

A Great Pitch

BASEBALL
SEASON'S END
STARTS UP NEW
VENTURE FOR
JARED ZIMA

(Page 10 & 11)

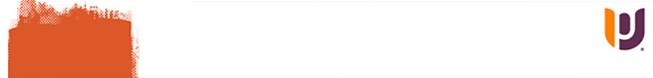


PURPOSE

The newsletter's purpose is to encourage students and faculty to talk about what they are doing and share their good news and passions. We want to share inspirational stories centered on faculty, student, and alumni success that they attribute to the learning in our programs. Also, we will communicate new initiatives, exalt student and alumni achievements, and promote social responsibility and entrepreneurship.

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Post MBA Online Students Win **ANOTHER** Virtual Competition





The Dean's Corner

Greetings everyone,

Here we are in our second installment of the Baldrige Newsletter, and I could not be more proud of our School of Business. The student and faculty stories inside this edition will lift your spirits and illustrate possibilities. I do want to take a minute and express my deepest and most sincere appreciation for how our students, faculty, and staff have handled this transition to working from COVID.

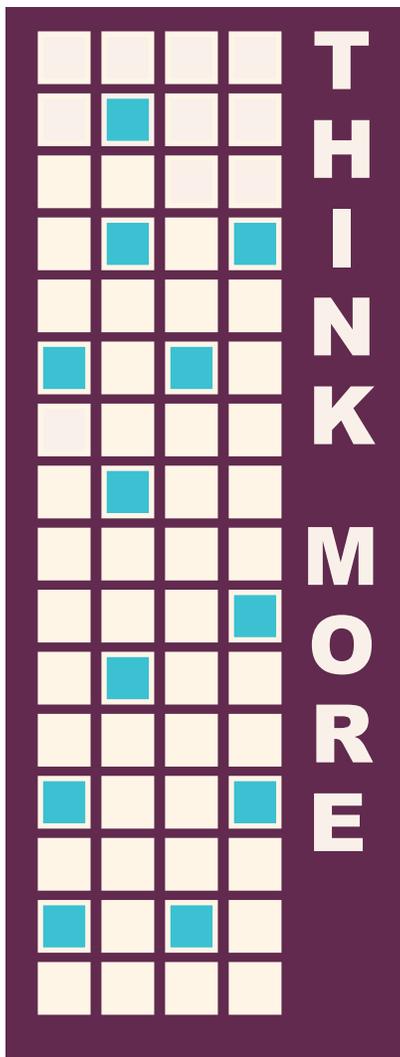
I, for one, will not soon forget the call I received in mid-March shutting down campus to stop the spread by working from home. Immediately, the faculty and staff in the Malcolm Baldrige School of Business began planning our student experiences, both online and in the virtual space. As a School, we met daily, sometimes for 3 hours, ensuring we were meeting the needs of our students in the classroom and addressing any student needs or concerns with flexibility and humanity.

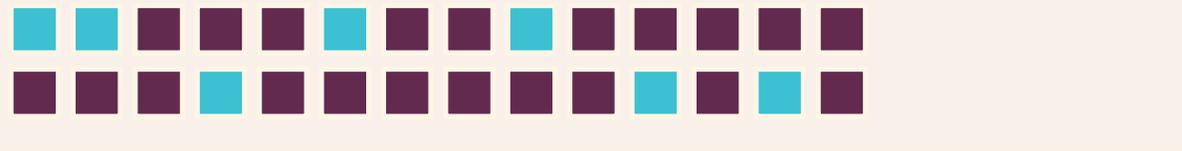
We can all recall the many hurdles we have faced since shelter-in-place, but the resilience of our students and their faculty has been a deep sense of pride for me as I look out over the current landscape. Since March, we have had students complete their degree, we have had new students join our school, and we have had new businesses launch from our Entrepreneurship Center. The cover story is just one of a multitude of shining examples in the Business School of students rising above adversity and succeeding in the face of chaos.

As you read through this newsletter, take a moment to congratulate yourself. Sometimes the hardest thing to do is to keep moving forward, and that is exactly what you are doing! As Lao Tzu has been attributed as saying, "A journey of a thousand miles begins with a single step." I encourage all of you to continue taking a single step each day toward your goals! In the end, when you look back, it will all be worth the effort.

