

THE CHRONICLE

Fourth Quarter 2020 Issue



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

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FOURTH QUARTER 2020 ISSUE

THE CHRONICLE: A FACULTY–FOCUSED PUBLICATION

The Center for Excellence in Teaching and Learning proudly showcases the latest news and successes of our faculty community in The Chronicle. This publication highlights the many success stories of our faculty and aims to keep the broader academic community informed about the events, initiatives, and people that help shape our University.

In an effort to make this publication a diverse representation of the faculty pool, submissions from associate faculty from all colleges are highly encouraged and welcomed. Please check the Looking Ahead section for more information on submitting an article for consideration.





A MESSAGE FROM THE PRESIDENT DR. CRAIG SWENSON



Dear University of Arizona Global Campus Faculty,

It has been quite a year and it is hard to believe that 2020 is almost at an end. I think we would have a difficult time faulting those who say “well, it’s about time!”

As a society, 2020 has presented unprecedented challenges. But like every generation before, when things seem hopeless, amazing people step up to accomplish amazing things.

In that spirit, I want each of you to know how sincerely I appreciate the support you’ve shown to one another in these distressing times—and how you have helped us all to maintain our focus on our students. I am every day aware of how much your efforts matter in building a future that reaches far beyond this year. Thank you!

Finally, as we prepare to ring in the new year, I wish you a very safe and peaceful holiday season. It may be unlike any other in our collective memory, but my wish is that we will use this time to reflect and each commit to helping make 2021 a year of recovery and revival.

I’m especially looking forward to our continued progress and success—now as the University of Arizona Global Campus!

Please accept my warmest holiday wishes,

Craig D. Swenson, Ph.D.

President

Help Us Rename The Ashford Chronicle!

Our University has transitioned to the University of Arizona Global Campus. We need a new name for the Ashford Chronicle!

Please provide your input!

[Vote today by completing this survey!](#)

EVENTS AND PROFESSIONAL DEVELOPMENT NEWS

2020 CLASSROOM MANAGEMENT MASTERY SERIES AWARDS INAUGURAL BADGES

Dr. Teresa Kuruc, Director, Faculty Support and Development, Center for Excellence in Teaching and Learning



In January of 2020, the CETL introduced the Classroom Management Mastery Series (CMMS), a year-long professional development program designed to introduce and reinforce critical classroom technology and resource enhancements and connect faculty expertise with administrative knowledge. Throughout the CMMS, faculty work toward mastering skills that allow them to apply current research, institutional policies, learning technology, and instructional strategies in their classrooms. The CMMS promises resume- and network-building material for faculty and a dynamic classroom experience for students. Faculty who participate in the CMMS:

- Understand the functionality of 2019-2020 learning management system enhancements.
- Explore supplementary classroom management technology.
- Discuss interpersonal classroom management strategies.
- Recognize how to find a live support network and resources for classroom management topics.

Each CMMS session includes a follow-up activity that asks faculty attendees to reflect on their learning and articulate how they will apply it in their classrooms. Faculty who attended or viewed recordings and completed follow-up activities for at least nine of the eleven CMMS sessions during 2020 received the inaugural CMMS badge. 15 faculty have been awarded the badge so far. Please join us in congratulating the following faculty for their achievement!

| | | | |
|-----------------|----------------|---------------------|------------------|
| Ryan Bates | Pamela Gordon | Kelly Olson Stewart | Ann Wehrman |
| Ricky Benito | Katrina Hilton | Adrienne Osborne | Frederick Seiler |
| Edward Crawford | Connie Lower | Laura Reyes | Jerry Spight |
| Kim Gravelle | Sean O'Leary | Avisha Sadeghinejad | |

If you could not meet the badge requirements in 2020, you can still earn your badge through Q1 of 2021; badges will be awarded monthly! We encourage you to visit [the CMMS page](#) on the CETL website to watch recorded sessions and access follow-up surveys. Stay tuned to CETL communications in January about 2021 CMMS offerings and new badging opportunities!

FALL 2020 PSYCH CLUB SYMPOSIUM

Dr. Michelle Rosser-Majors, Lead Faculty, Bachelor of Arts and Master of Arts in Psychology, Department of Behavioral Sciences, Dr. Stephanie Anderson, Lead Faculty, Master of Arts in Psychology and Dr. Cara Metz, Lead Faculty, Master of Arts in Human Services

What a great year for the Psych Club! With the implementation of new officers and an alumni Student Advisory Board, and through our annual Fall Psych Club Symposium, we had great opportunities to reflect and develop the best strategies to support our students.

The Psych Club currently has 8,223 members and is always amazed at how our students rally around each other to support their success. We are proud to introduce our 2020-2021 Psych Club leadership of student and alumni officers and board members.



Global Campus Psych Club

2020-2021 - Psych Club - Faculty Advisors and Officers



President: Antonia Salas – Antonia has a Bachelor of Arts in Social and Criminal Justice (2018) and just completed her Master of Arts in Psychology. She is also a mentor for the Champs Program.

Vice President: Quanisha Blackmon – Quanisha is currently completing her Master of Arts in Psychology. She has served on various executive boards and is currently a chemist.

Secretary: Cristi Hall – Cristi is working on a double major: Bachelor of Arts in Psychology and Bachelor of Arts in Educational Studies.

Online Moderating Officer: Cassandra Urban – Cassandra is currently working on her Bachelor of Arts in Psychology. She has six years of management experience, including managing websites, forums, social media boards, events, and databases.

Marketing Coordinator: Jamie Lynn King - Jamie recently earned her Master of Arts in Organizational Management.

2020-2021 Psych Club Student-Alumni Advisory Board

| | | |
|--------------------|-----------------|------------------|
| Arial Cotto | Xavier Dupervil | Katricia Nutting |
| Quinnete Covington | Shannon Hatten | Edward Scholl |
| Brittney Dudley | Brenda Kyle | Michael Turner |

In September 2020, we held our Fall Psych Club Symposium where several students, alumni, and faculty presented on topics that addressed the symposium theme developed by the club officers: **Embracing Our Strengths in the Face of Challenging Times: United We Step Forward Together**. What a success it was with great attendance and engagement! We will facilitate ongoing engagement with these symposium sessions with recordings coming soon.

Student Presentations:

- *Maintaining - We Can Do This* presented by Dr. Michaela Turner, Psy. D.
- *Learning During a Pandemic* presented by Brenda Kyle (pursuing a Master of Arts in Psychology)
- *Creating a Balanced Life* presented by Laticia Brewington (Bachelor of Arts in Psychology)
- *Healthy Focus: Student Life Balance* presented by Jamie Lynn King (pursuing a Master of Arts in Organizational Management)
- *What Does It Mean to Maintain Mental, Physical, Emotional, and Spiritual Health, as a Student, During a Pandemic?* presented by Antonia Salas, Master of Arts in Psychology

Institutional Presentations:

- Kira Hall, UAGC Library and Tutoring Services
- Louie Centanni, UAGC Writing Center

Faculty Presentations:

- *Tips on Managing your Mental Health: Discovering Resiliency and Healthy Coping Strategies* presented by Dr. Yvonne Lozano, Department Chair, Department of Health Sciences
- *Building Your Learning Support Team during a Pandemic* presented by Dr. Michelle Rosser-Majors, Lead Faculty, Bachelor and Master of Arts in Psychology programs
- *Staying Sane as You Prepare for Your Kids to Return to School* presented by Dr. Sandra Rebeor, Lead Faculty, Bachelor of Arts in Applied Behavioral Science, Environmental Management and Sustainability Emphasis

Faculty Roundtable:

- Dr. Cara Metz, Lead Faculty, Master of Arts in Human Services
- Dr. Claire DeCristofaro, Lead Faculty, Bachelor of Arts in Psychology
- Dr. Yolanda Harper, Core Faculty, Bachelor of Arts in Applied Behavioral Science

Meet Our Leadership:

- Dr. Iris Lafferty, Dean of the College of Arts and Sciences
- Dr. Craig Swenson, President, University of Arizona Global Campus

Thank you to all the participants for helping us make this symposium one of the best yet!

