Dierendonck and Nuijten's (2011) SLS models for future research, development, and adoption of servant leadership.

NCAA Overview and Leadership in Collegiate Athletics

President Theodore Roosevelt and his colleagues founded National Collegiate Athletic Association (NCAA) in 1906. It is the largest non-profit member-led organization that governs approximately 457,000 student-athletes participating in 24 sports across three United States and Canada divisions. NCAA was reorganized into three divisions in 1973 to group the members according to their financial resources, sports competitiveness level, and educational philosophy. Each Division is unique and has different eligibility requirements. There are 350 members in Division I, 310 in Division II, and 438 in Division III.

Power and wealth have become the primary determinants of success within collegiate athletics. Athletic programs put a strong focus on generating revenue for their institutions, continuous winning records, and exceptional entertainment; thus, many collegiate authorities, including coaches and upper management, still prefer to stick with so-called "old-school," power-focused authoritarian leadership styles to guide student-athletes while thriving to achieve indicated objectives (Sullivan, 2019). Even the way we refer to the top five conferences (Atlantic Coast Conference, ACC, Big Ten Conference, Big 12 Conference, Southeastern Conference, SEC, and the Pac-12 Conference) as the "Power Five" illustrates the importance and level of influence that power has within collegiate athletics (Sullivan, 2019). According to Sullivan (2019):

The arms race in college sports, the battle to build the biggest and best athletic facilities even when they are not needed, is indicative of this power model. Success is measured in who gains more power, not in terms of who achieved the most for their organization or helped their athletes become their best. (p. 10)

Athletic programs can neglect student-athletes' needs in the quest for power and wealth, negatively impacting their development, progress, growth, and overall physical and mental states. Furthermore, it cultivates an environment where cheating, abusive behaviors, and cover-

ups become a new norm (Sullivan, 2019; Burton & Welty-Peachey, 2013). According to ten-year research conducted by Lederman (2016), 96 out of 351 NCAA Division I members committed major violations, and 56% of the Power Five association programs were punished for a wide range of violations, including questionable recruiting practices, unethical conduct, eligibility violations, academic fraud, lack of institutional control, improper financial aid, booster inducements, and improper benefits among others. Shockingly, while the NCAA committee punished some programs more than once, they continued to use the banned practices. Innumerable scandals and questionable behaviors confirm that winning as a sole determinant of the program's success became so deeply rooted within collegiate athletics that it is nowadays a primary expectation of not only coaches and athletic directors but also sponsors, alumni, parents, fans, and the entire community. In the race for more wins, student-athletes are the biggest losers. Thus, there is a growing concern that current traditional leadership styles within collegiate athletics do not work. There is a strong need to explore other-oriented leadership approaches with a primary focus on interactions between leaders and followers (Sullivan, 2019; Burton & Welty-Peachey, 2013).

Burnout

The concept of burnout has been studied worldwide for over 46 years as it is a severe threat to talent development, organizational productivity, and well-being. Freudenberger coined the term “*burnout*” in 1974 in a publication, *Burnout: The High Cost of High Achievement*, in which he defined burnout as “the extinction of motivation or incentive, especially where one’s devotion to a cause or relationship fails to produce the desired results” (Martin, 1999, para. 5). Another burnout pioneer, Maslach, emphasized that it typically occurs among individuals in a service type of job. Maslach (1982) identified burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that occur among individuals who do ‘people work’ of some kind” (p. 2.) Schaufeli and Greenglass (2001) moved beyond researching burnout within service professions and identified it as “a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding” (p. 501).

Given the competitive environment and growing expectations within collegiate athletics, student-athletes are continuously exposed to severe physical and emotional exhaustion. Thus, characteristics of burnout within the organizational context can be applied to the sports setting (Vealey et al., 1998). Over the last several decades, there has been much empirical research related to burnout, as many athletes finished their careers while being at the peak of their performance, claiming they are “burned out.” Furthermore, it has become prevalent to use sports and burnout syndrome interchangeably. According to Gustafsson et al. (2014), there are over 100 publications related to burnout and its symptoms within the sports context. Researchers explored sports-related burnout in various settings; however, researchers call for additional studies, as many questions and issues remain unsolved (Gustafsson et al., 2017).

Smith (1986) was one of the first to discuss the concept of burnout in a sports context. Smith suggested that athletes experience burnout as a result of chronic stress. Due to prolonged stress, an activity that an individual once enjoyed becomes no longer enjoyable, which causes physical, psychological, and social withdrawal from the sport (Gould & Whitley, 2009). Such stress can lead to issues like depression, tension, and fatigue (Smith, 1986). If causes of stress are not mitigated or properly managed, such negative responses can result in burnout (Smith, 1986).

Advancing on the findings of burnout pioneers Freudenberg (1974), Maslach and Jackson (1981), Fender (1989) defined sports-related burnout as “a reaction to the stresses of athletic competition that can be characterized by feelings of emotional exhaustion, an impersonal attitude toward those the athlete associated with and decreased athletic performance” (p.64). Raedeke (1997) concentrated on the manifestation of burnout within sports and proposed a definition concentrating on the key determinants of burnout among athletes. According to Raedeke (1997), sports burnout is a psychological response leading to withdrawal from physical activity due to emotional and physical exhaustion, reduced personal accomplishment, and sports devaluation. Raedeke (1997) identified sports burnout using three dimensions: (a) emotional and physical exhaustion refers to emotional and physical fatigue in response to mental and physical demands of the sports activity, (b) depersonalization, diminished interest, and cynical attitude towards sports activity, and (c) sense of reduced personal accomplishment, negative perception of one’s accomplishments and performance.

Maslach and Jackson (1981) developed the Maslach Burnout Inventory (MBI) to measure burnout. The scale is used in over 90% of empirical research concerning burnout (Schaufeli & Enzmann, 1998). Raedeke and Smith (2001) adapted the MBI to the athletics context. The Athlete Burnout Questionnaire (ABQ) measures three dimensions of athlete burnout (1) emotional and physical exhaustion, (2) depersonalization, and (3) sport devaluation. The ABQ is a valid, reliable, and widely used tool to investigate athlete populations’ burnout levels.

Burnout prevalence among athletes is very speculative. Current estimates are only approximations, and the exact number of athletes afflicted with burnout is unknown (Gustafsson et al., 2017). Silva (1990) conducted research concerning harmful training-stress levels of the Atlantic Coast Conference student-athletes and found that 66% of respondents reported a feeling of overtraining, and nearly 50% indicated it was a negative experience. Gould and Dieffenbach (2002) conducted a study using Raedeke’s (2001) data collected during a swimming experiment. Based on their findings, approximately 3% of the athletes experienced burnout. After analyzing responses to the Eades Burnout Inventory from 980 elite athletes (ages 17-21), Gustafsson et al. (2007) determined that 2-6% of men and 1-9% of their female counterparts experienced high levels of burnout.

Another study conducted by Cresswell and Eklund (2005) concluded that out of 102 male rugby athletes, 6-11% experienced burnout during 12-week league competition. Important to emphasize that these percentages appear low; however, according to the classification of burnout, an individual will be considered “burned out” only if he or she scored high in all three dimensions (i.e., emotional/physical exhaustion, reduced athletic accomplishment, and sport devaluation) (Judge et al., 2012). Thus, the researchers and the overall industry should not neglect the issue of burnout, as the exact rates are yet to be determined (Cresswell & Eklund, 2007). Gould and Whitley (2009) stated that previous studies failed to determine the precise frequency of burnout among athletes because researchers used different evaluation methods with no empirically accepted burnout criteria. Thus, researchers call for additional burnout studies within collegiate sports (Gould & Whitley, 2009).

Methodology

Given the primary purpose of this study and current trends within servant leadership and sports burnout empirical research, researchers selected the quantitative method to conduct the study.

Researchers developed an online survey to collect the data from the participants. Researchers distributed the survey invitation among athletic department administrators and coaches who were asked to forward the survey link to their teams. Collegiate student-athletes were selected as a population for the following research. Researchers identified those who competed for the NCAA Division I, II, and III universities as a population sample.

To participate in the study, student-athletes had to satisfy the following requirements:

- (1) Minimum age of 18 years old.
- (2) Official enrollment into the university's academic and athletic programs.

Student-athletes of all genders, sport, division, academic year, and scholarship status were invited to participate in the research. Student-athletes were asked to sign a consent form before beginning the survey. The survey was completely anonymous, and researchers did not collect identity-revealing information.

Researchers collected the data for this research using three questionnaires, combining them into one survey document. Researchers used the Athlete Burnout Questionnaire (ABQ) (Raedeke and Smith, 2001) to measure student-athletes' burnout. The ABQ, with a total of 15 questions, examined three dimensions: (1) emotional and physical exhaustion, (2) reduced sense of accomplishment, and (3) sport devaluation. Researchers modified the Servant Leadership Scale (SL-28) (Liden et al., 2008) to measure servant leadership among participants. Researchers removed eight questions addressing "conceptual skills" and "creating value for the community" dimensions as they did not directly address the proposed hypotheses and evaluated domains beyond the study's scope. Therefore, the modified SL-28 scale consisted of 20 questions, 4 per each dimension, examining (1) empowering, (2) helping subordinates grow and succeed, (3) putting subordinates first, (4) behaving ethically, and (5) emotional healing. Researchers used the Demographic Questionnaire to gain more profound knowledge about sampled population, and the collected data was used to conduct additional statistical analysis. This section consisted of 7 questions on participants (1) gender, (2) race, (3) division, (4) academic year, (5) scholarship status, (6) gender of the head coach, and (7) sport.

After collecting the data, researchers performed multiple regression and correlation analyses to test the effects of the Servant Leadership Scale dimensions (the Independent Variables) on the Athletes Burnout Questionnaire scores (the Dependent variables), along with additional analyses to test for the effects of supplemental variables (gender, race, division, academic year, scholarship status, gender of the head coach, and sport), on the dependent variables. Researchers used SPSS software to analyze the data.

Sample Demographic Information

Researchers collected the data during a 5-week period. A total of 671 individuals started the survey; however, 486 were able to complete it fully. Entries that contained incomplete data were eliminated from the analysis. Researchers eliminated the individuals' entries if they either refused to sign the consent form, signed the consent form but skipped all other questions, or signed the consent form, completed the first page of the survey, and then skipped the remaining questions. Participants who declined the consent form were not allowed to continue the survey and were automatically disqualified from the research.

In the demographics section of the survey, researchers asked the participants to answer questions regarding their gender, race, division, academic year, scholarship status, gender of the head coach, and sport. A total of 304 respondents identified as female (62.6%), and 180 (37%) identified as male. Two respondents (0.4%) skipped this question. With respect to race, 389 respondents (80%) were White, 53 (10.9%) were African American, 3 (0.6%) were Native/Indigenous, 13 (2.7) were Asian, 1 (0.2%) was Pacific Islander, and 15 (3.1%) were Mixed. 12 (2.5%) respondents preferred to skip this question.

The research received an excellent representation of participants competing across all three NCAA divisions. A total of 118 (24.3%) participants competed in Division I, 191 (39.3%) competed in Division II, and 175 (36%) competed for Division III institution, and just 2 (0.4%) individuals skipped this question.

According to the results pertaining to the academic year of respondents, One hundred thirty (26.7%) who completed the survey were first-year students, 120 (24.84%) were second-year students, 133 (27.54%) were third-year students, and 100 (20.6%) were fourth-year students. A total of 3 (0.6%) participants skipped this question. Researchers labeled students who identified themselves as “redshirt,” “grad,” and “5th year COVID” as fourth-year students.