With sincere appreciation for all your efforts,

Dean Bauer





The Importance of Project Based Learning

Author: Dr. Anita Goerig

Peter F. Drucker (1909 – 2005), the inventor of modern management noted, “Strategy is a commodity, execution is an art.”

In 2006, during my doctoral pursuit, I completed a summer transdisciplinary study in Global Strategy and Trade at St. Peter’s College at University of Oxford in the UK. The course was part of an exchange program with The Peter F. Drucker and Masatoshi Ito Graduate School of Management through Claremont Graduate University. The course focused on formulating and implementing global strategies in the context of evolving legal, political, and trade environments in the dramatically changing global marketplace. We looked at current trade developments and strategic issues that affected the European Union.

Prior to my study, I met Mr. Drucker who visited the CGU campus occasionally to talk with the business students. He supported collaborative learning and shared his philosophies that engaged problem solving, innovation, and the development of critical thinking. These foundational tenets coalesced in my graduate research abroad, as my peers and I embarked on the rigors of scholarship through team projects and formal presentations. Project Based Learning (PBL)

stimulates creative expression, organization, and understanding. It applies real world solutions to a problem informed by theory and practice.

At Post University, the Undergraduate courses I teach offer PBL assignments that provide hand-on experience with client-driven initiatives. Team members learn to mediate the interpersonal dynamics of a group, set goals, and define objectives that facilitate the active learning process. Students delve into issues of brand management, strategic integrated marketing communications, customer relationship management, and corporate social responsibility, as they develop skill sets and hone the professional acumen needed to succeed in today’s competitive environment.

In the program, we strive to broaden the discourse with curriculum development and new media technologies. The integrated research supports collaboration with strategic alliances and industry leaders to engage, inspire, and transcend past conventions with innovative pedagogical methodologies.

PBL is a continuum that aligns students and

project-centered activities to produce an integrated strategic plan and deliverables to the client. Identifying the problem, brainstorming, and encouraging ideation through new perspectives and formative assessments yields qualitative results, and a sense of achievement for the student, instructor, and client. The experience fosters self-confidence and a higher standard of excellence in students as they embark upon their careers.

Project Based Learning incites creative thinking through group collaboration. It enhances team building that develops knowledge, analytical skills, and understanding of empirical approaches to real solutions in a changing global society.



Faculty Spotlight: Dr. Anita Goerig

We are proud to spotlight Dr. Anita Goerig, an Associate Faculty of Marketing. She is an enthusiastic professor and fosters an environment of curiosity. She has taught for Post for nine years both in the Marketing and Business Administration Programs. She is a subject matter expert in marketing, digital and social media, research, and consumer behavior.

Dr. Goerig has worked in the corporate sector in marketing roles throughout her career. Most recently, as the Director of Marketing for the O&G Industries Masonry Division, In that position, she was creator, editor, and publisher of the six-time award-winning luxury lifestyle magazine, Stylish Spaces with Masonry. She has won several awards for social media, direct mail, and print campaigns, a brand strategy program, and package design from the Connecticut Art Directors Club (CADC), and CT HOBI.

In 2019, Dr. Goerig earned a Doctorate in Business Administration from Capella University. In addition to her doctoral work, she also published in the Advanced Management Journal from the Society to Advance Management. The article, S-D Logic: Service Ecosystems Contributions to the Agriculture Industry, was published in the Summer 2019 journal, volume 84, issue 3. She also presented her work at the annual conference for Society to Advance Management.

Honors Student Finds A Perfect Match at The Next Street

Author: Melissa Santos



Amanda Regalado

When Honors Student and Management major Amanda Regalado desired to enhance her skills and resume through an internship, her Program Chair had the perfect match to do so. In June, Amanda interviewed and was offered an intern position with the Next Street ([Next Street <https://www.thenextstreet.com/about-the-next-street-education>](https://www.thenextstreet.com/about-the-next-street-education))

Amanda was extremely excited to join the Next Street's team not only to build her resume; she was joining an organization named as one of the fastest growing privately held companies in the United States by Inc. magazine, one of the Top Work Places in Connecticut, and Small Business of the Year honored by the Waterbury Chamber of Commerce.