Please save the date for our Spring Psych Club Symposium, tentatively set for May of 2021, where we will consider the theme: **Leadership for Tomorrow**. If you are interested in presenting or supporting the symposium, please contact the faculty advisors at BAPSY@UAGC.edu.

We look forward to the brand-new year as the University of Arizona Global Campus and wish everyone a wonderful holiday.

THANK YOU, ASHFORD UNIVERSITY!

Aisha Haynes and Sarah Korpi, Association for Distance Education and Independent Learning (ADEIL)

ADEIL is a professional association for anyone interested in distance education. The goal of the organization is to provide professional development and opportunities for collegiality and interaction. The annual ADEIL conference explores independent learning and distance education. Attendees from around the world have the opportunity to grow their professional networks, share energy with like-minded individuals, be inspired, expand their knowledge, find solutions to problems, and invest in themselves.

On October 16, 2020, ADEIL facilitated its first-ever virtual conference, and we would like to extend thanks to Ashford University for hosting it and helping to make it a success.

Representatives from Ashford's Center for Excellence in Teaching and Learning (CETL), led by Morgan Johnson, consulted on the conference's logistics, set up the Zoom rooms for conference presentations, practiced with presenters before the conference, and served as technical support during the conference.

Additionally, Jamie Lynn King of Student Affairs created the conference logo, the presenter and course awards badges, the certificates for presenters, and the awards for the conference. Finally, special thanks goes to Bill Davis, Forbes School of Business & Technology faculty and ADEIL Board Member. He was instrumental in planting the seed for Ashford to host the conference, helping to secure the keynote speaker (Dr. Craig Swenson, President, Ashford



University), and connecting ADEIL with support staff from Ashford. Bill also promoted the conference and ensured faculty at Ashford were aware of the opportunity to propose topics for concurrent sessions.



We are so thankful to Dr. Craig Swenson, President of Ashford University, for providing the keynote presentation for the conference. The title of his keynote was "What I've Learned About Teaching From Teachers and By Teaching." Thank you, Dr. Swenson, for givingg an inspirational and enlightening address during the conference.

At each conference, ADEIL recognizes excellence in distance education or online learning courses in Course Level Awards, which honor outstanding college-level credit courses that opened during the previous year. The award recognizes the instructor, author, primary editor, and course developer who created an exemplary course.

Avisha Sadeghinejad from Ashford University received a Distinguished Course Award for excellence in course layout and authentic assessments for her Principles of Marketing (BUS 330) course.

ADEIL also recognized the following courses:

- "Professional and Business Communications" (BUS 202) by Rob Shah, Bill Davis, and Michelle Lekkerkerk
- "Business & Academic Success" (BUS 105) by Katie Thiry, Charlie Minnick, William Woods, Bill Davis, and Michelle Lekkerkerk
- "Introduction to Film" (ENG 225) by Nathan Pritts, James Meetze, and Sarah Sonognini was an honorable mention in the 2020 ADEIL juried course showcase.

Conference attendees reviewed the juried course showcase and voted to honor "Introduction to Film" (ENG 225) by Nathan Pritts, James Meetze, and Sarah Sonognini with the 2020 Conference Choice Award.

In addition to the course awards, each year, ADEIL honors an individual who has contributed innovations to a distance education program (via courses, recruitment, orientation, etc.). Martin McAuliffe, Core Faculty in the Department of Behavioral Sciences, received the 2020 ADEIL Support Service Award. ADEIL applauds Martin for his commitment to bringing his best to everyone he meets, whether student, faculty, staff, or administrator at Ashford.

Please join us in congratulating these award winners and the 28 Ashford faculty who presented at the conference!

| | | | |
|----------------------------|--------------------------------|---------------------------|-------------------------------|
| <i>Stephanie Anderson</i> | <i>Susan E. Gould</i> | <i>Oscar Lewis</i> | <i>Allison Rief</i> |
| <i>Alan Belcher</i> | <i>Yamil E. Guevara</i> | <i>Martin McAuliffe</i> | <i>Jennifer Robinson</i> |
| <i>Jorge A. Cardenas</i> | <i>Yolanda Harper</i> | <i>Christine McMahon</i> | <i>Michelle Rosser-Majors</i> |
| <i>Bill Davis</i> | <i>Karen Lynne-Daniels Ivy</i> | <i>Charles Minnick</i> | <i>Tori Taylor</i> |
| <i>Claire DeCristofaro</i> | <i>Teresa Leary Jenkins</i> | <i>Pamela Ford Murphy</i> | <i>Ashley Tennessee</i> |
| <i>Jay Familant</i> | <i>Maryalyce Jeremiah</i> | <i>Nathan Pritts</i> | <i>Dan Tinianow</i> |
| <i>Tamecca Fitzpatrick</i> | <i>Amy Johnson</i> | <i>Sandra Rebeor</i> | <i>Jennifer Zaur</i> |

The 28th Annual ADEIL conference was a success because of the faculty and staff from Ashford University. ADEIL looks forward to continued collaboration with faculty and staff from Ashford University. To join ADEIL or learn more about the organization, visit www.adeil.org.

Sincerely,

Aisha Haynes, President

Sarah Korpi, Immediate Past President



CETL UPDATE



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

ENHANCING FACULTY SUPPORT | COURSE FEEDBACK IN THE FACULTY PORTAL

The Center for Excellence in Teaching and Learning (CETL) Faculty Support and Development teams are excited to announce **Course Feedback** – a new Faculty Portal functionality that allows the Faculty Support Community to enhance the quality of support we offer in each of your courses.

What is Course Feedback?

Course Feedback is designed to help you continually develop your instructional practice. Several times a year, your Faculty Support Consultant or Coach will offer summary observations of a sampling of courses that you have taught through Course Feedback. This process is separate from your official Instructor

Quality Review (IQR) evaluation, which your college supervisor will continue to conduct and communicate annually. Course Feedback is:

- A starting point for open conversation about classroom needs, practices, and challenges;
- A holistic articulation of the [course requirements for online faculty](#);
- A chance to identify strengths and capitalize on development opportunities;
- A replacement to the former FSDA score; and,
- A supportive complement to your annual IQR.

How Will Course Feedback Look in Your Faculty Profile?

The first installation of Course Feedback is organized into four areas that holistically articulate the [course requirements for online faculty](#) as outlined below.

- **Classroom Tools and Facilitation:** Using classroom tools and technology, meeting required deadlines, and actively participating in the classroom throughout each learning week.
- **Engagement:** Interacting with students' work, comments, and ideas to offer them developmental opportunities; cultivating classroom interactions among students; and offering explanations to students on how they are progressing in the course.
- **Disposition:** Applying principles of emotional intelligence to ensure interactions with students facilitate continuous learning; and communicating professionally, honestly, and empathetically with students and staff.
- **Administration:** Accurately following institutional policies that support curricular, student records, and student affairs processes.

In each of the four areas above, your performance in the selected course will be characterized as:

- **Basic:** Opportunities for growth,
- **Intermediate:** Strengths and options for enhancement, or
- **Advanced:** Areas of mastery and options for continuing refinement

The summary observations for each area will include benchmarks and resources to help you identify your strengths, capitalize on opportunities for growth, and set professional development goals related to execution of the course requirements.