Another question of the demographic questionnaire was related to the athletic scholarship reciepience (e.g., full, partial, or none). According to the results of the descriptive statistics analysis, 50 (10.3%) of participants indicated that they received a full scholarship, 191 (39.3%) reported receiving a partial scholarship, and 244 (50.2%) reported that they do not receive an athletic scholarship. 1 (0.2%) participant skipped this question. In addition, a vast majority of the participants, 335 (68.9%), identified their head coach as male, and 150 (30.9%) identified their head coach as female. 1 (0.2%) participant skipped this question.

Participants of the current research represented a variety of NCAA collegiate sports. The most common sports were track and field (outdoor), soccer, volleyball (indoor), football, softball, cross-country, swimming, and diving, and rowing. Since such sports as “equestrian,” “skating,” “synchronized skating,” and “sailing” were not listed as answer options in the survey, student-athletes who entered these sports as text were classified as “other.” Only 2 (0.4%) participants skipped this question.

Results

Researchers performed a multiple linear regression on the total ABQ scores and the five servant leadership predictor variables. The results of the regression indicated the model accounted for 20.1% of the variance ($R^2 = .201$, $F(5,458)=22.999$, $p<.001$) (see table 1). Additional details of the multiple regression analyses regarding tests of the contribution of individual dimensions (subscale scores) are presented below.

H1: There is a negative correlation between the overall servant leadership score and student-athletes’ overall burnout score.

Researchers performed the bivariate correlation to test the hypothesis. According to Table 1, Pearson’s r analysis revealed a significant negative correlation $r=-.435$, $p<.001$, between servant leadership overall scores and student-athlete overall ABQ burnout scores. This result indicates that the higher the number of student-athletes rated their head coaches on servant leadership, the lower the burnout scores they reported.

Table 1

Results of Pearson Correlation for Total Servant Leadership Scores and Student-Athletes Total Burnout Scores

		SL Total Score	ABQ Total Score
SL Total Score	Pearson Correlation	1	-.435**
	Sig. (2-tailed)		.000
	N	472	464
ABQ Total Score	Pearson Correlation	-.435**	1
	Sig. (2-tailed)	.000	
	N	464	478

**, Correlation is significant at the 0.01 level (2-tailed).

H2: The five measured servant leadership dimensions contribute to the variability of athletes' burnout scores.

Researchers used multiple regression analysis to test if servant leadership dimensions significantly contribute to the variability of burnout scores. According to Table 2, the regression results indicated that 20.1% of the variability in Total ABQ is being explained by the model using all 5 servant leadership dimensions. This overall model was highly significant, $F(5,458)=22.999$, $p<.001$. The analyses and coefficients for the individual SL dimensions follow (see Table 3).

Table 2

Results of Multiple Regressions for Five SL Dimensions and Total ABQ Score

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11185.131	5	2237.026	22.999	.000 ^b
	Residual	44547.628	458	97.266		
	Total	55732.759	463			

a. Dependent Variable: ABQ Total Score

b. Predictors: (Constant), Emotional Healing, Empowering, Behaving Ethically, Putting Subordinates First, Helping Subordinates Grow and Succeed

Table 3 indicates detailed analysis results of multiple regressions for five servant leadership dimensions and overall ABQ score. Based on the multiple regression analysis results, the helping subordinates grow and succeed dimension of servant leadership was the most influential predictor of total ABQ scores, $t(458)=-2.75$, $p=.006$. For every one-unit increase in helping subordinates grow and succeed dimension, the model predicts total ABQ score will decrease by 0.522 units. The result further shows that the emotional healing dimension was the second most influential factor, $\beta=-.265$, $t=-1.72$, $p=.086$ (1-tailed $p=.043$). Although the other two dimensions, empowering and behaving ethically, were not statistically significant, they were still somewhat influential factors in the total ABQ scores. Putting subordinates first subscale was not a significant predictor of total ABQ scores.

Table 3

Results of Multiple Regression Coefficients for Five Servant Leadership Dimensions and Total ABQ Score

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	59.897	2.418		24.768	.000
Empowering	-.240	.146	-.091	-1.643	.101
Helping Subordinates Grow and Succeed	-.522	.190	-.256	-2.750	.006
Putting Subordinates First	.177	.167	.094	1.062	.289
Behaving Ethically	-.206	.158	-.101	-1.307	.192
Emotional Healing	-.265	.154	-.139	-1.723	.086

H3: There is a negative correlation between servant leadership dimension scores and burnout questionnaire subscale scores.

Researchers performed a multivariate regression analysis with the five servant leadership dimension scores as independent variables and each burnout dimension (emotional/physical exhaustion, reduced sense of accomplishment, and sport devaluation) as the dependent variables. Table 4 shows the result of the multivariate regression analysis analyzing servant leadership dimensions scores and *emotional/physical exhaustion*. This analysis produced a statistically significant model, $F(5,464)=14.81$, $p<.001$, $R^2=.138$.

Table 4

Multivariate Regression Analysis for Five SL Dimensions and Emotional/Physical Exhaustion (ABQ dimension)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1161.998	5	232.400	14.810	.000 ^b
	Residual	7280.983	464	15.692		
	Total	8442.981	469			

a. Dependent Variable: Emotional/Physical Exhaustion

b. Predictors: (Constant), Emotional Healing, Empowering, Behaving Ethically, Putting Subordinates First, Helping Subordinates Grow and Succeed

The statistical analysis result also indicated a significant negative correlation between five servant leadership dimensions and a reduced sense of accomplishment burnout dimension as the dependent variable, $F(5,465)=14.25$, $p<.001$, $R^2=.133$ (see Table 5).

Table 5

Multivariate Regression Analysis for Five SL Dimensions and Reduced Sense of Accomplishment (ABQ dimension)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1031.422	5	206.284	14.254	.000 ^b
	Residual	6729.678	465	14.472		
	Total	7761.100	470			

a. Dependent Variable: Reduced Sense of Accomplishment

b. Predictors: (Constant), Emotional Healing, Empowering, Behaving Ethically, Putting Subordinates First, Helping Subordinates Grow and Succeed

Researchers conducted another multivariate regression analysis with the five servant leadership dimension scores as independent variables and the sport devaluation burnout dimension as the dependent variable. Table 6 shows a statistically significant negative correlation model, $F(5,460)=19.29$, $p<.001$, $R^2=.173$.

Table 6

Multivariate Regression Analysis for Five SL Dimensions and Sport Devaluation (ABQ dimension)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1684.075	5	336.815	19.289	.000 ^b
	Residual	8032.442	460	17.462		
	Total	9716.517	465			

a. Dependent Variable: Sport Devaluation

b. Predictors: (Constant), Emotional Healing, Empowering, Behaving Ethically, Putting Subordinates First, Helping Subordinates Grow and Succeed

As part of the supplemental analysis, when researchers added the gender of the athlete participants to the regression analysis, the R square (R^2) value for the regression model increased by 1.5%. Thus, a multiple linear regression analysis of the total ABQ score with participant's gender and five servant leadership dimension variables indicated that the model accounted for 21.6% of the variance in the total ABQ score ($R^2=.216$, $F(6,456)=20.984$, $p<.001$) (see Table 7). Participants' gender was a significant predictor variable of ABQ total scores, $t(456)=-3.05$, $p=.002$. When a respondent is male, the model predicts their ABQ total score will be 2.932 points lower (less burnout) than a female athlete respondent. Statistical analyses of other supplemental variables (i.e., participant's race, division, academic year, gender of the head coach, scholarship status, and sport) did not produce statistically significant models and indicated that these variables were not significant predictors of servant leadership and burnout among student-athletes.

Table 7

Results of Multiple Regression Coefficients Table for Five SL Dimensions, Participant's Gender, and ABQ Total Score

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
(Constant)	63.058	2.613		24.132	.000
Empowering	-.187	.146	-.071	-1.276	.203
Helping Subordinates Grow and Succeed	-.585	.189	-.287	-3.090	.002
Putting Subordinates First	.182	.166	.097	1.100	.272
Behaving Ethically	-.140	.158	-.069	-.888	.375
Emotional Healing	-.283	.153	-.149	-1.854	.064
Participant's Gender	-2.932	.962	-.129	-3.046	.002

a. Dependent Variable: ABQ Total Score

b. Predictors (Constant), Emotional Healing, Empowering, Behaving Ethically, Putting Subordinates First, Helping Subordinates Grow and Succeed, Participant's Gender

Discussion

Within the corporate world servant leadership has been researched worldwide. It has been proven an effective leadership strategy to benefit an organization in various ways, including improving followers' well-being and minimizing burnout. Even though the sports industry tends to mimic the leadership practices of the business and industry, servant leadership is currently in its infancy within collegiate sports. More research is needed to explore servant leadership's role, impact, and manifestation processes in collegiate athletics.

Burnout is a serious condition that can have dramatic, in some cases, lifelong consequences on followers if not detected early and adequately mitigated. Nevertheless, burnout is seriously under-researched in sports, especially in collegiate athletics. It is vital to the wellness and successful development of student-athletes that burnout is seriously examined and analyzed. As far as could be determined, this research is the first study to explore the correlation between servant leadership and burnout within collegiate athletics. Thus, it is essential to interpret and discuss the findings of this research in the context of collegiate athletics as well as the theoretical foundation of servant leadership and burnout empirical research.

The research question of this study sought to investigate the degree of association between student-athletes' perceptions of coaches' servant leadership dimensions and student-athletes' burnout scores. Based on the bivariate correlation and multiple regression analyses, there is an inverse correlation between servant leadership and burnout scores. Researchers observed this response pattern when correlating the total servant leadership scores with the total burnout scores $r = -.435$, $p < .001$, as well as correlating each servant leadership dimension with the total burnout dimension scores, $R^2 = 0.201$, $F(5, 458) = 22.999$, $p < .001$. These analyses suggest

that when student-athletes rated their head coaches higher on the servant leadership scale, they reported lower burnout scores. Nevertheless, their burnout scores increased when student-athletes rated their head coaches lower on the servant leadership scale.

When correlating each servant leadership dimension with the participants' total burnout scores, the results revealed that some servant leadership dimensions were stronger predictors of burnout scores than others. In particular, according to the results of the statistical analysis, "the helping subordinates grow and succeed" was a significant predictor of total ABQ scores, $\beta = -.522$, $t(458) = -2.75$, $p < .006$. The result of this analysis suggests that when coaches genuinely care about their players and prioritize their growth and success, besides improving their athletic skills, they can also enhance their well-being by minimizing exposure to burnout.

A unique element of servant leadership that differentiates it from other leadership styles is that servant leaders prioritize the competencies and interests of the followers above organizational goals. Servant leaders strive to continuously support their followers' development, growth, and success (Smith et al., 2004) while influencing organizational outcomes. This element of servant leadership is especially suitable for collegiate athletics, where the development of student-athletes' nurturing of their academic and athletic skill set, health, and overall well-being should be the top priority. As stated by Burton and Welty-Peachey (2013), servant leadership is different from other leadership theories primarily due to its explicit emphasis on the needs of the followers. This other-centered leadership philosophy could become a "viable leadership paradigm" in collegiate athletics, as it could aid athletic administrators in supporting student-athletes' development and improving their well-being (Burton & Welty-Peachey, 2013, p.354).