Last semester, Amanda MGT435 Independent on diversity and culture "real world case analyze these manage-

What makes this company so unique for Amanda to learn starts with The Next family owned, family operated driving school, the Next Street's CEO, Brandon Dufour, on fanatical customer service and

completed a project in her Study class that focused and the Next Street is a sis" for her to further ment concepts. growing Connecticut and an ideal setting and grow? The answer Street's history. As a ted driving school, the Next built his business by focusing making the process of getting a driver's license in Connecticut fun, easy and stress free. Durfor's workforce all live and work in Connecticut and as a family owned and operated driving school Dufour built his business by focusing on fanatical customer service and making the process of getting a driver's license in Connecticut fun, easy and stress free. Durfor's workforce all live and work in Connecticut and love supporting the local communities where they work and live. Dufour expressed, "Our employees and outstanding work culture is our greatest and most important asset, and we couldn't be happier." In fact, the Next Street was named "One of the Happiest Companies in the USA!"

The Next Street was awarded the 2017 "Happiest Company" Award from TINYPulse in the competitive Education category. At The Next Street, "we understand that employee happiness and exceptional work culture is pivotal, and we couldn't be more proud to receive such a commemoration."

As Amanda continues on her path to earning her Bachelor's of Science in Management, she reflected, "I am not only glad I am building my resume, but also to be working with such a great group of people. This company doesn't make me feel like 'just an intern.' They brought me on their team and immediately made me feel part of the organization. I am excited to begin this journey at The Next Street and be able to learn and carry these skills from an organization that has such an outstanding work culture."

"I am not only glad to be building my resume, but to also be working with such a great group of people"



Online Honors Program SOARS in the Malcolm Baldrige School of Business

Authors: Caitlin Grant, Melissa Santos, and Linda Kobylarz

“Every success story is a tale of constant adaption, revision and change.” This quote by Richard Branson exemplifies the growth of our Honors Program. Honors Program Director Linda Kobylarz and her team began our Main Campus honors program in (add date). Since this time, Kobylarz has developed the Program into a thriving community of over 200 campus honors students. Most recently she has innovated the Honors Program for our online student population.

A spotlight on the newly developed MGT105 Principles of Management honors course demonstrates what the Online Honors Program means to our students and faculty.

Gregory J. Privitera, Ph.D. and Associate Faculty Member shared his experience in teaching the first run of the MGT105 Principles of Management Honors course this past Term.

“Teaching the Honor’s course was akin to being a part of an intellectual community of scholars bridging foundational concepts in management with applied assessments that reflected more than simply higher level learning; but also critical thinking and dialogue on important issues relevant today, such as ethics, corporate responsibility, and the value of community engagement. Overall, teaching this course was an enriching experience.”

It takes a community of engaged learners to create this enriching experience. Part of the course focused on the importance of diversity and, paradoxically, the class itself was diverse in its composition.

Mr. Mike Houseknecht found value in both the Honors Program and the MGT105 Honors class. He provided, “My experience in honors principles of management was great. The honors program was extremely inviting and a great opportunity to add advantages to your resume. It challenged me to go beyond the normal view of management and think more in depth about how current management operate in today’s business world. From corporate social responsibility, to interviewing my own management team about all our coursework, to get a real-life perspective on how the course material is directly connected to how real businesses are managed today. Dr. Privitera was an amazing professor who helped further the conversation to another level of thought, to evolve our current perception of management. I highly recommend taking this course if you want to become a stronger leader, and more knowledgeable in the current management structures of business, and to learn to plan, lead, organize, and control different functions required in business.”

Mrs. Arletha M. Hood, Human Services major and Online Honors Program student reflected on what the course meant to her. She stated, “ Dr. Gregory Privitera, the instructor of MGT 105, Honors course, helped me to understand the workings of large and small corporations and companies. I am more equipped to run my business, make sound decisions, be a better manager, make presentations to others, and understand how inner and outer factors affect my company. I now understand and assume the responsibility of companies and corporations to give

back and be socially responsible. With the principles of knowledge of the operations of how businesses should function, students will be able to understand how to operate their own company or navigate the corporate world successfully.”