When Will You Receive Course Feedback?

At the beginning of Q1 2021, you will be able to review the first installment of Course Feedback in your profile in the Faculty Portal. Please keep an eye out in January for emails from your Coach or Consultant with instructions on how to access your Course Feedback.

Course Feedback reflects our mission to provide a collaborative [Faculty Support Community](#) to help you access the resources that you need to continually develop your instructional practice.

We look forward to our continued work together and encourage you to reach out to your Coach or Consultant with any questions!

PROGRAM AND CURRICULUM NEWS

EARLY CHILDHOOD EDUCATION TEAM LAUNCHES EARLY CHILDHOOD EDUCATION PODCAST

Dr. Latisha Shipley, Lead Faculty, Bachelor of Arts in Early Childhood Administration, Department of Education and Liberal Arts and Dr. Stephanie Heald, Core Faculty, Bachelor of Arts in Early Childhood Administration, Department of Education and Liberal Arts



The UAGC Early Childhood Team wants to develop new and innovative strategies to engage their students inside and outside of the classroom environment. We offer engaging professional development not only to our students but also to people around the world. With the ever-changing early childhood environment and dealing with the pandemic, it is more important than ever to

offer multiple avenues for access to the current research and ideas in the early childhood education field.

Dr. Tisha Shipley and Dr. Stephanie Heald, the co-creators of the Ashford Early Childhood Conference, have many options for anyone interested in early childhood education (ECE) to obtain high-quality professional development. Last year Latisha and Stephanie started a spin-off of the ECE conference which became the monthly Early Childhood Webinars. These webinars occur the third Wednesday of each month and are housed on the [ECE YouTube Channel](#). These webinars encourage students to be a part of the [UAGC Early Childhood Student Club on LinkedIn](#). Latisha and Stephanie's newest venture is a podcast, [Early Childhood Chatter](#), that addresses all topics related to ECE!

[Early Childhood Chatter](#) started in October 2020 with a new episode released every other week. We invite you to listen and to join this stellar professional learning community. Each episode engages the audience on relevant topics in the field.

Season 1

- | | |
|---|--|
| Ep 1: Welcome Get to Know Dr. Shipley and Dr. Heald | Ep 4: Hands on Learning and Life Experiences |
| Ep 2: Creating and Online Community | Ep 5: Online Learning Environments Today |
| Ep 3: Family Forums | Ep 6: No Excuses University |

A new episode will be released each week in December 2020, in honor of the victims of the Sandy Hook Elementary School Shooting. Our guest for this episode, Scarlett Lewis, lost her precious son that day. She has started the *Choose Love Movement* to encourage change and developed a social and emotional learning (SEL) program for children and adults. She dedicates her time to speaking to teachers, children, families, inmates, politicians, and other communities on how personal attitudes can change the world.

This series consists of the following episodes:

Ep 7: Courage. Background on Jesse and his courage. Includes how we all have this courage, research on courage, and ways to practice and strengthen courage in your own life.

Ep 8: Gratitude. Scarlett will share her own story. Includes how to practice gratitude, benefits of gratitude, including being present and finding 'micro-moments' of joy.

Ep 9: Forgiveness. The gift that you give yourself - how it's important to forgive yourself first - as the key to freedom we all carry in our pocket.

Ep 10: Compassion in Action! Empathy plus Action! How we find meaning and purpose in our lives. The Choose Love formula as a guide to flourishing!

The podcast provides the ability to receive a short professional development you can listen to on a break, as you drive to school/work, or whenever you have time to relax and feed your professional brain. We invite you to take a listen to the [podcast](#) and visit the [YouTube channel](#). Please contact latisha.shipley@uagc.edu with suggested topics for the ECE Conference or monthly webinars.

EARLY CHILDHOOD ADMINISTRATION COURSE REDESIGN LEADS TO STUDENT GRANT-WRITING AWARD

Dr. Latisha Shipley, Lead Faculty, Bachelor of Arts in Early Childhood Administration, Department of Education and Liberal Arts



Drs. Latisha Shipley and Stephanie Heald recently redesigned BA in Early Childhood Administration program courses to inspire a practical, hands-on approach to learning. This work has paid off for ECA 435 student, Ledra King, who secured a grant for the childcare center in which she works.

Each new ECA course scaffolds content in the context of specific business practices and asks students to envision how they would apply this knowledge in an early childhood leadership role in their dream school setting. ECA students create portfolios and websites that they can use

immediately to supplement their resumes and to support their work in the field. These materials articulate:

- Their philosophy, vision, and mission for their early childhood environment,
- Their observations and interviews from the field,
- Presentations for their future stakeholders,
- Handbooks for their staff and faculty, and
- Annual school/program budgets.

Significantly, in the final project of their last pre-capstone course, students research the grant-writing process for early childhood settings and how to create an annual program budget, and they write a grant for their dream school.

For her final project, ECA 435 student, Ledra King, researched the COVID-19 Relief-Fund Phase II for Child Care Centers and Family Child Care Homes grant and described how she would use the funds. Ledra planned to give teachers a bonus and to provide tutoring for school-aged children to alleviate disruption in school due to the COVID-19 pandemic and pre-existing socioeconomic conditions; many of the students at Ledra's center were behind because of the pandemic and were not attending school. The deadline for the COVID-19 Relief-Fund Phase II grant was shortly after Ledra's ECE 425 course ended. She used the opportunity this course gave her to submit an application and was awarded the grant funds!

According to Ledra, the teachers at the center were very appreciative to hear that she'd applied for this grant (versus receiving state funds), and the grant-provided \$100 per staff member toward creating a tutoring program sowed several rewards for the center's students. For example, after the tutoring began, the center realized that some of the students did not know how to submit assignments online or do other tasks they needed to be successful. Without tutoring, the students may have continued to fall further behind.



After this successful grant-writing experience, Ledra hopes to find another grant that will assist with tutoring because the children and their families had such positive responses. She is very proud of the skill she gained from her ECA 435 course, and it is evident to her that doing hands-on research with the help of supportive instructors motivates students to apply their schoolwork in real life.

As educators, we are incredibly proud to see our students work in their schools and communities. The new BA ECA courses have been running for about six months, and we are so excited about what they are offering our students in early childhood education!

WHAT DO YOU KNOW ABOUT MBA THE FORBES WAY?

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



Last year, The Forbes School of Business and Technology MBA program conducted a full program review to assure our MBA classes not only are competitive with other universities, but also that they are innovative and offer up-to-date content. The goal was to create a marketable MBA program that both supports our students with higher education and provides

opportunities to apply hands-on experience to help students as they continue in their career goals.

Some exciting additions to the program that set the Forbes School of Business MBA program apart from other MBA degrees include:

- The availability of Portfolium,
- An ongoing case study of Walmart,
- Interactive games built into the classes to apply hands-on experience,
- Presentations from various industry leaders, and
- Active simulations where student make decisions and see results based on their actions.

In addition, each class has an up-to-date Twitter feed that helps students stay current on business events happening around the world.

Portfolium is an optional resource, accessible in the online classroom, that allows MBA students to upload assignments to a portfolio account. They can use this account to display the work they have accomplished in their MBA program with future employers. Every class in the revised MBA program has a recommended Portfolium assignment. These assignments were selected to display a variety of knowledge, skills and applications learned throughout the program. Students may choose to upload more than the recommended assignment to Portfolium.