Thus, the findings of this research support these claims and suggest that servant leadership, in particular, the "helping subordinates grow and succeed" dimension, could help coaches and other athletic administrators enhance student-athletes' development and improve their well-being by reducing exposure to burnout. Self-determination theory (Ryan & Deci, 2000) also supports this finding. According to the theory, when an individual experiences fulfillment of their basic psychological needs (i.e., competence, autonomy, relatedness), subjective and eudaimonic well-being increases (Ryan & Deci, 2001). In contrast, neglecting psychological needs may trigger frustration and, as a result, an ill-being state (i.e., athlete burnout symptoms).

The statistical analysis also revealed that the *empowering* dimension of servant leadership was a significant predictor of total ABQ scores when evaluating using the 1-tailed test, $\beta = -.240$, $t = -1.643$. 2-tailed $p = .101$ (1-tailed $p = .05$). This result suggests that when student-athletes felt empowered by being engaged in the team processes, were provided an opportunity to act independently and self-sufficiently, and felt welcomed to provide input, their burnout scores tend to be lower. The following result aligns with *autonomy*, the core element of self-determination theory (Ryan & Deci, 2000), that emphasizes the importance of an individual's ability to make choices, control, and determine life's direction. Autonomy plays a critical role in psychological health and well-being. The following results suggest that *empowering* plays an important role in student-athletes' well-being; thus, researchers should investigate this dimension and its correlation with student-athletes' well-being.

Another servant leadership dimension that was a significant predictor of total ABQ scores through a 1-tailed test was the emotional healing $\beta = -.265$, $t = -1.72$. 2-tailed $p = .086$ (1-tailed $p = .043$). This dimension evaluated coaches' concerns with the student-athletes' well-being. According to the statistical analysis results, coaches who scored high on the emotional healing

dimension by showing sensitivity and dedicating time to address student-athletes' problems and concerns could influence their well-being by positively minimizing their exposure to burnout. According to this result, student-athletes must see that their coaches care about them and are willing to devote time and resources to resolve their issues, ensuring their recovery and proper healing from traumatic events. Since this dimension was a significant predictor of total ABQ scores using a 1-tailed test, there are sufficient grounds to examine this dimension deeper. Further research is encouraged to determine the precise correlation between the emotional healing dimension and burnout.

The statistical analysis of behaving ethically, dimension of servant leadership, determined that this variable was not a significant predictor of total ABQ scores ($p > .05$). The following result means that student-athletes did not perceive the moral orientation of their head coach as essential leadership behavior that is significant enough to impact their well-being. The behaving ethically dimension of servant leadership primarily investigates the leader's personal and professional moral compass and its relation to the organization. Therefore, participants could perceive this dimension as not an essential determinant of their well-being, as it lacks direct influence on the participants themselves. However, the moral compass of the coach is critical to the character development and growth of student-athletes. Burton and Welty-Peachey (2013) highlighted the ethical component of servant leadership. They stated that it could help athletic administrators cultivate an ethical environment for student-athletes' proper development. Thus, further research should re-examine this dimension and its correlation with burnout and the overall well-being of student-athletes.

Another servant leadership dimension that was not a significant predictor of total ABQ scores was putting subordinates first ($p > .05$). This result was surprising as it suggests that by putting the interests of the student-athletes' ahead of their own, a coach could not necessarily improve student-athletes' well-being. Nevertheless, since coaches and student-athletes might have common interests and goals, student-athletes may consider it essential that coaches satisfy their objectives, as they might be similar to the ones of student-athletes. Since this research was the first to investigate servant leadership dimensions and burnout within collegiate sports, it is vital to conduct additional studies to evaluate whether this dimension is an insignificant predictor of burnout.

The additional analysis using the supplemental variables suggested a difference between genders regarding how they perceive servant leadership and report burnout. According to the statistical analysis results, females scored higher on the total ABQ scale. Even though more females participated in this study, statistics adjust for the difference in the number of participants. Even though gender difference in perception of servant leadership and burnout was not the focal point of the following research, it is important to acknowledge that there was such difference in responses, and further studies should include participant's gender variable within their models when correlating servant leadership and burnout to determine any emerging trends.

Statistical analyses of other supplemental variables such as the participant's race, division, academic year, gender of the head coach, scholarship status, and sport were fruitless. According to the bivariate correlation and multiple linear regression results, these variables were not significant predictors of servant leadership and burnout among student-athletes. Nevertheless, researchers should undoubtedly investigate the influence of these dimensions further, as there is a possibility that the result could be different depending on the unique characteristics of the sampled population.

Conclusion

Empirical research on servant leadership and burnout within collegiate sports is in its infancy. This research was the first to examine the correlation between servant leadership and burnout in this environment. According to this research, there was a negative correlation between servant leadership and burnout. Researchers observed this when examining the total servant leadership and burnout scores and correlating each servant leadership and burnout dimension with each other. According to the results, the helping subordinates grow and succeed dimension of servant leadership was the most significant predictor of total ABQ scores and ABQ subscale scores. Based on the numerous studies showing the constant positive influence of servant leadership on the variety of valuable organizational outcomes and results of this research, researchers propose servant leadership to be a well-suited leadership philosophy for collegiate athletics, capable of improving student-athletes' well-being by reducing their exposure to burnout. Acknowledging that this was the first research investigating servant leadership and burnout in the collegiate athletics domain, further research is encouraged to examine these variables within such a unique context.

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Discussion Questions

1. Is servant leadership a trait an individual is born with or a skill he or she can learn?
2. During the COVID-19 pandemic, the workforces of many organizations started to work remotely. Do you think it is possible to practice servant leadership in a remote working environment? What suggestions would you have to effectively adopt servant leadership, given the challenges of a remote working setting?
3. What suggestion would you have to increase servant leadership awareness and adoption, given the competitiveness of the sports industry?

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Leading Through Crisis: Identifying Ethical Competencies for Nurse Leaders to Effectively Retain and Support Nurses in the Era of COVID-19 within the United States

Leyden Díaz

Abstract

Turnover amongst frontline nurses working in acute care settings has increased significantly during the COVID-19 pandemic. A decrease in job satisfaction and increase in nurse burnout due to increased fears, job demands, and resource shortages, have attributed to this increase in turnover. Frontline nurses perceived that a decrease in organizational support was also among these factors. To ensure the well-being of nurses and promote safer environments, nurse leaders must possess strong ethical skills in leading their teams through complex and demanding circumstances while adhering to safety measures and restrictions. Implementing nurse leader training programs can improve work conditions and job satisfaction amongst nurses working through the pandemic and ultimately improve patient care outcomes within the organization.

Keywords

nurses, nursing, turnover, leadership, ethics, COVID-19, training, patient, health

Introduction

Due to the COVID-19 pandemic, many hospitals are dealing with the scarcity of resources and increased staffing demands because of the quick widespread of infection rates. These demands have caused higher levels of stress and risks for frontline nurses working in acute care settings. These stressors include the health risks involved for not only themselves but also increases the risks of spreading the infection to their family and friends. Additionally, personal protective equipment (PPE) and ventilator shortages have increased frontline nurses' job demands causing increased levels of stress and anxiety. As a result, nurses experienced feelings of helplessness, fatigue, depression, and burnout, which led them to consider leaving their job and exploring career changes, contributing to higher levels of reported turnover intention in hospitals (Cole et al., 2021).

Thesis Statement

A hospital's success heavily relies on patient satisfaction, high-quality care, and its strong ethical values and reputation. Nursing, being the largest profession in health care settings, has a significant impact on these metrics. The pandemic era has resulted in nursing burnout, staffing shortages, and a decrease in job satisfaction. Nurse leaders require strong ethical competencies and skills to manage nursing teams effectively in the new era of COVID-19. The implementation of best practices when developing the framework for the ethical competencies of nurse leaders can help reshape the future of nursing by fostering a strong ethical workplace that can promote nurses' performance, increase job satisfaction and retention, which often results in favorable outcomes for the organization.

COVID-19's Effect on Nursing

Nurses are expected to show an innate desire that compels them to work longer than usual hours regardless of experiencing additional stress related to increased treatment complexities, stricter safety regulations, and more occupational risks, which is consistent with health administration literature regarding frontline nurses during the COVID-19 pandemic (Knapp et al., 2017). However, other studies found that nurses are showing an intent to leave their job due to increased feelings of fear, anxiety, and stress-related to working through the pandemic (Cole et al., 2021). As a result, hospitals may be overestimating the resilience of nurses in managing the increased demands experienced when providing patient care during the current pandemic.

While stress and anxiety that result from complex patient care, increased patient assignment, and perceived personal health risks contributes to increased turnover intention, certain organizational resources, such as PPE, ventilators, and lack of psychosocial support have also contributed to this rise. This lack of resources may increase the emotional and psychological stress of nurses as they witness the health of their patients quickly decline, as nurses must advocate for and provide the best treatment possible to those assigned to their care. They may also experience compassion fatigue when balancing their patient care responsibilities with their fears of being infected and spreading the infection to their loved ones. In addition, enhanced safety protocols have limited the inter-professional support due to the number of people allowed in the room of an infected patient, as well as the amount of time they can remain with the patient. The lack of support from peers and supervisors also contributes to increased turnover as studies suggest additional psychosocial support is needed to overcome nurses wanting to leave their position due to feelings of burnout (Cai et al., 2020).

Leader Ethical Competencies

Evidence published before the COVID-19 pandemic showed that positive coping skills and psychosocial support from family friends, and colleagues had a positive impact on the psychological well-being of nurses when dealing with difficult and stressful scenarios (Chew et al., 2020). As a result, coping mechanisms such as problem solving and positivity likely resulted in a decrease in psychological stress, anxiety, and burnout in frontline nurses during the pandemic. Additionally, organizational support that encompasses mental health information and services, as well as adequate resources inclusive of PPE, specialized COVID-19 treatment

training, and improved staffing levels had significant benefits on the well-being of nurses throughout the pandemic. Nursing leadership focus must be on the well-being of nurses and promoting a safer work environment. Nursing ethical competencies that target these areas include being visible, supportive, and responsive.

Visibility is a key concept in leadership to promote the relational identification of nurses with their leaders. Leaders need to be present by rounding frequently with their teams as well as being transparent and authentic in their communication and decision-making approach. Leaders must also focus on developing their teams by enhancing nurses' coping abilities. Nurse leaders can introduce coping skills and resilience training sessions. This can be difficult for hospital administration to implement due to social distancing restrictions maintained as a safety measure. However, nursing leaders need to be innovative in the face of adversities by implementing such training using a variety of different platforms, such as in-person or virtual, to comply with social distancing requirements. It is also important for nurse leaders to be supportive. An example of this is to increase access to mental health services by exploring their internal resources, such as psychologists or mental health therapists, to increase support and information available to frontline nurses by communicating services through the hospital's employee portal, emails, and newsletters. Responsiveness to nurses' needs is another important competency for nursing leaders. Not only is it important for leaders to actively listen and engage with their nurses but also to quickly respond and act. For example, to reduce COVID-19 related fears and anxiety, nursing leaders must also advocate and ensure proper training on COVID-19 safety and treatment protocols for their nurses, as well as their access to adequate PPE supplies and staffing. Securing proper training, supplies, and staffing needs within the department can reduce significant stressors from frontline workers and improve job satisfaction.