MGT 105H was the first Honors course Marketing student Ms. Shari Nicklow completed. She enjoyed the engagement with her classmates, and is excited for future Honors opportunities. “My Principles of Management class with Professor Gregory Privitera was a great way to dip my feet into furthering my knowledge in a management role. I really loved how engaging the class was, and how Professor Privitera expanded our thinking by asking us questions on our individual discussion boards. This class was my first experience as part of the Honors program at Post University, and it honestly makes me excited to continue on the path I’m on. As an aspiring graduate of the class of 2021, I can’t wait to see what’s in store for myself and my fellow classmates.”

Students with a 3.25 GPA or better qualify to take Honors coursework. Those interested in taking an Honors class can contact their ASC, Linda Kobylarz (lkobylarz@post.edu), or Caitlin Grant (cgrant@post.edu).



Post MBA Online Students Win **ANOTHER** Virtual Competition

IACBE Competition

The International Accreditation Council
for Business Education

Our MBA Team put together to compete in case study competitions, has won again! Last year a team of 4 MBA students was formed: Stephanie Caban, Virendra Singh, Barbara Whitaker and Mary Yackto. Together they competed in the first-ever remote business case competition sponsored by IACBE and Capsource. The team worked on a project for Munevo, a medical device company out of Germany, and won the competition.

After winning that competition, they were invited to try their hand at a live business case competition in Dallas at the end of March. Naturally, when the COVID-19 outbreak happened, the live competition was canceled. However, the organizers worked to turn it into a remote competition. Our Post team, while disappointed to lose the trip to Dallas, nevertheless stepped up and worked on the business project, this time for Coinsource, a company active in the bitcoin arena. They presented virtually to a panel of judges, and again, they came out on top!

The team shared some thoughts on the experience:

"It's incredible to experience how people from different backgrounds see the same things differently and what could I learn from that." - Virendra

"All in all, this business case competition provided the best experiential learning experience. The opportunity to present a deliverable created in a relatively short period in front of a panel of industry experts was exhilarating. We faced strong competition and came out on top (twice)! I'm truly appreciated for this experience with my peers." - Stephanie

We plan on forming a new team for the next set of competitions. They will have big shoes to follow!

JUST

JUST

JUST

JUST

JUST

START

Start Your Business

Have a business idea or want to be your own boss? The Center for Entrepreneurship & Innovation is a great place for you to begin. If you'd like to learn more, please contact Brandon Monti at bmonti@post.edu!

A GREAT PITCH!

STUDENT COVER STORY

Authors: Dr. Jeremi Bauer and Brandon Monti



The Center for Entrepreneurship and Innovation (CEI) in the Malcolm Baldrige School of Business opened its doors to students in January, 2020. After 2-years of planning, and echoes from across campus for the need, it was time. Within days of our “soft launch” we had almost a dozen students interested in learning more about what this new resource was and how it may help them fulfill their dream of being an entrepreneur. The CEI is, in its own right, a start-up. No different than the student businesses we’re helping to bring to market. Like any business, a start-up is going to get a combination of customers we’ve labeled as: lookers, try’ers, patrons, and champions as it moves through the business life cycle. Lookers are those window shoppers who look in but never really engage. Try’ers are those that come in and shop around but never engage in any meaningful interaction. Patrons are considered your regulars, those who engage regularly but never do anything BIG; they are loyal and consistent. Champions have next level engagement. Not only do they champion your venture, they help you take your venture to new heights.

The CEI has been no different. Since we opened we’ve had hundreds of students, both from our campus programs and our on-line programs, peek into the center to see what it’s all about. We’ve have had scores of students get started by bouncing their ideas off our CEI coordinator – Brandon Monti. Moving down the funnel we have about two-dozen student that are currently working on their business intently, right alongside Brandon as he helps guide their progress. Then, there are the select few, “Champions” in the CEI where together we’ve made each other better. As of this writing, we have had one student successfully launch a business out of the CEI (more on this below), we have one student on the precipice of launching their business, and we have one other student that is just a few months from launching. Suffice it to say, there are a LOT of exciting developments occurring in our Center for Entrepreneurship and Innovation. If you have a business idea and are looking to better understand how to bring it to life, send Brandon an email and let him be your coach! Now, on to our cover story!