The ongoing Walmart case study helps MBA students demonstrate their ability to conduct critical analysis and decision-making across a wide range of subject matter throughout the MBA program. The case study gives students the opportunity to create and build their own Walmart in a new global location. The location choices are announced in the first class. As students progress through each course in the program, they build upon their previous case study for Walmart. The purpose of this Walmart Case Study is to give each student an opportunity to apply subject matter from each course in the MBA program to the ongoing strategic development of a project. The knowledge gained on the case in each course will be cumulative.

Interactive games and simulations offer a hands-on approach to the subjects students are learning throughout their program. The interactive games provide a new modality of learning through a fun innovative approach. The capstone course for the MBA provides students the opportunity to make decisions on a company through a simulation course in which each decision will impact how their simulation company progresses.

Business leaders present in many Forbes School of Business & Technology courses. These include Dr. Steve Forbes, Chairman and Editor-in-Chief of Forbes Media, Dr. Olin O. Oedekoven, President and CEO of Peregrine Leadership Institute, Dr. Chitra Anand, author of *The Greenhouse Approach*, and many others.



The courses in the MBA program offer a cutting-edge combination of classes. These include: Leadership & Teamwork, Global Marketing, Human Capital Management Using Applied Psychology, Law & Ethics in the Business Environment, Financial Business Overview, Data & Decision Analysis, Global Economics & Political Influence (which features Steve Forbes throughout the class), Financial Statement Analysis, Financial Budgeting, Forecasting & Analysis, Project & Operations Management,

Entrepreneur/Intrapreneur, International Business (Virtual Experience), Technology & Innovation, and lastly, the Capstone Strategic Simulation

The Forbes School of Business & Technology MBA program recently launched its MBA Club via LinkedIn, where students, alumni, and leaders in the industry can network and share ideas. In addition, MBA the Forbes Way is excited to host the MBA Webinar Series.

In closing, MBA the Forbes Way is an innovative approach to completing an MBA degree with challenging classes, leaders in the industry to guide students, and the opportunity to showcase one's work and apply a hands-on approach to learning. All of this results in students having a higher level of retained learning, advanced studies to prepare for the future, and the advantage of having a competitive edge.

FIRST-YEAR STUDENTS CAN PREVIEW UPCOMING COURSES ON YOUTUBE

Dr. Nathan Pritts, Lead Faculty, Center for the Enhancement of the First Year Experience

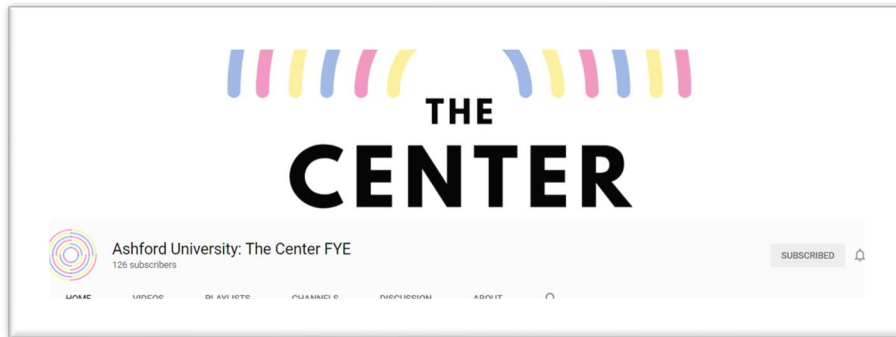


Classes at the University of Arizona Global Campus University pass by so quickly! But that's one of the benefits to them. Students can make measurable progress toward their academic goals, they can focus deeply on the subject in front of them without other academic distraction, and they can do it all while staying mentally hungry!

What that means is that it's always a good time for students to look ahead to what classes they'll be taking next! In the first year at the University of Arizona Global Campus University, when students take a variety of general education requirements, it can be helpful to get a glimpse of what each class will be like and what's at stake.

To get a bit of a preview of what students might be taking next, the Center For the Enhancement of the First Year Experience at the University of Arizona Global Campus University has created a [YouTube page](#) where they're building out classroom walkthroughs for all of these early classes.

Subscribe below!



[THE CENTER](#)

There is a lot of content to take in, but all of it is designed to help ease students into their new classes. In addition to specific course walkthroughs, there are also videos focused on helping students succeed in specific assignments in the classes they'll be taking. The YouTube channel is organized the way many others are – you can search for a particular class or look at the playlists to find all the videos for a specific course. New playlists and videos are being added all the time, so be sure to subscribe and check back!

Now if students are wondering what information literacy is, how philosophy can help you on your academic journey, or how much writing you're going to have to do in your composition classes, they can get the answers they need. These walkthroughs give them the information they need to support their success!

CLASSROOM MANAGEMENT TIPS AND RESOURCES

2020 CLASSROOM ENHANCEMENT RECAP

Cole McFarren, CETL Faculty Support and Development Manager



The way we've experienced time in 2020 has been strange: weeks seem like an eternity, but things that happened last year feel like they happened just yesterday. The same can be said for our work with 2020 Canvas classroom improvements! While some standard tools still feel brand new, very recent enhancements seem to always have been a part of our teaching experience. As the year ends, let's reflect on what we've achieved with our learning management system and look ahead to the exciting upgrades coming in 2021.

Among the 2020 Canvas upgrade projects were: student and faculty access to Folio, Canvas New Analytics, resolution to the Waypoint late assignment issue, and the introduction of the Turnitin Batch Submission option. The implementation of Signalz is undoubtedly a highlight of our 2020 classroom improvements. Since the launch in August, faculty have used this student success predictor, which replaces Civitas IFF, to send over 80,000 outreaches to students. And, we've already seen improvements to the first iteration of Signalz, including an updated user interface, access to additional data points, and new messaging capabilities, all based directly on faculty feedback. In 2021 we will continue to fine-tune Signalz and discuss best practices in student outreach.

This year's staff- and faculty-favorite classroom enhancement was the overnight rebranding of our classrooms as we transitioned to the University of Arizona Global Campus. Arizona Red and Arizona Blue have brought new life to our classrooms! As we look forward to exciting new beginnings, the CETL encourages you to refer to the [Rebranding Your Classroom document](#) to update your classroom materials and stay informed of Global Campus rebranding efforts.

We anticipate several exciting Canvas upgrades in 2021! First, we will be updating the PDF file converter used in Waypoint to improve user experience in grading written assignments. Also, the rich content editor (the classroom tool used to create discussion posts, announcements, etc.) will receive an update in early 2021. Lastly, Canvas-driven enhancements to the discussion forums, including the ability to tag another individual in your post to draw their attention to it, are coming this year.

Currently, CETL staff are reviewing the feedback faculty provided via the 2020 Classroom Experience Satisfaction Survey, Classroom Management Mastery Series reflections, and other avenues to create a 2021 classroom enhancement and professional development strategy.

We look forward to continuing the quest for classroom growth and improvement in 2021 with you!

TEACHERS COACH AND COACHES TEACH: A FORMULA FOR SUCCESS

Dr. Maryalyce Jeremiah, Associate Faculty, Department of Organizational Studies



After more than 30 years of coaching at all levels, I have concluded that to coach is to teach. Before the passage of Title IX, I had to be certified as a teacher to coach. The pedagogical training I received in my undergraduate work prepared me to teach. As I learned how to successfully coach, I realized that teaching skills were the ingredient most necessary for student-athletes to enjoy a winning experience. Likewise, in the academic classroom, teachers employ the same tools as coaches do. Coaches are philosophy developers, cooperative communicators, culture creators, skill teachers, positive motivators, and team managers. These are the essential building blocks to student learning.