Possible Solutions to Increasing Job Satisfaction, Retention, and Increased Job Performance

Hospital Organizations must invest in the competencies of their leaders, specifically those managing and overseeing nursing, as they have a direct impact on patient care. Studies have shown a direct relationship between leaders and patient outcomes related to patient satisfaction, patient safety outcomes, adverse events, complications, and health care utilization. Nurses' motivation to perform, improved work environments, and outcomes for nurses impact these components. An ethically competent leader can promote increased performance and a safer work environment for nurses. Hospital organizations can prepare their nurse leaders by implementing competency programs that include a robust ethical framework. This training may include learning modules, resources, and a mentorship program built to demonstrate the critical components of a successful leader that promotes staff engagement, patient experience, and excellence in nursing.

Conclusion

The COVID-19 pandemic resulted in a significant increase in turnover intention for nurses working in acute care settings due to increased psychological stress, job demands, and scarcity of resources. Evidence shows that gaps in organizational support contribute to frontline workers' motivation to leave their position. As a result, nurse leaders require strong ethical skills and decision-making abilities to promote job satisfaction, retention, and improved patient

outcomes. Nurse leaders can benefit from manager development programs that include an ethical framework delivered through learning modules, resources, and mentorship that promote employee support and safer work environments. Ultimately, effective nursing leadership can lead to improving patient experiences and outcomes benefiting the community, as well as the organization.

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Discussion Questions

1. Explain how incorporating a leadership ethical training program will be beneficial for employees and the organization as a whole.
2. How would you develop and introduce a leadership ethical training program for your organization? Describe the steps in the implementation process and include any potential barriers.
3. How will you measure the effectiveness of a leadership ethical training program?

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Quash Loneliness, Mitigate Elder Abuse, and Improve Population Health: Introduce a Student Coalition Against Lonely Elders (SCALE)

Grace H. Song
and
John D. Rudnick, Jr.

Abstract

This study seeks to understand the ripple effects of the COVID-19 pandemic on mental health conditions including loneliness and abuse of older adults. The pandemic has affected individuals across all age groups. It has taken a drastic toll on the mental health of a particularly vulnerable and high-risk population – the elderly. One selected manifestation, abuse of the elder population, takes on a variety of different forms. The more obvious types of abuse may take place in verbal, sexual, financial, and physical forms. However, more discreet forms of abuse include self-neglect, neglect, abandonment as well as risk factors such as isolation and stress. Given this, loneliness among elders is not always a product of abuse but it is a commonly occurring phenomenon as many elders enter nursing homes without much supportive maintenance, age in place at home, or simply have trouble communicating with their caretakers. Considering the numerous different factors that may contribute to the loneliness of the elderly population, our research looks to describe and identify why elders may feel lonely. This study describes context, solutions, and interventions for overcoming the vexing issue of loneliness; and proposes an engaging initiative aimed at ameliorating conditions such as abuse that often results.

Keywords

loneliness, elder abuse, risk-factors, interventions, COVID-19, psychometric testing, population, community, health

Introduction

Of all the diseases I have known, loneliness is the worst.

– St. Mother Teresa of Calcutta

Loneliness is a growing global health emergency plaguing older adults in the 21st century (Laranjiera, 2021). Shifts in demographic trends point toward an increase in the reports that the current COVID-19 pandemic exacerbated an existing problem; and that the incidence of severe loneliness rose from 6% before the pandemic to 21% during the lockdown (O'Sullivan et al., 2021). Victor (2021) appeals to the need for a standardized approach to defining and measuring loneliness. While there is no universally accepted definition of this construct, loneliness one can view this construct in the following multiple ways: a "subjective negative experience that results from inadequate meaningful connections" (Fried et al., 2021); "the subjective feeling of disconnection from social interactions in everyday life"; and "a situation experienced by the individual as one where there is an unpleasant or inadmissible lack of quality of certain relationships – a description commonly used in Europe (de Jong Gierveld, van Tilburg, and Dykstra, 2006, p. 87). Tiwari (2013) claims that loneliness should be labeled as a disease because one can identify a host, agent, and environment.

Concept Evolution

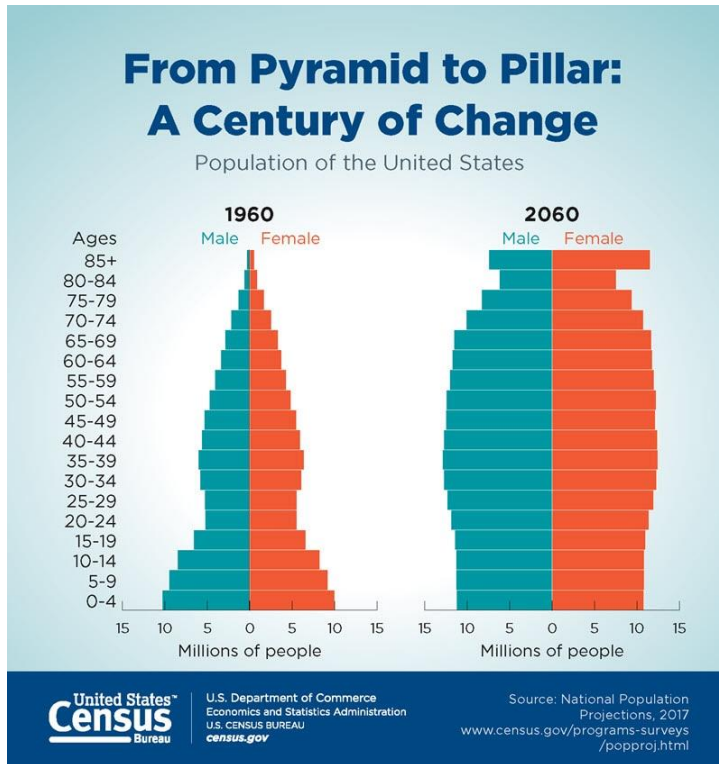
de Jon Gierveld, van Tilburg, and Dykstra (2006) claim that *Über die Einsamkeit*, released in 1786, is the first known book about loneliness. A subsequent work by Reichman in 1959 began the rising trend of written contributions on this concept. Perlman and Peplau introduced additional empirical research in 1981 and described loneliness as "the unpleasant experience that occurs when a person's network of social relations is deficient in some way, either quantitatively or qualitatively" (de Jon Gierveld et al., 2006, p. 485). Twiari (2013) quoted a 2009 *New York Times* claim that "loneliness leads to poorer physical and mental health" and reports that the *BBC* pronounced loneliness as a "hidden killer" of the elderly. Subjective descriptions of loneliness include the following: "a state of solitude or being alone"; "... the perception of being alone and isolated ..."; "a state of mind"; "inability to find meaning in one's life"; "feeling of negative and unpleasant"; "a subjective, negative feeling related to the deficient social relations"; and "a feeling of disconnectedness or isolation" (Twiari, 2013, p. 320).

Although loneliness is a very personal experience, addressing loneliness is a public health matter that requires the engagement of society. An intentional focus on this societal challenge can help heighten an awareness of loneliness improvement efforts for policy makers and others (Victor, 2021). Public health researchers and practitioners in the community target policy development and innovative services to address these risks. Addressing root causes and working toward solutions to ameliorate this problem can reverse and improve this unfavorable trend.

Loneliness

The reasons for loneliness as a growing phenomenon are varied and complex. Researchers have brought to light the fact that our then "population pyramids" are slowly turning into "population pillars," which highly emphasizes the slow growth of population within the United States and other neighboring developed countries (United States Census Bureau, 2017).

Figure 1
Population of the United States



Source: National Population Projections, 2017.

Many couples and individuals are forgoing having children and raising a family due to increased living expenses or newer societal norms. Along with this, the rising era of “individualism” has led our current generation to focus on sustaining themselves rather than uplifting those who came before them. This indicates that much of our population is growing older without a new generation of a working population to support and identify areas of need to cater to the aging population.

Abuse of Older Adults

The World Health Organization (WHO, n.d.a) defines elder abuse as “a single, or repeated act, or lack of appropriate action, occurring within any relationship where there is an expectation of trust which causes harm or distress to an older person” (n.p.). This is relevant because loneliness is a risk factor for elder abuse and neglect/material exploitation; and can predispose individuals to physical diseases and dementia since loneliness adversely affects the immune, cardiovascular, and endocrine systems (NCEA, 2022). When loneliness, as a risk factor, combines with aging, situations can result in unfavorable, toxic health-related conditions that can be costly to reverse or manage (National Institute on Aging, n.d.).

The Centers for Disease Control and Prevention (CDC, n.d.) claim that elder abuse (typically someone 60 years of age or older) can be defined as, “...an intentional act or failure to act that causes or creates a risk of harm to an older adult” (n.p.). An important fact to note is that 95% of elder abuse takes place in older adults’ homes (APA, 2012). Along with this, given that

most of the perpetrators of abuse are individuals that these victims know such as family members and friends, elders are highly reluctant to report these cases (Dong, Chen, & Simon, 2014). With these individuals being incapable of supporting themselves along with the fear of retaliation, these situations coupled with the inability to access proper resources, difficulty with communication, or even the lack of realization of what actions are considered abuse, the rate of abuse reporting is low.

Rudnick (2021) reports that the public is still only seeing the “tip of the iceberg” on elder abuse awareness and reporting; and that according to the National Center for Elder Abuse (NCEA, n.d.), elder abuse and neglect, including financial or material exploitation, affects an estimated 10% of the population of seniors in the United States. From an awareness perspective, knowledge of elder abuse (which affects one in five adults) lags actual cases. Despite education and awareness on abuse and neglect, the abuse and maltreatment of elderly individuals in nursing facilities is a threat to the elderly population. Data collected in 2020 estimate staff workers’ abuse affected approximately 60% of elderly individuals living in nursing homes (Myhre et al., 2020).

Due to old age or debilitating chronic diseases, older persons are more vulnerable to loneliness—the perceived discrepancy between actual and desired social relationships (Laranjeira, 2021). Risk factors for abuse include limited social support, poor socioeconomic status, gender (women), and cognitive deficits (CDC, n.d.; NCEA, n.d.). Fried and others (2020) claim that while there is no causal evidence, associations align between the consequences of loneliness and poor health-status wellbeing.

Mitigating Loneliness

As the hysteria of the physical illnesses of COVID-19 slowly subsides, our nation is quickly feeling the effects of the pandemic on other aspects of our population. Many areas our society are feeling the burden of the pandemic such as the economy, organizational workplaces, and especially, individual mental health. The onset of COVID-19 has damaged the mental health of individuals of all different ages. However, this analysis focuses on the elderly population age group. With mandates of the pandemic such as the required lockdowns and physical distancing, the lack of communication has led individuals to feel a complete loss of all sense of community and engagement. The pandemic deeply affected individuals of all age groups. However, these issues are occurring on a more rapid scale for older and elderly individuals. Given the higher risk of the elder population of COVID-19 infection, elders were tightly isolated throughout the peak of the pandemic. With these stricter guidelines, the disconnect of elderly individuals and their close community of friends, families, and even significant others has led to increased feelings of distress (de Mendonca Lima et al., 2021). These severed relationships have left elders feeling confused, dazed, and lonely in an already difficult and disconnected time in their lives as an elder living in a technological and digital age.

Elder abuse has been an impending issue for centuries but there have not been many proper ways to detect occurrences and legal framework set in place to deal with these cases (Miller, 2011). When discussing elder abuse, the more common and obvious types of abuse include physical, financial, and verbal abuse. However, themes of abuse related to neglect, rejection, and loneliness have become increasingly common. Although loneliness and rejection of elders is not a new issue that the COVID-19 pandemic contributes to an intensity of the disease. The added layers of isolation with limited visitations along with the decline in all facets

of society such as the economy and politics, the population has become more aggressive and tense.