Our cover story star, Jared Zima, has always had a passion for baseball and he’s always had a mind for business. Prior to the Malcolm Baldrige School of Business opening the CEI in January, Jared was already in contact with our coordinator – Brandon – to turn his latest idea into a business venture. At the time of initial contact with the CEI, Jared already had another business fixing baseball gloves that was born from a hobby; but this new idea was different. This new idea had a chance to impact baseball players around the globe. Such an idea, with such potential impact, required a different way to think about launching a business. That is why Jared turned to the Center for Entrepreneurship and Innovation.

<https://post.edu/academics/online-graduate-degrees/master-of-business-administration-mba/>



"Already on his way to building his glove care company, in 2019, Jared set his sights on a much larger vision - to build a business that would impact baseball players around the country and globe."

For some background on Jared, he started playing baseball competitively at a young age while growing up in Berlin, Connecticut. From a young age, Jared excelled at baseball and that led to him continuing his passion after graduating high school. Upon his high school graduation, Jared began his college career with Post University. According to head coach Skjold, "Jared has a high baseball IQ and that translates into his school work and his business." When an athlete competes at a level that Jared has, equipment such as baseball gloves can be expensive. Jared has said that some gloves can cost in excess of three-hundred dollars. This expense means that baseball players are spending time and money caring for and repairing their most important piece of equipment. Recognizing that he had a knack for repairing baseball gloves, Jared started Zima Glove Care in 2017. He would repair baseball gloves for teammates, friends, and eventually friends of friends, which resulted in increasing levels of revenue. Jared expressed, "as a lifelong baseball player, I learned how to take care of my glove, and people started to ask if I can help fix theirs."

He plans to accomplish this mission through his revolutionary new product, ReliefWax. ReliefWax is an all-natural scented glove conditioner designed for baseball and softball gloves. Each scent is infused with essential oils to induce aromatherapy in an effort to calm athletes on and off the field. The idea behind ReliefWax is personal for Jared. Like many athletes, Jared has dealt with anxiety in high pressure situations. Never wanting to let his fellow teammates down, he faced his anxiety head on, with the help of aromatherapy. His mother first introduced Jared to aromatherapy when he was younger and he is an enormous advocate of its benefits.

Jared had his aha! moment while on the Waterbury campus of Post University. One day he was sitting around thinking about a new business idea. He thought to himself, "What if I could combine a high-quality leather conditioner with aromatherapy?" The thought was simple enough, how could he help athletes stay calm and alert while competing in high-pressure situations. He began to experiment with different ingredients until he found a recipe that worked. After people loved the scents and raved about the quality of the conditioner Jared knew he might be on to something. It is at this moment that he began to meet with CEI coordinator Brandon Monti in order to make this into a true business. According to Jared, "The mentorship and guidance kicked my idea into high gear. Just a few months later, ReliefWax is preparing for its first product launch with customers lined up!" It is just the beginning for Jared and ReliefWax (<https://www.reliefwax.com>). Jared plans to go full time with his business while completing his MBA* at The Malcolm Baldrige School of Business.

We could not be more proud of all of our budding entrepreneurs in the Malcolm Baldrige School of Business and we wish them ALL the very best as they pursue their dreams of business ownership. The Center for Entrepreneurship and Innovation will forever be open to these intrepid visionaries as a resource to their success, even after graduation!



Jeremi Bauer - Dean - Malcolm Baldrige School of Business

Brandon Monti - Coordinator - Center for Entrepreneurship and innovation



News from Nu Zeta

Authors: Dr. Alisa Hunt and Dr. Deron Gabel

Being a member of Delta Mu Delta has many benefits!

In September of 2014, the Malcolm Baldrige School of Business became the newest member of Delta Mu Delta, opening the Nu Zeta Chapter. Each year students in the Malcolm Baldrige School of Business who have completed three-quarters of their degree, have a GPA of 3.75 or greater, and are in the top 10% of their class are invited to join.

Being a member of Delta Mu Delta has many benefits, including, but not limited to, the following:

Lifetime Recognition for Outstanding Academic Achievement – Delta Mu Delta is the highest international recognition that students can earn. Listing it on a resume helps to demonstrate dedication and hard work to employers.