The most essential building block is philosophy development. As teachers, we may have described our teaching philosophy at an interview, never to look at it again. Coaching taught me the importance of knowing daily why I coached. Early on, I constructed my philosophy of coaching based on my personal and professional core values. Every season my student-athletes were schooled in this philosophy. It provided a constant roadmap that kept me on course to ensure I developed the complete student-athlete. Therefore, I encourage anyone who is actively engaged in an academic setting to review and revise their philosophy to remind them why they are in the teaching profession.



Coaching demands communication skills that are credible, positive, consistent, and highly informative. When teaching online, these attributes are especially relevant as online teaching requires that we very carefully choose our words to realize these attributes. Effective communication helps us guide our students as they "learn how to learn," a trait that many returning students to online

environments do not possess. Coaching also taught me another important element of effective communication, the importance of listening. I realized that as I demonstrated good listening, my student-athletes became good listeners as well. We need to make sure that we do not insist on always being right, that we are not consistently negative, judging, emotionally silent, incessantly talking, inconsistently messaging, intellectually confusing, or inaccurately reinforcing. I ask myself often, where could I do better?

Positive team culture is an important characteristic of winning teams, and I find that it is equally advantageous in the classroom. My coaching culture was a "culture of accountability." In the online classroom, I communicate to the students that I am there to keep them accountable, and they do it with each other as they respond in discussion boards and other assignments. Once my student-athletes knew that I was there to facilitate their learning rather than demand their allegiance, each practice (class) took on a different sense of team and calm. I am not so concerned in my teaching that each student "gets it

all right" as I am with students doing the work. Ben Franklin once said, "tell me and I forget, teach me and I remember, involve me and I learn." I want my students, as I wanted my student athletes, to be involved in the culture of accountability.

Lastly, coaches and teachers are motivators who strive to direct students toward a goal with a high degree of effort and involvement. If we can immerse students into a "flow" where they are neither anxious nor bored, we become positive motivators. In coaching and teaching, I have found that to care more about the students than about whether they "get it all right" is the most promising motivational technique I can use. When students know me, and I know them, they show progress because they know I care. Student athletes in a gym are not that different from students in the classroom, be in online or on ground. When we learn from each other, we build a mutually beneficial learning environment that enables teaching and learning success.

Help Us Rename The Ashford Chronicle!

Our University has transitioned to the University of Arizona Global Campus. This transition means we need a new name for the Ashford Chronicle.

Please provide your input!

[Vote today by completing this survey!](#)

BUILDING ACADEMIC COMMUNITY

CONGRATULATIONS TO THE FACULTY OF THE YEAR!

The end of the year is a time to celebrate the achievements of those who have made an impact throughout the year. These faculty were recognized during the [2020 Ashford University Teaching & Learning Conference \(TLC\)](#). Please help us celebrate the [Faculty of the Year!](#)

Faculty Awards

2020 Associate Faculty Teaching Excellence Award



Dr. Heather Frederick,
Department of Behavioral
Sciences, College of Arts
and Sciences



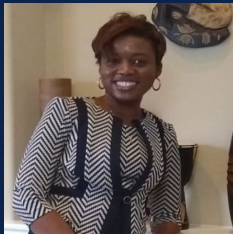
Dr. Lauren Hall-Davis,
Department of Health,
College of Arts and
Sciences



Kim Kenyon, Department
of Education and Liberal
Arts, College of Arts and
Sciences



Stephanie Mungle, Center
for the Enhancement of
the First Year Experience,
College of Arts and
Sciences



Dr. Millicent Addo,
Department of
Organizational Studies,
Forbes School of Business
& Technology



Amine Dehmani,
Department of
Technology Studies,
Forbes School of Business
& Technology



Dr. David Mackusick,
Department of Advanced
Management, Forbes
School of Business &
Technology



Jerry Spight, Department
of Professional
Management, Forbes
School of Business &
Technology

FACULTY SPOTLIGHT!

DR. EVA MARGARITA ROVIRA, ASSOCIATE FACULTY, BACHELOR OF ARTS IN OPERATIONS MANAGEMENT AND ANALYSIS PROGRAM, DEPARTMENT OF ORGANIZATIONAL STUDIES



What prompted you to become an educator? Tell us a little bit about your educational journey.

When I was working on my Ph.D., the internet was only available across universities, and the data available was limited. One day going through some of the databases, I ran into the concept that students would be able to go to school at a distance in the future. If someone were studying at a distance, someone would have to be teaching at a distance, I thought. I was so fascinated with the concept that I mentioned it to the head of the research center I used to work at. He sent me to talk to someone involved with distance education at that time and that lived in the area. He had managed the educational program at IBM and was then involved with National University, a university that was recording classes throughout different campuses and transmitting them to various multinational offices worldwide. I was fascinated with the potential of this type of education; you could share educators across borders, and you could study from anywhere in the world.

At that time, the work I enjoyed most was research, not teaching, and I thought I wanted to continue along those lines when I finished the degree. When that happened, I went to work for IBM TJ Watson Research Center and continued along the lines of doing research, but something happened while I was there that forced me to slow down and rethink my life strategy. I was facing some health problems that would make keeping a regular office schedule torture. At that point, businesses did not accept telecommuting so much, so it was hard to negotiate. I started freelancing and started my own company to control my work's time and style.

In the early 2000s, I remembered the idea of teaching at a distance and started investigating it. To my surprise, the concept had grown quite rapidly, and new private universities were applying it. I started working for one of them, and I loved it. I felt I had found my calling.

I have been teaching online for about 15 years. I think part of the rewarding feeling it gives me is that I feel I am giving back to my community.

What is it in your field you are most passionate about?

I have degrees in two different fields, Computer Science and Industrial Engineering. What I feel more passionate about is the intersection between the two disciplines. No matter which degree I was working on, I always gravitated toward the mixture of both fields. I could not figure out which one I liked best. I did my Ph.D. thesis in Computer Science, developing a simulation tool to work on industrial engineering problems. I worked for AT&T designing a control system for the automation of a production line. When I worked at Watson, I was working on developing tools to simulate the supply chain. Anytime I was mixing the two fields, I was quite happy.

What one piece of advice would you give to a new faculty member here to further student success?

All fields were already changing rapidly, but the current crisis has shown us that the world will never be the same. As professors, there is no way we can predict the type of work environments the students in our classes will have to face. The most important skill we need to help them develop is the skill to research anything they do not understand and the ability to think critically. Education is a lot more than the transmitting of academic knowledge. Virtual education helps them develop the proactive learning skill they will need in the future. Still, we need to make sure they can think critically to filter through a lot of the data and information that will be available.

What are your favorite classes to teach and what classes might you like to teach?

I enjoy teaching Operations Management and Statistics classes. When I started teaching Statistics classes, I found the subject hard to teach online, but now I have come to love it. I feel quite comfortable explaining these concepts online now. I would like to teach more graduate courses. I like the level of commitment and critical thinking that you find at graduate levels.

What are three things you are most proud of?

Everything has a season. During the first half of my professional life, I was proud of being among the few women going to some of the country's best engineering schools. I love to see all the new generations of women attending those schools that see the option as usual now.

I like the level of professional independence I developed and the diversity of experiences I have been able to have along the way.

At this stage, I am proud of the balance I have found in my life. I have balanced work with health, family obligations, spiritual development, and left-brain thinking with more right-brain development. I am at a place of contentment that I appreciate. The effort to achieve has moved more inward.

Are you interested in connecting with Dr. Rovira? Please email her at Margarita.Rovira@faculty.ashford.edu.