With the pandemic, elders have attempted to become more vigilant and mindful of their health status. They have been taking more frequent trips to the hospital to seek healthcare advice and incorporate doctor visits into their lives to maintain their health along with establishing a healthier routine for their isolated lifestyles. However, with a surge of these office visits, there has been a noticeable increase in dissatisfied patients as well. Elders, especially women, are finding that they are subject to ageism within the healthcare industry. These individuals are noticing that the combination of their declining health and youthfulness have subjected them to stereotyping and even discrimination in the healthcare setting (MacRae, 2018). As mentioned previously, many fail to notice the neglect and maltreatment directed towards elders. Healthcare professionals are aware of the discrimination that occurs due to disability and racism. However, discrimination due to ageism is an important construct that requires keener detection and further study. On top of the neglect that elders have been feeling in their own homes and nursing facilities, they are experiencing rejection and neglect in professional workplaces as well, which brings these elders to feel more isolated from the current-day population than ever before. Although multiple laws are set in place to avoid ageism, innately-rooted discrimination is difficult to extinguish. However, as an attempt to fight against the injustices of ageism and elder abuse, this study proposes a student-led coalition to act and slowly quash the issue of elder abuse starting from their own community.

Quantitative Loneliness Metrics

Loneliness, like certain cancers or heart disease, is an invisible illness that accumulates within an individual without displaying any physical abnormalities. Although loneliness and other mental health issues are linked to affecting an individual's physical health, without physical areas of dysfunction to study, loneliness has long gone undetected and underreported. However, the research and development of metrics to quantify loneliness have seen significant strides. The creation of these objective measures to assess loneliness in the form of psychometric tools have served as aids to providers as a means of more concrete diagnosis and treatment. Williams and others (2021) shared multiple tools including the Duke Social Support Index, which is an 11-item scale that determines levels of social support in adults (Koenig et al., 1993); UCLA Loneliness scale, which is a 20-item scale that measures an individual's subjective feeling of loneliness and social isolation (Russell Peplau, & Ferguson, 2010); and Boston College Lubben Social Network Scale, which through 10-items targets and gauges feelings of social isolation in older adults (Boston College, n.d.).

Student Coalition Against Lonely Elders (SCALE)

With discrimination and abuse towards elders occurring in all facets of our community such as nursing homes to healthcare offices, an effective way to challenge this issue is to employ and partner with those that have the privilege of voicing injustices and access to utilizing opportunity – young adults and students, “Student Coalition Against Lonely Elders (SCALE).” As a small research opportunity that incorporates experiential learning while targeting a community health need, STU could launch a potential creative program that could consist of a small student organization working toward combating elder abuse. This organization would

comprise undergraduate and graduate students looking to volunteer their time to engage with the local elderly population at homes, recreational community centers, and even individual elders that are looking for companionship.

The timeline to set up a solid foundation would approximate 18 months. A minimum of 10 members and a written constitution is necessary to start a student organization or coalition. Due to this forethought and pre-planning required in starting up an organization, gathering committed members and drafting up a final constitution will take approximately three months. Along with this, to fully processing the paperwork with the university will take approximately one month. From this point, after successfully completing the paperwork and starting organizational activities, this project will require approximately one year to create strong connections with the community's elderly population, local nursing home facilities, and constituent stakeholders.

Although there are many facets of elder abuse, this coalition would focus on combating the risk factors of isolation and loneliness that these individuals may face. As a part of the program, volunteers may be able to video-chat when technology is available. If these options are not available, volunteers may be able to show their companionship in a more old-fashioned manner through writing letters; or participating in short (and possibly socially distanced) visitations. The activities that the volunteers can partake in are limited due to the current pandemic. However, given that elder abuse is not a topic that will dissipate once the pandemic moves on, the need for more engaging and varied activities will require further examination.

Throughout this coalition's engagement with nursing homes and facilities, members will often take assessment surveys to discuss the quality of companionship and areas of need to continually revise and update the program's functions. Implementing this program and gathering a passionate group of students and young adults will likely set up a systematic ebb and flow of care and compassion for the community. Along with this, starting one community at a time, the coalition should aim to grow its roots laterally beyond its own community and continue to spread awareness of the ever-persistent issue of elder abuse.

Discussion

The article describes the complexities and outcomes of issues surrounding loneliness; and provides hope through recommended future areas of study-implementation of concrete initiatives such as the SCALE. Loneliness is a social construct that has evolved to affect negatively the physical and emotional well-being of many with little relief in sight. The COVID-19 pandemic exacerbated loneliness among global populations with older adults among the hardest hit due to risk factors as well as diminished resistance. Diagnostic psychometric test instruments along with intervention strategies are resources for providers to help diagnose; and for community awareness to further improve this condition.

COVID-19 called attention to factors associated with the health of the general population. The reporting on the pandemic's effects spotlighted risk factors associated with vulnerable populations such as older adults. As is often the case in research, the related construct of elder abuse emerged as a selected topic related to the original scope, loneliness that requires further exploration as another pandemic that could be more widely publicized. The research on elder abuse with loneliness as a significant risk factor, surfaced as a global public health issue that requires further attention and exploration beyond the limits and scope of this study.

The recommendations provided in this study can help identify and ameliorate the root causes of loneliness and offer hope with solutions for those affected. Intentional written action strategies, concept awareness education, identification of community asset resources and intervention strategies offer a promise for better living among those experiencing loneliness.

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Discussion Questions

1. What community assets could be mobilized to ameliorate the feelings of loneliness; and how can these be utilized to mitigate against deleterious health risks linked to this social ill?
2. What are some of the positive and negative uses and consequences of technology; and how can technology influence human connectedness and community building?
3. Social isolation and physical distancing prevented valuable human contact with older adults during the height of the COVID-19 pandemic. Has the cure been worse than the disease? Did the aggressive measures create disproportionate responses and negative effects with the isolation that resulted by exacerbating loneliness?

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“Mystery Series”
2020

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Environmental Sustainability: Engaging the Flood

Jonluc Borno

Abstract

This article analyzes and discusses the subject matter and points brought up within National Geographic's *Before the Flood* documentary with references to the United Nations Paris Summit Meeting in 2016 on climate change. This article will illustrate the importance of environmental sustainability by detailing the causes and effects of climate change as well as how they correlate to modern day infrastructure as well as politics.

Keywords

environmental sustainability, climate change, global warming, pollution

Climate Change – Background and Causes

Chief Seattle of the Duwamish Native American Tribe once stated, “The Earth does not belong to man; man belongs to Earth. Man did not weave the web of life; he is merely a strand in it. Whatever he does to the web, he does to himself” (Abruzzi, 2000, pp. 72–75). Planet Earth is a marvel of life sustainability as within its atmosphere, a massive sturdy ozone layer protects nearly all organisms from the sun’s ultraviolet rays while housing the oxygen that is vital to the respiratory systems of mammals (Last, 1993). Upon the Earth’s surface, fertile soil helps to grow plants that factor heavily into the light, carbon, and water cycles; these of course make it possible for consumers to survive and grow (Poorter et al., 2000). It is easy to overlook the long-term state of the planet throughout the bustle of economics, politics, foreign relations, and far less consequential issues permeating the news media today. National Geographic’s *Before the Flood* documentary and its star advocate, Leonardo DiCaprio, emphasize how we should be aware of climate change from its inception to its evolution into a major world-threatening issue. This issue takes root in the interplay between Earth and a volatile application of industry.

Consider any kind of industrial multinational corporation such as ExxonMobil, one of many oil and gas corporations that provide fossil fuel energy. ExxonMobil has awarded a

contract to one of its affiliates, Esso Exploration and Production Guyana Ltd., so it may conduct a new off-shore extraction project with a recoverable resource estimate of over 1 billion oil-equivalent barrels as well as US\$500 million dollars in new acquisitions, so reports the *Scandinavian Oil-Gas Magazine* (Rogers, 2017). For all intents and purposes, the industrial developments that corporations such as ExxonMobil produce should be a positive occurrence in multiple facets of modern day society. Many of these industries construct and work with technology that optimizes both the production and trade of various goods and services (Lall, 1992). Trade gives rise to prosperous communications between nations, thus improving international relations (Shell, 1994). Also, as seen with Guyana Ltd., the enabling of new projects creates more money that nourishes job creation; the resulting increased public expenditure contributes to a healthy economy. One can look at industrial development and only register the aforementioned benefits that it produces, particularly for a nation such as the United States. However, the major drawback to an industry-driven society is how it affects the earth's climate.

In 1996, the Intergovernmental Panel on Climate Change (IPCC) issued a report of evidence on the discernible influence that humans have on global climate through emissions of carbon dioxide and other greenhouse gases (Vasileiadou et al., 2011). The report acknowledged that average global temperatures have risen by about 0.6°C (1.2°F) since the mid-19th century. It was during this time that areas such as Britain were going through a period of great economic growth and technological innovation (Sabel, 1985). Flourishing industries in mining, iron, and engineering would birth many new devices and inventions. These innovations include gas lighting, the electric dynamo, and the automobile (Routledge, 1898). Regardless of the timeline, these machines are a perfect representation of how we diminish the planet from the inside out; they extract the earth's natural resources from the surface and expel waste in numerous forms whether it be CO₂ from the Sinopec factory in China (Dembicki, 2017) or oil sludge emanating from a Chrysler automotive engine (Oil Sludge, 2018). Further exacerbating this problem is the fact that fossil fuels are in such great demand. According to the U.S. Energy Information Administration (2022), people in the United States of America consumed about 134.83 billion gallons of gasoline in 2021. At various intervals throughout *Before the Flood*, DiCaprio contemplates whether the people of the world would change their consumption habits if they knew and understood the consequences that have been, and are still, ravaging the earth today.

Effects of Climate Change

One effect of climate change is sea level expansion, which entails large torrents of water traveling from arctic regions down to the shores of Europe and the United States. *Before the Flood* calls attention to Professor Jason E. Box, a climatologist for the Geological Survey of Denmark and Greenland who oversees its climate station (Box, et al., 2006). The Geological Survey's climate station uses a hose mechanism that once ran roughly 30 feet beneath the ice surface of Greenland. In the past five years, Greenland's ice has melted, and those 30 feet account for hundreds of cubic kilometer's worth of ice that has melted since then. The resulting water torrents run swiftly and violently through numerous crevasses across the land, and they expel out into the surrounding sea (Fairbridge, 1960).

Miami Beach and other coastal states in the U.S. already deal with flooding when water backflows onto their streets through the sewage systems and drainpipes, but this diminishing ice crisis wrought by climate change only worsens the degree of sea level increase (Spanger et al.,

2004). In response to the rising sea levels on Miami Beach, its Mayor, Phillip Levine has been forced invest in preventative systems such as special pumps that remove water in flooding areas, slanted landscapes that route water back into the Miami coastline, and elevated roads to keep crucial areas from sinking and suffering damage (Brasilero, 2017). Phillip's investment is a \$500 million city-wide project that has required a tax increase and is projected to take 50 years to raise job revenue. Instead of taking preventative measures for the effects of climate change, we ought to take preventative measures toward the causes of climate change (Brasilero, 2017).

As far as the rising sea levels are concerned, one would think the ozone layer would enjoy a benefit because oceans absorb about a third of the carbon dioxide we release into the atmosphere. Unfortunately, the climate does not stabilize fast enough, and the ocean has constantly, direct exposure to sweltering sunlight. The heat stresses algae within coral reefs, which are sensitive to small changes in the ocean's temperature. The algae proceeds to dissipate, and the coral within these reefs eventually bleach out and starve (Environmental Defense Fund, 2018).