Networking Opportunities – Through tools such as Facebook, LinkedIn, and DMD Connect, members can network with others, post jobs, gain access to professional opportunities, and more. You will be keeping in contact with fellow high achievers.

Scholarship Program – Delta Mu Delta offers scholarship opportunities each year to members. The application process begins in March. We encourage Nu Zeta members to apply. Malcolm Baldrige School of Business DMD members have won scholarships in the past.

Acknowledgment for Federal Employment – “Membership in Delta Mu Delta fulfills one of the requirements for entrance at the GS-7 level in numerous professional and technical positions within federal service. This fulfillment enables DMD members to start their government career at a higher level of salary than might otherwise be possible.” (DMD Website)

Magazine Subscriptions - “Delta Mu Delta members have access to discounted subscriptions from some of the top business magazines today. Plus, a complimentary one-year subscription to Fortune Magazine is provided to every new DMD member!” (DMD Website)

We encourage students to aim for excellence and earn an invite to this prestigious honor society. For the upcoming year, we will be working with the officers of the Nu Zeta chapter to set up fundraisers, networking events, and more. Stay tuned for more to come from Nu Zeta!

If you have questions about Delta Mu Delta, please contact Dr. Deron Gabel DMD Co-Advisor (dgrabel@post.edu), Dr. Alisa Hunt DMD Co-Advisor (ahunt@post.edu), or visit the Delta Mu Delta website: <https://deltamudelta.org/>



Student Achievement

Andrey Masser

Author: Dr. Hamid Malakpour

It is our pleasure to announce that Andrey Massar has passed SEC Series 7 exam. He is one of our first students to pass this challenging exam since we have established our new SEC training classes in our finance program. The Series 7 exam licenses Andrey to sell all types of securities products except commodities and futures. The Series 7 exam and its licenses are administered by the Financial Industry Regulatory Authority (FINRA).

Below is a quote from Dr. Hamid Malakpour. Dr. Malakpour is the Program Chair for the Bachelor of Science in Business Administration.

“Andrey Masser has been one of the students’ leaders on campus. He has also shown his academic skills, intelligence, and determination in the classroom setting. Many of us would like to move mountains, but few of us are willing and have the perseverance and persistence that this exam requires. I am very proud of Andrey on this great achievement in the examination! He has done it, and I congratulate him on his great achievement!”





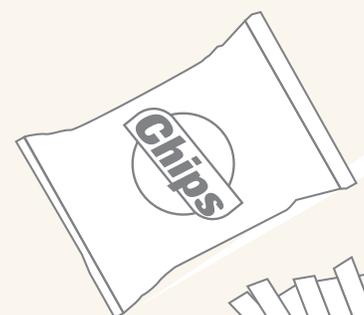
Snack Chat

Author: Danessa Harris

A group of students in an upper-level undergraduate marketing class, including the instructor, created a way to stay connected once the 2020 spring semester concluded. This group met up once a week via zoom during quarantine, typically with some theme involved that the group helped to come up with from the week earlier. Some of the themes I had a wonderful experience last spring during the early stages of the pandemic when classes went virtual. A group of students in an upper-level undergraduate marketing class, including the instructor, created a way to stay connected once the 2020 spring semester concluded.

This group had a “snack chat” once a week via zoom during quarantine, typically with some theme involved that the group helped come up with from the week earlier. Some of these themes included a pet show and tell, wear your favorite sports jersey, and many other fun themes. This approach helped this group to continue to have a social aspect to life while being cooped up at home, as the pandemic unfolded.

This chat gave students a way to communicate further and have more empathy for others. It was likely that many students may have felt isolated. However, this experience allowed us to interact with others across the country and the world. It also helped to keep students somewhat occupied during this challenging time and stay on a schedule. With people being out of work and the semester ending, we fell out of our regular routines, and this weekly get-together helped to keep some routine going. Overall, this approach was a fun way to stay connected and socialize while being stuck in the comfort of our own homes. The themes included pet show and tell, wear your favorite sports jersey, and many other fun themes. This approach helped this group to continue to have a social aspect to life while being cooped up as this pandemic unfolded. It gave people a way to communicate with others who they may not be close friends with and to learn about how this pandemic may be playing out in other parts of the country or world. It also helped to keep people somewhat occupied during this time and on a schedule. With people being out of work and the semester ending, we fell out of our regular routines, and this weekly get together helped to keep some routine going. Overall, this was a fun way to stay connected and socialize while being stuck in the comfort of our own homes.