FULBRIGHT SPECIALISTS' PUBLISHED IN THE JOURNAL FOR TRANSDISCIPLINARY RESEARCH IN SOUTHERN AFRICA

Dr. Maja Zelihic, Department Chair, Department of Advanced Management Studies

Fulbright Specialists, Bob Daugherty, Dean of the Forbes School of Business & Technology, and Maja Zelihic, Chair of the Department of Advanced Management Studies, authored Fulbright Specialists' Research in Zambia: Empowering Global Leaders through Workplace Sustainability. The article is scheduled to be published in the next edition of the prominent South African journal, [The Journal for](#)

[Transdisciplinary Research in Southern Africa](#). This journal is dedicated to promoting research ventures that focus primarily on topics and issues within the African continent.

The Fulbright Specialist Program sends US faculty and professionals to serve as expert consultants on curriculum, research, faculty development, institutional planning, and related subjects at academic institutions abroad. Dean Daugherty's and Dr. Zelihic's article is based on two projects they conducted as Fulbright Specialists at the Mulungushi University in Zambia in 2018 and 2019.



The first Fulbright project involved analyzing emerging leadership theories within a framework of rapidly developing African economies, focusing on variables of change adaptability, implementation, and complacency avoidance. Additionally, the research explored empowering female leaders and innovative approaches for addressing specific obstacles women leaders encounter specifically in the developing world. This segment highlighted the significant role men play in enhancing women's progress in all avenues of life, the education arena, and the workplace in particular.



The second Fulbright project analyzed the role the Zambian government should play in regulating some foreign companies entering the domestic market. The researchers analyzed multigenerational workforce challenges focusing on unconscious bias at a 21st-century Zambian workplace.

THE CENTER FOR WOMEN'S LEADERSHIP

Dr. Avisha Sadeghinejad, Lead Faculty, Bachelor of Arts in eMarketing, Marketing, and Masters of Arts in Marketing, Department of Professional Studies and Dr. Leah Westerman, Lead Faculty, Bachelor of Arts in Human Resource Management and Masters of Human Resource Management, Department of Organizational Studies on behalf of the CWL Marketing and Events Committee



[The Center for Women's Leadership](#) (CWL) at the Forbes School of Business & Technology launched in June of 2020 with the mission to provide a community for networking and professional development and to make recommendations to organizational practices through existing and novel research. The CWL is inspiring and supporting women leaders and enriching communities through five key channels: mentoring, events, membership and networking, research, and sponsorship.

The CWL Mentoring Program: [The CWL Mentoring Program](#) fosters productive, development-focused relationships between high achieving, successful leaders, students, and alumni. The program consists of 10 weeks of guided reflection, conversation, and application designed to empower future women leaders in organizations and the communities they serve by:

- Developing their commitment to diversity, equity, inclusion, and empowerment.
- Increasing their awareness of resources, tools, and opportunities to help them develop their leadership potential.
- Expanding their capacity for professional networking to help career advancement.

The program encourages mentors to manage their relationships with their mentees in whichever way works best for both parties. Mentors should be ready to commit time to learning about the program, preparing for meaningful conversations with mentees, and engaging with mentees each week: a 40-minute, asynchronous orientation and a one-hour-per-week Zoom or phone call throughout the 10-week program.

The CWL Mentoring Program provides value to our students. For example, student

mentee, Valery Keys, said, "Before joining the program, I did not have anyone in my life that could help me with professional development. I am the first person in my family to graduate from high school. I am so happy to be so close to completing the MHRM program. Prior to becoming a CWL mentee, I had no idea what I was going to do after graduation. I didn't know anything about the importance of professional development, marketing myself, or the value of being led by a mentor who has already found success in the professional realm. Where book knowledge ends, career grooming begins. CWL mentors provide a path to success!"



Center for Women's Leadership

[Apply to be a mentor now!](#) The CWL Mentoring Program Committee will review your application for optimal mentor/mentee pairings to ensure a successful program.

CWL Events: CWL frequently invites thought leaders across industries to foster learning, inspire, provoke conversations, and offer networking opportunities to members and participants. In 2020, CWL held three significant events. The kickoff event featured bestselling author and global speaker Margie Warrell; Ashford alumna and doctoral candidate, Geraldine (Gerri) Wilson; and Forbes School of Business & Technology Dean, Robert (Bob) Daugherty. The second event featured wellness experts Marla Godette, Dr. Marilee Bresciani Ludvik, and Lequita Brooks. The third event focused on the power of curiosity and featured behavioral expert and nationally syndicated radio show host, Dr. Diane Hamilton. To learn more about these past events and to watch the recordings, please see [2020 CWL events](#).

CWL Membership and Networking: You'll find CWL members to be welcoming and excited to meet you! The Center for Women's Leadership will be hosting for members both in-person and virtual networking opportunities across industries. Attending a live webinar hosted by CWL is one way to join our community and network with other members. [Register now](#) as an inaugural member of CWL through **March 31, 2021** to join at no cost!

CWL Research: As the role of women in leadership expands, so does the obligation to be knowledgeable, emotionally intelligent, and innovative. Women leaders need to serve as catalysts for positive change to not only promote equity and inclusion for all people, regardless of gender or other biological characteristics, but also to positively affect organizations in terms of operational efficiency, financial success, and social responsibility. While the US's legal and business environments have articulated inclusion for women leaders over the last 50 years, the experiences of women continue to reveal inequities in organizations and society at large. CWL launched a research study in June 2020 to explore women's personal and professional experiences in various stages of their careers. This research study assesses women's motivations to persist, identify obstacles they encounter, and highlight successful strategies they have found to help navigate the cross-currents of leadership as women today.

CWL Sponsorship, Partnership and Outreach: CWL embraces and values engagement with communities — local, regional, national, and international — as a powerful means for advancing the development and empowerment of women in leadership. CWL is eager for sponsors, corporate donors, and collaborative partners to help spread its mission and programs within local communities. If you are interested in becoming a CWL sponsor or partner, contact us at **800.798.0584, ext. 21717** or cwlsponsorship@uagc.edu.

Please visit [the CWL website](#) to learn more about each of these pathways for involvement in CWL. Most importantly, we look forward to your [CWL membership registration!](#)

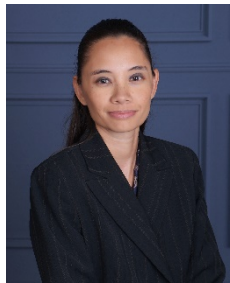
Connect with us on [LinkedIn](#). Email your questions to CWL@uagc.edu.

WELCOME NEW FACULTY!



Mehrete Girmay

I am an Associate Professor in the MPH program with the University of Arizona Global Campus. I am thrilled to have joined such an exceptional team of passionate faculty. I work as a Public Health Analyst in health equity. I earned my PhD in Public Health Education and MPH from Southern Illinois University at Carbondale. I completed my post-doctoral studies and training certification in Global Health through Harvard University and hold a Bachelor's degree in Sociology from The University of North Carolina at Chapel Hill. My major research interests include social determinants of health, global health inequalities and disparities, health literacy, tobacco cessation, women's health, immigrant health and social justice issues related to race, ethnicity, nationality, and education. I truly do consider teaching to be a privilege and I have enjoyed getting to know every student that I have worked with thus far in my courses at UAGC. My ultimate goal as a professor is to help shape future health professionals by allowing students the opportunity to learn and develop skills that can be used both within and outside of the academic setting.