Finally, between fired-based deforestation in Indonesia to facilitate palm oil plantations (Wicke et al., 2011) and the 9000+ smog-emitting factories in China (Chan et al., 2008), the air we breathe is becoming less healthy every day. *Before the Flood* does well to show the atmospheric conditions that force many Chinese residents to wear face masks during their outdoor commutes; these are the worsening conditions everyone else in the world may be living with one day, but excessive climate change denial efforts keep them beneath a shroud.

Climate Change Denial

Deep-core drilling of the Greenland ice cap as well as other ice deposits has revealed clues regarding past temperatures and carbon dioxide levels. These temperatures have varied surprisingly, even when the Earth was not in the midst of an ice age. The Serbian scientist Milutin Milankovitch (1879–1958) proposed in 1920 that orbital variations cause the coming and receding of large climate shifts (Allaby, 2014). With this in mind, it could be easy to think that climate change is merely dependent on the earth's orbit, that the planet is just breathing in and out naturally and there is no human influence at hand. Government representatives like James Inhofe, Mary Landrieu, Paul Ryans, John Cornyn, Ted Cruz, and Mitch McConnell would form Political action committees (PAC) to help circulate findings from the aforementioned IPCC report. Conveniently, these political action committees are funded by companies such as the aforementioned ExxonMobil with bribes and donations reaching upwards of \$1,500,000, and they use this skepticism to actively denounce any role that people could possibly play in climate change (Handcock, 2017).

Another contributing factor to skepticism is location. Stakeholders who live in tropical regions such as Miami, Florida, are as far away from the ice caps as possible, so it may be difficult to comprehend fully the effect that CO₂ emissions have on them, even when presented with statistics, photos, or video footage. That is why it is important to hear from individuals with first-hand experience, people who have lived in those regions for extensive amounts of time. Jake Awa, a native professional guide for the Canadian Arctic, explains to Leonardo DiCaprio within *Before the Flood* that the arctic used to have strong and solid ice notable for its pure blue color, but it has since regressed into the white, slushy, and easily melted ice that we have today (Dyke et al., 1996). Awa also projects that by 2040, there will be no sea ice left, and you will be able to sail over the North Pole (National Geographic, 2016). By contrast, there is an active and

passionate vocal opposition to climate change denial, and that opposition reaches its apex with multinational treaties.

The Need for a Carbon Tax

In the world of international politics, numerous treaties serve to sanction action or a withdrawal of action that will help the world achieve political and economic goals. For example, former senators John McCain and Joe Lieberman introduced the Climate Stewardship Act to the U.S. Senate in 2003, which made its way to the House of Representatives in 2004 and later to both houses of Congress in 2005 (Choi, 2005). The Climate Stewardship Act would limit and reduce carbon dioxide, along with five other heat-trapping pollutants emanating from power plants, refineries, and many more CO₂ emitting facilities (Choi, 2005). McCain and Lieberman's act called for a market based approach – with emission caps and emission trading – to cut global warming pollution without hurting the U.S. economy (Barrett et al., 2005). This concept of stewardship calls for further expansion in which we treat CO₂ emissions as a ration to abstain from using excessively and irresponsibly. The Climate Stewardship Act serves as one of the treaties that can further push this initiative for emission reduction.

The Paris Agreement of 2016 is admirable with its goal of keeping the global temperature well below 2 degrees Celsius and striving for a 1.5 degree equilibrium, all through an interdependence-based honor system (Rogelj et al., 2016); this agreement fosters stewardship. Unfortunately, there are not any sanctioned penalties for negligence of the Paris Agreement as DiCaprio points out after having attended the summit (National Geographic, 2016). Without any enforcement provisions in place, it is an uncertain matter of faith that all signing countries are going to follow through on the Paris Agreement's goals, but a more secure solution is viable. Harvard Professor of Economics Gregory Mankiw advocates for a tax that applies to any activity that places carbon into the atmosphere (Hsu, 2012). A carbon tax will serve as enforcement for people and corporations alike to naturally take preventative measures toward carbon emissions. If we were to enact a carbon tax successfully, we would be able to cut other taxes – such as payroll tax – in response; this would be a tax shift, rather than a tax increase (Hsu, 2012). A carbon tax has the potential to inspire a brand new incentive toward finding ways to produce clean energy.

Conclusion

Johan Rockström, Ph.D., is the chair of the Earth League, a voluntary international alliance of prominent scientists from world-class research institutions. These scientists work together to respond to some of the most pressing issues faced by humankind including climate change, depletion of natural resources, land degradation, and water scarcity (Rockström et al., 2014). *Before the Flood* marked the world's temperature at roughly 0.85 degrees Celsius in 2016. On such a trajectory, Earth suffers from abnormally large storms and extensive droughts, each occurring faster than predicted. Rockström predicts that global temperatures soon will reach 1.5 to 2 degrees Celsius, and before that, the coral reefs will start collapsing, if we do not take immediate action. By the time global temperatures reach 3 degrees Celsius, there will be heat waves that make many regions of the world unlivable (National Geographic, 2016).

The goal of environmental sustainability discussed within *Before the Flood* and the UN Paris Agreement remains the same for treaties such as the Montreal Protocol or the Kyoto

Accords: reduce emissions of carbon dioxide and greenhouses gasses to improve the current state of Earth's ozone layer (Sunstein, 2007). It is that solidarity between the planet's stakeholders that ultimately has the power to turn the proverbial tides of climate change.

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Discussion Questions

1. What preventative measures do you think the U.S. or other parts of the world should be taking toward climate change? Explain each measure stated. If you do not think any measures should be taken, explain why.
2. Do you think there are any contributors to climate change other than humans that should be accounted for? Explain why or why not.
3. Where do you stand on the U.S. government's involvement – or lack thereof – in global warming and climate change?

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From Macro to Micro: Applying a Theoretical Framework for the Development of Innovative Online Instruction, Micro-Learning, and Micro-Credentialing

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Angela McCullough, Dorothy Ragus,
and Timothy M. Stafford**

Abstract

With the rapid evolution of learning and instruction in the digital age, microlearning provides small, targeted blocks of information to learners to enhance knowledge retention and engagement. As the demand for eLearning increases due to Covid-19 and digitally immersed learners, microlearning allows for discrete, specialized tasks combined into customized learning plans for professional development. An online microlearning course certification with gamification incentivizes participants to earn digital badges. These digital badges are micro-credentials. These digital badges signify competency-based learning through the mastery of each unit. Microlearning courses with Merrill's First Principles of instruction maximize participant knowledge and skills by proposing to solve real-world problems. With this model, learners demonstrate that they learn the material through measurable gains in performance competencies. The literature review explores microlearning and micro-credentialing and a theoretical framework that combines connectivism, Merrill's First Principles of Instruction, and competency-based learning. With the self-paced component of microlearning, participants take ownership of their learning experience and thus, increase their motivation to learn.

Keywords

microlearning, online instruction certification, gamification, professional development, micro-credentials, personalized learning, competency-based learning, Merrill's First Principles of Instruction, connectivism

Introduction

With an increasing demand for virtual classes, the need for higher education instructors to go beyond traditional learning and successfully deliver online education content continues to surge. “Traditional models of instruction are often not sufficient for continuous skills update and upgrade as they are cumbersome and confine learners to prescribed and closed systems” (Fiedler & Kieslinger, 2005, as cited in Buchem & Hamelmann, 2010, p. 12). To maintain academic integrity and rigor in online programs, universities are realizing the need for targeted training and support for instructors who can cater to the new wave of digitally immersed learners. Hence, microlearning has emerged to address the need for instructors who can keep up with the advancements in education. In microlearning, content is short but has specific bursts intended to engage and inform the learner. It is a “... strategy for aligning training to the way people actually learn in order to solve meaningful business problems” (Dillon, 2018, para. 1). Significant benefits of microlearning include better concept retention, increased engagement, greater motivation, higher participation in collaborative learning, and improved learning ability and performance (Leong et al., 2021). Implementing a course consisting of discrete microlearning elements will improve instructor delivery in online education. The targeted training is modularized and scaffolded, allow for timely practice and implementation of concepts, and be customizable for various backgrounds, conditions, and learning goals. The units also are competency-based to ensure validity in certification.

Background

Microlearning

Microlearning delivers education in small units, a specific topic at a time, allowing students to learn at their own pace (Park, 2018). It consists of digital learning and related fields in learning processes in mediated environments (Park, 2018). Micro-learning is a technique that positively affects learning, produces optimistic results, and creates a friendly and comfortable environment (Park, 2018). It is a method of instruction that makes progressive outcomes in learning and skills, supports the creation of the concepts, and is helpful in learning and understanding the topics (Park, 2018). Short-term-focused strategies for skill-based instruction are an integral component of microlearning (Park, 2018). Cognitive loads for the information provided for learning micro-learning also enable finding related data, photos, and videos in mobile environments in real-time (Park, 2018).

As online education becomes an increasingly common option for learners of varying ages and interests, the demand for qualified instructors who can effectively facilitate the teaching and assessment of content in an online environment is also likely to increase. Since microlearning allows instructors to learn in small bits, the instructor trying to obtain certification demonstrates understanding based on achieving competency in small units that are less overwhelming. Some instructors have full-time jobs and families to take care of, which can be daunting to complete an entire course all at once (Avelino, 2021). In addition, microlearning for online instructional certification will allow instructors to cater to the personalized needs of learners who use digital tools, such as cell phones, to understand the world around them (Redding, 2016). Microlearning addresses the problem of virtual instruction resistance through information chunking and feasible

competencies to complete. It enriches the digital learning experiences of learners with instructors well versed in digital learning.

Gamification

Gamification and microlearning motivate the learner and increase his or her engagement with the learning content by integrating the game design principles and course contents within a learning environment (Becker, 2015). Its primary focus is to engage learners by making the course materials enjoyable (Becker, 2015). The online instructor will have the opportunity to learn about different techniques to use when keeping their student's attention, so he or she wants to learn more. This way of learning increases the motivational level of online learners, which enhances the engagement and understanding of the subject material.

Problem Needing to be Solved

The issue with microlearning for instructors' online education certification is that the course is condensed, and the online instructor learns at a fast pace (Avelino, 2021). If an instructor prefers personalized guidance, the asynchronous nature of microlearning can be an impediment. Some online instructors are going back to school or are unfamiliar with the latest technology. They may lack the time or need assistance accessing their course and course assignments.

Purpose of the Literature Review

Maintaining the academic integrity of online programs to safeguard the needs of virtual learners is the purpose of this literature review. Universities need targeted training and support for higher education instructors. "Merely dividing a traditional training lesson into smaller chunks is not sufficient to promise effective microlearning" (Zhang & West, 2020, p. 315). Instructional designers must consider how each micro-lesson is sorted into personalized learning objectives and fit into a competency-based learning map. Each skill is easily categorized and referenced to ensure that learning is meaningful and adaptive to the personalized learning goals. Assessment and feedback must be available immediately so that learners can move on to the next appropriate task. The learning modality must fit learners' schedules as they see fit and not intervene with daily tasks. Online instructors require adequate training for assisting students towards learning objectives and mastering skills to achieve their broad learning goals on a virtual platform for effective online instruction. A self-paced training provides feasible, flexible, and obtainable evidence of mastery of microlearning components. Microcontent focuses only on relevant information using very brief elements and visual, interactive content (Avelino, 2021).