Student Profile: Chilah Brown

Author: Chilah Brown



Chilah Brown is an enrolled member of the Mille Lacs Band of Ojibwe. She holds a Master's of Education and a Master's in Tribal Administration. Chilah is currently pursuing her Graduate Certificate in Leadership at Post.

I am a high school dropout. Growing up, I always had this awkward feeling that I was different, or that I didn't belong in a public school system. My peers did not resemble myself; my educators didn't have much knowledge about the real history of this country or my cultural traditions. I can recall, at times being the only minority or Indigenous person in the classroom. In grade school, there were days where my classmates would try to touch my beaded barrettes or grab my braids. It wasn't long before I became irritated, withdrawn in class, and I began getting into fights. I started skipping school.

As I aged, I had very little interest in academics. The public school experience took its toll on my educational aspirations. When I turned 18, I had the opportunity to acquire my GED. I had the mindset that public education was designed for the majority of society to succeed. Once I acquired my GED, I went to work for a Casino for six years.

My siblings shared with me their plans to attend college, which sparked a fire inside of me. I enrolled at Haskell Indian Nations University, and this was one of the most rewarding experiences I have ever encountered. I was finally in a setting with peers who resembled me and understood my cultural traditions. Having students, faculty, and staff that I could relate to helped create a positive learning space for me, and I began to find academic success.

I graduated with an Associates of Arts with an emphasis in Tribal Management in 2006. I quickly enrolled in a 4-year program to acquire a Bachelor of Science in Business Administration with an emphasis in Tribal Management.

After graduating from Haskell, I returned to work for the tribe, where I noticed a flyer for the Master's in Tribal Administration and Governance program at the University of

Minnesota Duluth as I walked through the hallway one day. As I gathered more information regarding the program, it was plain to see that it was an exceptional opportunity. Without hesitation, I enrolled. The program was a tremendous educational experience.

I applied to Augsburg University's Minnesota Indian Teachers Training Program for a Master's in Education. I completed the program Dec. 19, 2020. With the excitement of commencement at US Bank Stadium, I, along with 900 other graduates, was eager to walk across the stage scheduled for May 4th, 2020.

Unfortunately, the COVID epidemic canceled the commencement, and virtual graduation was replaced instead. This change was very upsetting to me as I was ecstatic to walk across the field and take pictures with my family and friends. This commencement was one of the main reasons I went back to school because I never had this opportunity as a high school dropout. However, the virtual graduation was small and informal; therefore, I was so happy seeing the look on my mother's face. This commencement was better than any of the others; I would have typically been searching for her in a massive crowd.

I have once again found another program online to keep me occupied during this pandemic. I am happy to say I am accepted into Post University to acquire a graduate certificate in Leadership.

Although I was once a high school dropout, I was able to find a learning environment that helped me to thrive. Finding a passion for learning is a great path that is different for everyone. I don't have any regrets about dropping out of school because it has led me to where I am today. I encourage everyone to find their educational path to success. It is my sincere hope that sharing this story will inspire others to reach their academic aspirations as well.

Course Development in the Malcolm Baldrige School of Business:

An Interview with Andy Privitera, Associate Faculty Member and Subject Matter Expert (SME)

Author: Don Kelly



One of the strengths of Post University's Business School programs is the experiences that its associate faculty members bring to the classroom, both virtual and in-person

One of the strengths of Post University's Business School programs is the experiences that its associate faculty members bring to the classroom, both virtual and in-person. This knowledge is now being brought to the course design process, as well, with many associate faculty members working as Subject Matter Experts (SMEs), ensuring that their real-world experiences are reflected in each course.