LaDawn Pieczonka

I earned my Bachelor of Science in Small Business Administration from Northern Arizona University and my Master of Business Administration with a specialization in Project Management from Walden University. I have always had a passion for business and for mentoring the future leaders of tomorrow. I am the type of person that takes great pride in solving problems, and I am always up for new challenges. After working in business services for over ten years, I was looking to make a change. I decided to transition away from the business world to pursue my passion for teaching. I am honored and humbled to give back to my community and teach students the skills that I believe are necessary to help them become productive members of society. I am incredibly grateful and excited to be a member of the University of Arizona Global Campus team.



Brant Pearson

So, you're probably wondering who the heck I am. Well, I'm originally from Upper Michigan, a born and raised Yooper ("say yah to da U.P., eh?"), but ventured south to lower Michigan to attend Ferris State University. From Ferris, I received a Bachelor of Science in Healthcare Systems Administration and a Master of Business Administration with a concentration in Quality Improvement. My Doctorate (Ph.D.) is in Organizational Development and Leadership with a concentration in Risk Mitigation from Ashford University. I have over 15-year experience identifying, planning/consulting, and specializing in operational leadership, systems, project management, and people. For the past 11 years, I have resided in Chicago and traveled the country, working in both the private and public sectors, which has given me a great deal of insight operating in a diverse business environment. Aside from an

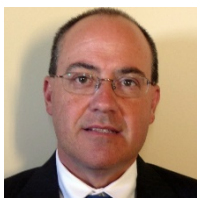
expansive career in both the public and private sectors within the United States and internationally, I am heavily involved in the entrepreneurial community, including the startup and successful launch of a software company. Regardless of where you sit on the organizational chart, I believe education is a two-way street, and we learn from one another. This is what drives me to share the information I have gained throughout my career and also learn from each of you.

As I say, education is something nobody, and I mean nobody, can take away from you regardless of what happens in life



Darrell Neron

Darrell Neron recently joined University of Arizona Global Campus in December 2020. He brings 20+ years of online and on-campus teaching experience and is active in business and consulting as well. Dr. Neron holds a D.B.A. in International Business and has completed additional post-doctoral coursework in Marketing. His dissertation is entitled Cross Cultural Comparisons of Internet Consumers, and he continues researching the issues of ethnic background and national identity as factors in the likelihood of purchasing goods via the Internet. In March 2011, he presented a research paper entitled Marketing Strategies for the People's Republic of China, at the 9th annual business conference, sponsored by Argosy University of Sarasota, FL. The paper explores the trends and methods being used by multinational corporations to penetrate the world's largest emerging consumer market (People's Republic of China). He teaches BUS610 Organization Behavior, and other Management and Marketing courses as needed in the MBA program at University of Arizona Global Campus. He resides in southern NJ with his wife and twin daughters, and manages a family business, a home renovation and property rental business. In his spare time, he enjoys traveling with his family, and operating ham radio.



Andy Beran

My name is Andy Beran. My wife and I live in Scottsdale. Over the past few years, I've been a corporate executive, a serial entrepreneur, a consultant, and a mentor to small businesses. A long time ago, I graduated from Dartmouth College and then received an MBA from the Kellogg Graduate School of Management at Northwestern University. More recently I've been working on my doctorate in business and am oh-so-close to finishing my dissertation. My focus is on the acceptance and adoption of shared autonomous vehicles by older adults, something I expect to need in the relatively near future. Along the way, I've enjoyed a successful career with the Intel Corporation, including senior positions in Finance, Marketing, Strategic Planning, and Operations. As an entrepreneur, I started a graphics and sign making company, expanded it, and eventually sold it. Later I acquired an assisted transportation company and helped co-found a national transportation company for Seniors. For the past 8 years, I have been busy consulting with and mentoring many small businesses, from start-up, through financing, and expansion. I've been lucky to serve on a number of community boards and not for profit companies. I'm looking forward to returning to my passion for teaching with the University of Arizona Global Campus.



Claude Bobin

Claude has 30-year experience in domestic & international growth strategies. He has demonstrated expertise in developing and implementing marketing & sales programs for both off-line & on-line markets. He worked for the Gerland Group, a subsidiary of British Petroleum. He progressed from Export Manager to International Marketing Manager, Executive Vice President / US subsidiary and Vice President of International Business. Claude served as Director of Marketing & Strategy for Ricon Corporation, a world leader in mobility equipment. As a management consultant, he conducted market assessments specialized in complex strategy and marketing analyses in a variety of industries (e.g., automotive, e-commerce). His clients have included such companies as TV5 (leading French speaking television), Seamagine Hydrospace (two-passenger tourist submarine), ACTT (four-wheel drive vehicle for the physically challenged), and I-Motion (French internet provider). Claude was Director of sales & marketing in charge of the Corporate Aircraft & General Aviation markets for the Zodiac Aerospace Group for five years. He recently worked for B/E Aerospace on Boeing 787 PSU program and Embraer Phenom 100 & 300 Programs, and as Product Director Aircraft Platforms with StandardAero, and Consultant in Business Development for Hutchinson Aerospace, PAL-V, Insiteo and Quividi. Presently, President of T-MedRobotics, a Telemedicine company providing a unique robotized telemedicine system for ultrasonography without borders.

Teaching Experience:

- Adjunct Professor: “Economics of Multinationals” course, Pepperdine University, Graziadio School of Business & Management.
- Class Chair: Coach executives on their business plans and strategic projects, Pepperdine University, Executive MBA Programs.
- Adjunct Professor of Marketing: Benedictine University, Wilkes University, Grand Canyon University
- Marketing Instructor: Norwich University MBA Online.



Dr. Jennifer Peavy

My name is Dr. Jennifer Peavy and I am an Associate Professor at the University of Arizona Global Campus in the Department of Education. My contact information is jennifer.peavy@faculty.ashford.edu. I earned my bachelor’s degree in Speech and Hearing Sciences from the University of South Alabama. I earned two master’s degrees. One is in Special Education from the University of West Alabama and other master’s degree is in psychology from Northcentral University. I also earned an educational specialist degree and doctoral degree in Special Education from Northcentral University.

My professional experience falls within special education and psychology. I have eleven years of teaching experience in special education at the secondary level. I also have six years of teaching experience in psychology at the college level. My teaching philosophy is that all students have their own learning style. I want to bring a warm and positive attitude to class each day. Each student has a purpose

for gaining more knowledge whether it is getting started in a career or moving further in an existing career. Education is about teaching diverse learners and making sure that each student achieves their educational goals.

Most of my life, I lived in the city. I now live with my husband and dogs in a small community in Alabama. When I am not teaching, I enjoy canning, baking, and gardening.



Dr. Candy Rice

I am an online associate faculty member in the PhD Organizational Leadership program, Forbes School of Business and Technology. I have a PhD in Organizational Leadership, an MBA in Leadership, and a BA in Theology. My professional experience has encompassed organizational consulting in the U.S., Europe, and Eurasia, teaching in higher education, owning several small businesses in the creative arts, and working in leadership roles in college athletics. I love to travel with my husband, play the piano, and watch read foreign TV shows and movies. After living in 10 states in our 25 years of marriage, I now live in West Fargo, North Dakota, with my husband Tim.



Kyle Fix

I am an associate faculty at University of Arizona Global Campus serving in the Forbes School of Business. My business experience in the private sector includes leadership roles with Starbucks, Religious Organizations, and various other volunteer roles. I currently work as an NCO in the United States Air Force (over 8 years of service), serving as an Equipment Manager. I earned an MBA from Franklin University. My baccalaureate degree includes a BS in Public Safety Management and Leadership (Franklin University). I also hold two associate's degrees in logistics and criminal justice technology. Through the University, I have the instructor presence and classroom management master certifications. Outside of teaching, I serve as a member of the Air Force Base Honor Guard, rendering funeral honor to fallen service members.