Literature Review

Microlearning is a form of eLearning in small units for users to acquire knowledge to achieve learning objectives and mastery of specific content (Zhang & West, 2019; Khurjin, 2015; Poulin, 2013; Singh, 2014, as cited in Major & Calandrino, 2018; Park & Kim, 2018; Fernandes, 2020). It is not highly researched but has garnered appeal through its claims of increasing knowledge retention and learner engagement (Major & Calandrino, 2018; Fernandez,

2020). The digitally immersive age and the advent of spatial distance learning coinciding with the pandemic have made eLearning the premier choice in distance learning. This stems from the flexible and self-paced online component of microlearning (Busse et al., 2020). Microlearning supports “... learning in a more easily accessible bites of information productively designed in an online environment” (Major & Calandrino, 2018, p. 1).

Designing a microlearning course for online certification requires measurable competencies, competency-based lessons, flexibility with time, assessments as evidence of mastery, differentiating support, and transparent progress monitoring that is easily accessible to the users (Center on Innovations in Learning, 2018). “Research shows that providing e-learning training in small units has benefits for employees and companies” (Fernandes, 2020, p. 4). Studies demonstrate potential in microlearning for professional development through personalized learning. Microlearning leverages self-paced coursework founded on competency-based mastery digital badges to encourage the learning experience (Gamrat et al., 2014). Research states that microlearning provides flexibility with self-paced online content and learning availability for virtual learners. During the COVID-19 pandemic, eLearning fulfilled learner needs in a rapidly changing digital era (Busse et al., 2020; Zhang & West, 2019; Park & Kim, 2018; Center for Innovations in Learning, 2018; Fernandes, 2020). The demand for microlearning has increased as companies lean towards online learning solutions for professional development. Other forms of professional development such as trainer led events or hour-long online courses are comparatively ineffective. “Only 15% of employees can effectively apply new knowledge and up to 80% forget such knowledge within a month (Diaz Redondo et al., 2020). Microlearning can help improve levels of engagement and build retention. Its flexibility also allows employees to complete learning objectives in their own time. It is cost-efficient to produce and reassign into other forms of training. Microlearning can take on many forms, such as gamification. Gamification strategies in microlearning enrich the learner’s experience by utilizing technology to increase requisite knowledge and motivation toward learning milestones. Gamification, coupled with cognitive models, organize the educational content, and guide the learner to achieve their learning objectives (Diaz Redondo et al., 2020).

Review of the Historical Literature

In the rapidly developing modern world, it is necessary to be able to meet the challenges of the current times (Khaitova, 2021). The transition to a competency-based approach sets the educational system the task of using modern educational technologies to form required competencies (Khaitova, 2021). The first study of gamification began with video-game-based learning, which set out to prove students can learn competencies through video game interactions (Kaitova, 2021). The second study that followed developed the “Serious Games” movement known as gamification today (Kaitova, 2021). “The Serious Games program was created in 2002 by Ben Sawyer and David Reetsky and brought together private, academic, and military communities who used fully functional games to teach and create various nongame simulations” (Khaitova, 2021). In 2003, Nick Pelling coined gamification to bring playful elements to computer hardware. Later, in 2005, gamification was the first platform to include game mechanics, such as scoring, to improve business productivity (Khaitova, 2021).

The interest in gamification of learning peaked at almost the same time as microlearning emerged in 2004 (Javorcik & Polasek, 2019). Its gradual development has gone hand in hand with the advancement of various technologies. From sending textbooks via email to adaptive

Learning Management Systems (LMS) and integrating artificial intelligence, eLearning has continued to evolve (Egerová, 2011, as cited in, Javorcik & Polasek, 2019). With the availability of new technology, eLearning, microlearning, and gamification has evolved.

Review of the Current Literature

Current literature postulates that microlearning facilitates the digitization of learning units into small components. This approach embraces the evolving digital age that caters to learners who are immediate consumers of information (Fernandes, 2020; Busse et al., 2020; Park & Kim, 2018; Major & Calandrino, 2018). Studies have indicated that microlearning is still in its inception but shows promise. Findings demonstrate improved knowledge retention and learner engagement with short competency-based learning units (Major & Calandrino, 2018; Zhang & West, 2019). Research has tried developing microlearning for professional development by employing its self-paced aspect and a standalone approach to learning without a trainer. As a result, microlearning achieves time and cost-efficiency (Fernandes, 2020).

Digital badges and the flexibility to be self-paced, as well as being device agnostic, allow microlearning a degree of personalized learning. This aspect of microlearning is present, even for online instruction certification (Gamrat et al., 2014; Fernandes, 2020). These digital badges are micro-credentials that learners acquire to demonstrate content mastery per unit. Upon completion, earned badges become an online instruction certification (Center on Innovations in Learning, 2018). Micro-credentials with evidence of content mastery are in the process of professional development credit recognition. A notable example is Arkansas' approval through Act 745, and "... Arkansas is currently networking with other states for universal recognition" (Center on Innovations in Learning, 2018, n. p.).

Furthermore, a microlearning course provides the eLearning option for virtual participants due to the coronavirus (Busse et al., 2020). Research indicates that developing microlearning makes content development more efficient by replacing large amounts of static learning material with simplified production of content for learners (Park & Kim, 2018). This allows essential design elements in microlearning for learning and evidence of content mastery (Zhang & West, 2019; Center on Innovations in Learning, 2018).

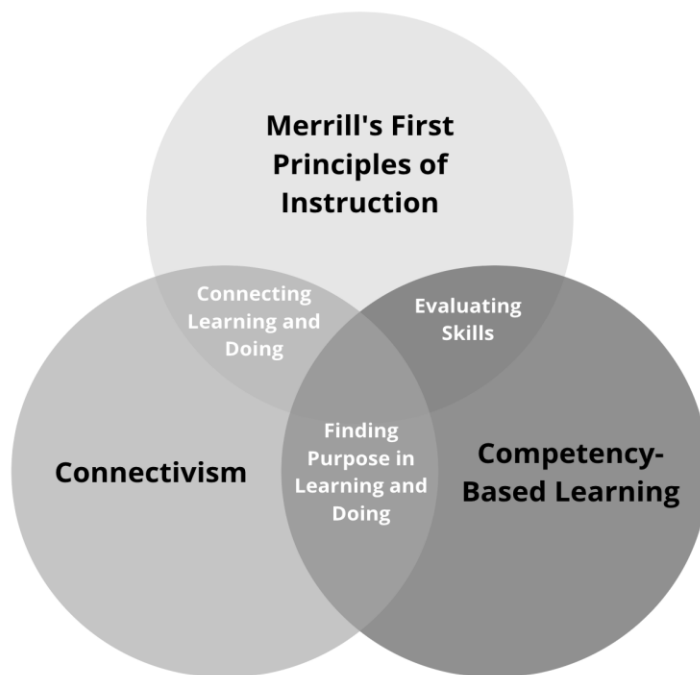
Organizations are shifting their focus from in-person workshops to incorporating more e-Learning opportunities for their employees (Emerson & Berge, 2018). As technology integrates into employees' daily tasks, more blended approaches to training and development are shifting into learning in the workplace (Emerson & Berge, 2018). Companies continue to look for training solutions that involve learning management systems, shareable platforms, and independent consumption by employees. By implementing microlearning strategies, companies can train employees by delivering discrete chunks of information in short bursts of time (Emerson & Berge, 2018). Using microlearning segments is a strategy that complements more comprehensive classroom and web-based training by reinforcing concepts between tasks (Emerson & Berge, 2018). Microlearning metrics evaluate the degree of mastery per unit. Examples such as pre-tests and post-tests provide evidence for these metrics (Center on Innovations in Learning, 2018; Busse et al., 2018). Earning micro-credentials is a matter of successful completion of each unit and therefore fulfilling the respective learning objective (Busse et al., 2020). What determines the successful implementation of microlearning is participants acquiring the end goal, such as the online instruction certification in this case, which serves as proof of mastery of content through skill-based learning (Zhang & West, 2019).

Theoretical Framework

Theoretically, this work fits within a framework of three theories. Connectivism provides a conceptual theory of references for how to achieve learning. Merrill's First Principles of Instruction, which provides a framework for instruction and the design of excellent instruction, regardless of the mode of delivery, and competency-based learning help to give perspective to what is valuable, not only to education but also to the marketplace. *Certifications are, more often than not, competency-based learning.* Micro-credentialing extends competency to allow for a personalized learning approach (Gamrat et al., 2014; Zhang & West, 2019; Center on Innovations in Learning, 2018). The International Board Standards for Training, Performance, and Instruction (IBSTPI) provide a comprehensive set of standards. These standards apply to the instructional design process for online learning and online learner and instructor competencies.

Figure 1

Theoretical Model for the Use of Microlearning, Gamification, and Micro-credentialing



Connectivism as a Launchpad

In 2004, George Siemens presented the theory that students learn best when instructed on using social networking to improve their understanding of the pathways to learning (Siemens, 2004). In the connectivist realm, a student also can be an expert contributing a diverse set of ideas, relationships, and transformative truths that can emerge from each person inserting themselves into both sides of the learning equation at the same time. A student learning Botany is instructing peers on building a birdhouse on YouTube. Siemens saw this as something that ultimately could be beneficial to all learning environments, especially digital ones where a massive number of ideas coalesced together in a highly transformative way (McAuley, Stewart,

Siemens, & Cormier, 2010). Thus, the first Massive Open Online Course (MOOC) was born. His idea was to promote the idea that communities can help solve problems. The larger the community, the better versed they were to solve problems (Greenwood, 2020). Siemens saw that the roles of educators and designers could radically shift (Siemens, 2008). These shifts would place more value on ideas like microlearning that allow a student to be more ubiquitous and self-paced. Instructors also could provide resources and guidance with greater flexibility. This launchpad is for microlearning and micro-credentialing to move students successfully toward aggregation of knowledge and development of skills. This need is satisfied as industries continue to shift toward a more competency-based approach to learning and development. This kind of competency-based learning is the norm for most industries and is critical to ensuring the skills and knowledge necessary to drive the sustainability of current career paths. Those innovations of new career paths remain fruitful as marketplaces shift and technology continues to drive innovation at a rapid clip.

Merrill's First Principles of Instruction

Within Merrill's First Principles of Instruction, learning results when learners engage in solving real-world problems (Merrill, 2020). Integrating microlearning into professional development allows learners to apply their skills to real-world specific tasks. In Merrill's framework, direct learners recall, relate, describe, and apply knowledge from relevant past experiences as a foundation for newly acquired knowledge (Merrill, 2020). Microlearning determines what learners already know and creates a learning pathway that commensurate with their experience. They can review knowledge in small segments, rather than revisiting an entire course.

According to Merrill, the most effective learning products or environments are problem-centered with four distinct phases of learning: activation of prior experience, demonstration of skills, application of skills, and integration of these skills into real-world activities (Merrill, 2020). Implementing this approach to developing a microlearning course will motivate learners to complete their learning objectives. Learners will integrate instruction into their lives when they can demonstrate improvement in skill, defend their new knowledge, and modify their new knowledge for use in their everyday lives (Merrill, 2020).

Adopting Merrill's Principles of Instruction into microlearning provides learner guidance as follows: direction to pertinent information, multiple representations for demonstrations, and relevance for modeling behavior (Merrill, 2020). Microlearning allows the learner to learn through demonstrations through diverse forms of content used immediately in his or her work environment. According to Merrill's Principles of Instruction, learning thrives when learners solve varied problems (Merrill, 2020). Microlearning allows learners to achieve learning goals by accomplishing a specific task before continuing to another skill. Furthermore, in line with Merrill's Principles of Instruction, learning occurs when learners integrate the new knowledge or skill into their everyday life (Merrill, 2020). Microlearning units allow learners to employ new knowledge instantly in a short period (Khaitova, 2021).