One such SME is Andy Privitera, an associate faculty member at Post for over 7 years. Andy teaches courses for our degree programs in Management and in Human Resources and has helped to design a number of courses in both areas over the past several years. He holds an MBA in Human Resources as well as a BS in Marketing Management. He currently owns and operates his own business in upstate New York after retiring as a Sergeant Major from the U.S. Army where he was awarded the Military Outstanding Volunteer Service Medal and the White House Presidential Volunteer Award among many other distinctions during his Army career.

Andy recently spoke with Don Kelly, Program Chair for Human Resources, where he asked him to share his experience as a Subject Matter Expert and Course Developer here at Post.

Q1: Andy, in your time here at Post, what are some of the courses you have been involved in developing?

Andy:
Over the past several years, I've worked on designing several new courses such as Managing a Diverse Workforce and Employment Law while helping to redesign courses such as Managing a Growing Business.

Q2: Walk us briefly through the process of course development from the standpoint as the Subject Matter Expert. How does it work?

Andy:
The process begins with the Program Chair and the Instructional Design department developing a "design schedule" of courses to be worked on throughout the academic year. Within that scheduled timeline, the Program Chair issues the invitation to the SME to develop or redevelop a particular course. A "course development contract" is created that spells out the work to be done and the intended timeline and scope.

The process starts off with a kickoff meeting involving members of the course development team; an instructional designer dedicated to this course, the instructional design librarian and/or content coordinator [to research appropriate material], myself as the SME and the Program Chair. This meeting sets the stage regarding the scope and direction of the 10-week development process.

From this meeting, a Design Roadmap is created detailing the tasks and timeline of each piece of the process. This detailing is the key document the entire team uses to track progress and communicate developments.

All design activity is managed through an application called Samepage. This interactive document management system allows for team meetings, messaging, project management, and documentation handling. It is a straightforward system to learn and ideally suited for this design work. The Instructional Design team is great about helping new SMEs learn to use the system.

The design process follows an agreed-upon schedule with regular reviews and checkpoints over a twelve a week design period.

The process ends with a final review after the course has been loaded into a Blackboard shell and sign-off then occurs by the instructional design team and the Program Chair.

Q3: What would you say is one of the most challenging parts of developing or redesigning a course?

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Don't be overly concerned about the process. The support is there to guide even the first time SME into doing a good job.

Andy:

For me, it's the initial planning and the development of the course. Roadmap. This is where all members of the team and the Program Chair work out the why, what, how, and when of the course development. Making sure all the details are discussed, changes in direction or content investigated and included, and areas of improvement addressed completely. The better this phase goes, the easier the rest of the design process goes. Course development or redesign is a collaborative process, bringing together a team to assist the SME in bringing home the best final product. As an SME, it is comforting to know I have people dedicated to this process to work with me.

In my initial course design project, I was concerned about the amount of work and the timeline. I find that the amount of actual work to be done is equivalent to teaching an online course, not more. I also find that the Roadmap I mentioned makes hitting the project points easy, especially with the help of the design team members.

Q4: Talk to us, if you will about some of the rewarding parts of developing the course.

Andy:

One of the most rewarding parts of this process is the feeling of being a contributor to the work of the University. I know the courses I am working on will be an important part of the curriculum in helping people understand parts of their future work life. It's bringing a part of my experience to life for our students

Another rewarding part is working with the Post design team. Course development or redesign is a collaborative process, bringing together a team to assist the SME in bringing home the best final product. As an SME, it is comforting to know I have people dedicated to this process to work with me. It's fun to

collaborate with others at Post!

Lastly, one of the most rewarding aspects of the process is launching and teaching the new course, seeing how the students react to it, and having a sense of accomplishment when things work well. SMEs typically go on to teach the courses they design to get that first-hand experience.

Q5: What advice might you have for other associate faculty who are thinking about participating in course development here at Post?

Andy:

Don't be overly concerned about the process. The support is there to guide even the first time SME into doing a good job. The collaboration among the instructional design and support staff along with assistance from the Program Chair will make the effort manageable for even the novice.

A major advantage of doing this is that you become even more deeply involved with Post and committed to the mission of the University.

Once you do this, you'll find you want to do it over again. It provides a broader view of Post's courses and how they are crafted and how they happen within Blackboard. I would highly encourage anyone to participate in this if given the opportunity. It's definitely worth it.



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