Shay Richardson

I'm excited to join the University as an associate faculty member. I earned a DBA in Finance from Walden University, an MBA in Finance from Philadelphia University, an EdM in Teaching & Learning from Argosy University, and a BA in Information Systems and Management from the New Jersey Institute of Technology. Professionally, I am a school business administrator for a New Jersey public school district where I handle budget planning and administration, as well as insurance and risk management. I'm charged with a variety of additional duties that include purchasing and financial accounting, facilities planning, liaison for construction projects and maintenance, personnel administration, and central data processing. I also serve as treasurer, holding in trust all monies belonging to the school district. Previously, I served as chief finance and operations officer for a private supplemental educational services company which specialized in providing morning, after-school, and weekend tutoring services

to school districts deemed “in need of improvement” by the state of New Jersey. During my tenure, I directed the preparation and management of all financial reports for company records, tax returns, and shareholder disclosures. I’m looking forward to sharing knowledge with all students.



Michael Aubry

Michael Aubry has a bachelor's degree from San Diego State University, a Master's degree from National University, and, most recently, a Doctorate in Business Administration from Alliant International University. His dissertation studied the relationship between culture and the adoption of innovative golf products. While attending university, Dr. Aubry served in the United States Air Force for six years.

Dr. Aubry has worked in the fields of accounting, accreditation, higher education, consulting, international business, and real estate. He enjoys studying the fields of business and economics. He has served on the Business Education Statewide Advisory Committee for the past three years. During this period, he has overseen mini-grants, worked on collaborative topics with faculty throughout the state, and created new curriculum with a focus on social media and sustainable business. He has worked as an accountant/bookkeeper for multiple companies in San Diego, in charge of accounts payable/receivables, reconciliations, month end close, tax returns, and general ledger analyses.

Dr. Aubry has supported various colleges throughout the San Diego region. He helped establish two schools via proper accreditation channels. Dr. Aubry was in charge of curriculum, faculty recruitment, accreditation, SLOs, student retention, student satisfaction, faculty reviews, program additions (including a new BBA program), institutional effectiveness, and marketing strategies that could acquire more students. He has taught in Beijing, China and worked as a consultant in Thailand, honing his communication skills on the international level.

Dr. Aubry has traveled to China, Thailand, Hong Kong, Vietnam, Japan, and Mexico and has a passion for golf, weightlifting, and other outdoor activities.

IN CASE YOU MISSED IT

The CETL understands that often your inboxes are unmanageable. Accordingly, in Q1 2020, we debuted the faculty communication digest, a brief weekly synopsis of critical faculty-focused news and events that links to the full content on the CETL website.

We hope you will use this targeted weekly summary – instead of searching for individual emails – to declutter your inbox and refocus your time.

You can review all past digests in the [News section](#) of the CETL homepage.

TRANSITION UPDATES

Please visit the [University of Arizona Global Campus Transition page](#) for the latest updates about the transition.

Thank you for your questions and feedback.

CURRENT NEWS

Winter Break Information – Winter Break begins on **Tuesday, December 22, 2020** and classes will resume on **Tuesday, January 5, 2021**. During this time, students and faculty are not required to participate in academic activities. Please note, faculty who teach courses that end on **Monday, December 21**, must post final grades by **Sunday, December 27**, with no exceptions. Find helpful [Winter Break calendars](#) for your active start dates on the CETL website.

Congratulations to the Faculty of the Year! - The end of the year is a time to celebrate the achievements of those who have made an impact throughout the year. Please help us celebrate our [Faculty of the Year](#).

SAVE THE DATE!

[Use this link](#) to add Global Campus events to your personal calendar

January 15, 2021 at 12 PM PST – CWL Women in Technology Panel | Join the Forbes School of Business & Technology’s Center for Women’s Leadership for the Women in Technology Panel. [View panelists details.](#) [Register now!](#)

The technology industry continues to fall behind the curve in terms of gender equity in recruiting and hiring. Women constitute only 34.4% of the five largest technology companies, while they make up 47% of the workforce across all other sectors. Is this lag the result of lower interest among women in STEM fields or of resistance to recognize women’s tech leadership qualifications? What action can technology companies and the women who seek to join them take to build gender equity?

The CWL Women in Technology panel will address these questions from the varied perspectives of exceptional women who broke through the glass ceiling to attain leadership positions in the challenging technology sector. Join us for a productive discussion of what women should know when considering a career in the technology sector and of theories and tactics toward overcoming gender disparities in the field. Questions? Contact CWL@UAGC.edu.

January 20 at 10 am PST | [Register now!](#) The UAGC Library presents Institute of Electrical and Electronics Engineers Xplore Faculty Training. This exceptional database is available to all UAGC faculty and students. Learn valuable tips for using the IEEE Xplore Digital Library to discover science and technology journal articles, conference proceedings, standards, books, and educational courses to support your research and course development.

IN CASE YOU MISSED IT

2020 Colloquium Series

The 2020 Colloquium Series was a faculty-driven initiative intended to engage faculty through presentations of their research and the opportunity to discuss industry trends in the context of instructional best practices. Would you like to review a presentation? [Please visit the 2020 Colloquium Series site.](#)

Center for Enhancement of the First-Year Experience – The Student CenterED Newsletter's first issue is [now available](#). Inspired by our desire to know our students better, this newsletter is a student-centered publication driven by students' compelling voices. Student CenterED is a quarterly publication. Each issue provides a forum our students to share their thoughts and experiences about being a student, balancing life with school and work, and their thoughts on prevalent social issues such as race and justice in America. Each newsletter also includes a competency corner which focuses on the Institutional Learning Outcomes and NACE career competencies, and activities students can practice at home with family or friends.

CHAMPS Peer Mentoring Program - Thank you for your continued support for the **CHAMPS Peer Mentoring program**. Please post the announcement [linked here](#) in your classroom to invite students to join us in the Mentor Milestone plan. This plan is designed specifically for qualifying student mentors to earn college credit for their mentoring commitment.

FACULTY RECOGNITION

Have you recently been recognized for achievement in your field? Published or presented your work? Please share with us! Send details, a picture, and a link to CETL@uagc.edu.

Interested in sharing your research on the [UAGC Creative Scholarship Blog](#)? Submit details to ORCS@uagc.edu.

Connect with CETL!

[Twitter](#) | [Facebook](#) | [LinkedIn](#) | [YouTube](#) | [AskCETL](#)

LOOKING AHEAD

We want to hear from you!

The Chronicle continues to strive towards creating a publication that showcases news, information, and the successes of our faculty community. In an effort to provide the most relevant and interesting content, we need your help.

Next Quarter Submissions Due: March 1, 2020

Need some ideas? Our faculty have spoken! They are interested in hearing more about:

- Faculty testimonials for best practices in online learning, including Canvas tips and tricks, and student engagement
- Personal narrative focused on your career, teaching, students, self-care, and or classroom management
- Tell us about what you have been doing in your field (i.e.: conferences, presentations, publications, awards)

Submission Guidelines

- 500 – 700 words (exceptions can be made for longer pieces)
- Include article title, author's full name, references, and citations
- Include links, author photo(s), and fair use images. You may embed images in your article, please also attach the full-sized original file.
- Submit one final copy as a word document with all images and preferred design features
- The Chronicle reserves the right to edit and reformat content.
- Submit to TheAshfordChronicle@ashford.edu

The goal of The Chronicle is to **Educate**, **Entertain**, and **Inform**. Most importantly, have fun with your submissions! For questions or any inquiries regarding submissions, please contact:

TheAshfordChronicle@ashford.edu

Thank you for reading! We hope you enjoyed this issue.



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