Competency-Based Learning

Competency-based learning utilizes predetermined competencies to develop instruction that users need to complete successfully to demonstrate content mastery (Zhang & West, 2019).

Each mastery of these competency-based learning units becomes micro-credentials, serving as evidence of short competency-based learning units' mastery for acquiring the online instruction certification (Center on Innovations in Learning, 2018). Microlearning delivers detailed information that focuses on a specific topic and does not consume much detail (Volz, 2020). With microlearning, the online instructor can learn a small amount of information at a time in a competency-based course (Volz, 2020). Professional development for instructors within microlearning is using the framework of competency-based education. Training entails predetermined competencies from which instruction develops and focuses on individual learning goals (Zhang & West, 2020). For learning and development competencies, the International Board Standards for Training, Performance, and Instruction (IBSTPI) describes a comprehensive set of standards that speak to the instructional design process for online learning. It also provides learning standards for online learner and instructor competencies.

Micro-credentials and Personalized Learning

A way to represent these micro-credentials is through online badges to personalize learning (Gamrat et al., 2014). Personalized learning "... allow micro-credential issuers, or earners, to organize micro-credentials into personalized paths where earners select their preferred option for each requirement on the path" (Zhang & West, 2019). A system of badge pathways, where the users pick their path of mastery in the online course of instruction, allows a personalized learning touch. To develop personalized competencies, instructional designers determine several goals and skillsets for smaller micro-lessons that focus on only one specific skill (Buchem & Hamelmann, 2010). Personalized competency goals and skillsets promote knowledge retention and user motivation to learn in feasible small steps (Zhang & West, 2019).

In light of the literature, research gaps have surfaced because of the limited research-based literature on microlearning (Zhang & West, 2019). Microlearning is still in its early development, and a broad range of studies would make substantial research contributions to microlearning effectiveness (Zhang & West, 2019). With this limitation and uncertainty of how digital learning will evolve for instruction, there is no telling what the role of micro-content will be in the future (Busse et al., 2020). These claims are research gaps concerning changes to future eLearning and its effects on the content development methods of microlearning (Park & Kim, 2018).

For professional development, determining what measurable competencies to use, rather than developing new measurable competencies for micro-credentials in competency-based learning, is left out of research (Center on Innovations in Learning, 2018). Micro-credentials in the form of a digital badging system also have some research restrictions with the need for "...additional research in the areas of the design of digital badging systems and their applications to learning in professional contexts" (Gamrat et al., 2014, p. 1147). Further research gaps include "...further research and practice including design and development of microlearning lessons for professional development" (Zhang & West, 2019, n. p.). Furthermore, research provides quantitative and qualitative evidence of how effective microlearning is for professional development (Zhang & West, 2019).

Additionally, there is insufficient research on microlearning as an effective strategy for reaching long-term learning goals (Javorcik & Polasek, 2019). There is little evidence of the perceived benefit of utilizing microlearning for instructional purposes. With too many learning designers, microlearning does not have a set of fixed criteria, thus making it more difficult to

define. Some learning designers define microlearning based on duration, such as two- to seven-minute lessons (Kapp & Defelice, 2018). Still, others assert that microlearning is objective-based and only focused on completing one competency at a time with little consideration for the duration (Kapp & Defelice, 2018).

The benefits of using microlearning for long-term or complex skill development are limited in scope. “For long-term learning goals, microlearning interventions could end up as content fragments that are not tied together” (Javorcik & Polasek, 2019, p. 256). Learners may complete competencies by their learning needs and preferences. This approach does not guarantee that learners will perceive the intended macro level of learning. Furthermore, “we cannot be certain that learners will synthesize content from microlearning well enough to construct appropriate mental models” (Javorcik & Polasek, 2019, p. 256). Engaging learners in microlearning does not guarantee that they will create the correct mental models that are essential to apply in real-world situations and improve productivity. Learning designers must create clear pathways for completing learning goals and objectives and allow learners to revisit concepts to promote long-term learning.

Summary

To better understand how they impact knowledge retention, learner engagement, flexibility, and cost-efficiency, there needs to be further research about microlearning and micro-credentialing. Contemporary learners often are immediate consumers of information. Instructional designers and developers engage in further research about the design and delivery of microlearning courses for online instruction and certification. They also gather data on the effects of microlearning for professional development and use in higher education. Micro-credentialing, such as digital badges, provides pathways for instructional designers, program directors, and other educational professionals. These digital badges create student success and learning opportunities by ensuring that competencies and skills are adaptable and valuable to the marketplace.

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Dorothy Ragus is Director of Curriculum and Content Development at Logan University, with 25 years of experience in curriculum and training development, assessment, and administration. She has managed the development of Interactive Multimedia Instruction and Programs of Instruction for the DoD and created professional development programs for global DoDEA K-12 educators. Her research interests include curriculum planning and assessment and the correlation of course development processes with instructor engagement.

Timothy M. Stafford is the Program Director-MS in Instructional Design & Technology, Dissertation Chair, and Online Associate Professor at St. Thomas University. He has more than 30 years as an educational leader and innovator with an emphasis on leading educational technology and e-learning development teams for blended and asynchronous learning environments, institutional technology rollouts, accreditation, curricula development, and development of professional learning environments and infrastructures. He has overseen the development of professional learning systems for national trade associations including the

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Discussion Questions

1. What are some of the benefits that learners experience with microlearning for instruction?
2. Why would companies use microlearning for competency-based training? What are some of the disadvantages of traditional forms of instruction?
3. According to Merrill's Principles of Instruction, how does microlearning promote learners to integrate new knowledge from professional development?
4. What are some of the limitations to implementing microlearning?
5. Does microlearning or macro-level learning benefit learners long-term?

To Cite this Article

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Book Review

Book Details

Bramson, S. (2020). *Lost restaurants of Miami*. Hallandale, FL: American Palate Division of the History Press, 142 pages, paperback, ISBN 978-1-467146746.

Reviewer

Professor Lloyd Mitchell

Synopsis and Evaluation

Former St. Thomas University professor and now Barry University Adjunct Professor of History and Historian in Residence Seth H. Bramson has come up with another winner, this time his newly-published by The History Press (THP) of Charleston, *Lost Restaurants of Miami* – and what a happy book this one is!

Seth is a lifelong Miamian. He spent many years in the hotel, restaurant, and club business, both locally and in New York. A graduate of Cornell University's School of Hotel Administration, and with master's degrees from both St. Thomas University and Florida International University, the latter in hotel and restaurant management, he has managed some of the finest clubs and restaurants in both New York City and in Greater Miami, including the Playboy Club Miami (he is the only living former Playboy Club Miami general manager) and Miami Shores Country Club, as well as some of this area's most highly regarded eateries.

THP chose him to write this book because, as they told him, "There is nobody else that not only has your background in restaurant and club management but who has collected the memorabilia so fervently and for so long!"

This is Seth's 33rd book (he is working on his 34th, the history of North Lauderdale, in Broward County), and his love for both the food and beverage business and the region clearly shows, both through the selection of images and his writing.

While the word "Miami" is part of the title, the book actually covers all of Miami-Dade County, with photos (and their captions) and stories of, on, and about the restaurants and clubs from Homestead, Kendall, and South Miami all the way up to Coral Gables, Hialeah, Miami Springs, Opa-locka, and most of north and northeast Miami-Dade including Aventura, North Miami Beach, Sunny Isles Beach, Miami Shores, unincorporated Miami-Dade, Bay Harbor Islands, Bal Harbour, and Surfside) – and, of course, Miami Beach.

Bramson makes it clear that, although he could not write about Joe's or the Forge because they were both, at the time, still open (the Forge has since closed), he covered restaurants and lounges going back to the earliest days, including N. Woods Bar in what was then called "N. Miami," just north of the property owned by Julia Tuttle, on which she did not allow alcohol to be sold), the Peacock Inn, Commodore Munro's hotel and restaurant (both of those in Coconut

Grove), and so many more. The book is, simply put, a joyous walk through Miam's dining (and just eating!) history.

From the Red Diamond Inn on LeJeune Road to Jahn's the ice cream parlor on Miracle Mile to Cye Mandel's Hasta on Coral Way and on to Prince Hamlet, Biscayne Cafeteria, and an almost unending list of more, the 120 page book, with its 121 photographs will, at the least, make you hungry, whether you loved cafeterias such as the Ambassador, the Governor, or Dubrow's, or the great and famous delis, Junior's, Wolfie's, Rascal House, Pumpernik's, Pickled Herring Charlie's, and more, the memories will come rushing back, and you will love both the images and Seth's writing.

The book is available in Miami from the author (sbramson@bellsouth.net), online (amazon.com or barnes&noble.com), or at area bookstores, and a few CVS or Walgreen's stores. So, get ready for great and happy memories, and know that, when you finish the book, you will definitely be ready to eat!

In the Author's Own Words

"Tucked around a corner or soaking up the spotlight, Miami's restaurants defend an international reputation for superb cuisine and service. The constant buzz of new arrivals to the city's glamorous food scene often obscures the memory of the celebrated culinary institutions that have closed their doors" (p. 79).

Reviewer's Details

Lloyd Mitchell (lmitchel@stu.edu), CPA, CGMA, serves as Chair of the Accounting Department in the Gus Machado School of Business at St. Thomas University, in Miami Gardens, Florida. His research interests include investments as well as financial and managerial accounting.

To Cite this Review

Mitchell, L. (2023, Spring). Review of *Lost restaurants of Miami* by S. Bramson. *Journal of Multidisciplinary Research*, 15(1), 173–174.

About the Cover Artist

Twyla Gettert

Twyla Gettert has been a professional full-time artist for over 30 years and is a graduate of the University of Iowa. She is the recipient of numerous awards for her artwork including a grant from the Enrico Donati Foundation, New York City, New York. Twyla's paintings and photography are collected by both private and corporate art enthusiasts internationally and have been purchased by more than 70 corporations. Her work has been shown in museum exhibitions and in a network of galleries throughout the U.S. Her art was selected for two international Sumi-E shows at the National Museum of Fine Art, Osaka, Japan. Artists from the United States, Taiwan, and Japan participated in this traveling international museum exhibit.

Twyla creates in mediums that include Painting, Printmaking, Photography, Digital Radiography, Chinese Brush Painting, and Japanese Sumi-E. As an Art/Science Collaboration Project, she has utilized manipulated Digital Radiography (X-ray) to create a series of artworks. Her art studies began with classical portrait and figurative painting and gradually evolved to abstract. This led to the creation of large-scale abstract paintings. Eventually to explore different directions and enhance creativity, she began studying Sumi-e, Chinese brush painting, and Chinese calligraphy. Twyla also trained in Printmaking for five years with a Master Printmaking Studio. Creating across many mediums has always kept her art innovative and her creativity flowing.

Ms. Gettert's experience includes completing art for site-specific projects with architects and designers. She is currently represented by MAC Fine Art Galleries.

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Errata

The JMR has just learned that Professor Joseph McFall was omitted as a co-author of an article published in the Spring 2022 issue. The corrected reference is as follows: Park, J., Yi, T. D., McFall, J., & Min, S. (2022, Spring). Athletes' emotion and self-confidence under sport injury rehabilitation with sports counseling. *Journal of Multidisciplinary Research*, 14(1), 37–54.

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