GSOM Welcomes Five New Faculty, Adds Seven New Courses

Reflecting its growth, GSOM has added five new instructors and seven new courses, starting with the current school year. The new instructors are assistant professors Sitikantha Parida and Guillaume Weisang (who will be profiled in the next issue of Connect), and visiting professors Pantea Alirezazadeh and Alexander Frumosu, and visiting lecturer Alicia Amaral (see pages 4 and 5).

“New faculty bring new ideas and help to keep GSOM vibrant,” according to Interim Dean Joseph Sarkis. “We are proud of the caliber of faculty we have been able to attract. We welcome them to GSOM and believe they will play an important role in reinforcing our excellence in education and research.”

New courses include:

**Green Supply Chain Management.** Emission of pollutants and use of natural resources are often several times greater in an organization’s supply chain than in its own operations. As a result, supply chains provide significant opportunities for improved efficiency and cost savings. Given the potential, organizations increasingly are actively managing their supply chains and are seeing supply chain initiatives as a key area of their environmental impact.

This course, taught by James Salo ’02 MA ’03, senior vice president at TruCost Plc, will study the evolution of green supply chain initiatives, types of analysis (such as economic input-output life cycle assessment), and methods for managing green supply chain assessments, from the perspective of both the supplier and the purchaser.

**Energy Management.** This course, taught by Executive in Residence Will O’Brien, will focus on energy efficiency practices from the U.S. Green Building Council (USGBC) and Leadership in Energy & Environmental Design (LEED), and how they are used in high performance buildings, data centers, renewable energy sources and smart grid.

It will cover a range of topics important to business managers, including energy strategies, government regulations, incentives and resources, and European Union energy policies and programs, including carbon tax credits and energy commodities. A special focus will be placed on energy management for financial and corporate social responsibility benefits from the perspective of CEOs, CFOs and COOs.

**Innovation Management.** Massachusetts is one of the leading regions in the world for innovation. Driven by waves of innovation, the region has come back from economic downturns for many years. How can this experience help today’s entrepreneurs? What drives innovation in our regional economic culture? Within companies like Apple or EMC, and industries like healthcare? What can a mid-level manager do to help a startup stay innovative as it matures?

This course, taught by Robert Krim, will take a close look at networking, clusters, financing and global demand. A multi-disciplinary course, it will challenge MBAs and other graduate students to analyze the broad picture while focusing on what startups – both for-profit and social enterprises – need to do to maintain their innovative edge.

**Social Entrepreneurship.** Revenues produced by social entrepreneurship in the U.S. exceed the entire gross domestic product of Russia. This course, also taught by Krim, is for students interested in knowing about, starting or leading an entrepreneurial organization to

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Teaching: A Good Bet For Tamarkin

Maury Tamarkin, who began teaching finance at Clark University even before there was a GSOM, is entering his last year, completing a career during which he gained a reputation for his camaraderie as much as for his research and teaching skills.

The 73-year-old Tamarkin, who has taught for 30 years at Clark, is best known in the academic world for his research of “skewness,” but he is also known around GSOM for his dry sense of humor and his annual barbecues, which have regularly drawn 50 to 75 GSOM staff and students to his home in Brimfield, Mass.

Less well known is that Tamarkin has held ownership interests in several race horses and that he plays softball in a senior league, having once played in a world softball tournament.

Tamarkin’s study of “skewness” covered two of his interests – investing and horse racing. In both investing and horse racing, returns are generally hypothesized to follow a symmetrical distribution. When they vary from that distribution, in either a positive or negative manner, they exhibit either positive or negative skewness.

An attraction to positive skewness explains why normally risk-averse people will bet on long shots in horse racing, even when it is not warranted by the potential return.

“It seemed like the favored horses were under-bet and long shots were over-bet,” Tamarkin said. “Gamblers like long shots and even, on average, would take less money
**GSOM Balancing Teaching, Research and Service**

**Teaching Yesterday, Today and Tomorrow**

Universities seek to balance three activities that provide broad social benefit: teaching, research and service. Over the next three issues of *Connect*, we’ll focus on each of these, beginning with teaching.

Teaching has enriched society for as long as civilization has existed. This point was made clear by a book on medieval history I read over the summer, which noted that universities, in tandem with a growing merchant class, served as a catalyst for the Renaissance.

To conduct business successfully, merchants needed to be able to communicate in different languages, understand various cultures, sell their goods, source raw materials, plan logistics for delivering finished goods, manage their accounts effectively and develop contracts.

Much of the knowledge for learning these skills went beyond apprenticeship and came from universities. Universities at that time offered the equivalent of today’s liberal arts education.

Many merchants sent other family members and workers to universities to gain broader knowledge about humanities. As merchants flourished, so did universities; they boosted demand for greater knowledge, which eventually was shared with broader society.

Renaissance education focused on three subjects: literature, math and didactics (reasoning). While teaching is more varied today, there are many parallels with Renaissance education. Didactics is included in GSOM’s mission statement as “critical thinking,” which is nurtured by effective teaching.

Business and learning continue to support each other today. In recent times, university pedagogy has progressed because of innovations in teaching business and management, such as the case study method of instruction, learning through simulations, computerized games, and the use of internships and projects to learn by doing.

These tools are all important to teaching at GSOM and the University’s emerging Liberal Education and Effective Practice (LEEP) initiatives, but, of course, tools are only as effective as those who use them. Teachers remain the key to quality education and GSOM is blessed with many talented professors, some of whom are profiled in this issue of *Connect*.

Among those profiled is Maurry Tamarkin, a friend to many of us, who this past year was recognized as the Professor of the Year by both the MBA student body and by our Beta Gamma Sigma chapter. Also profiled is Donna Gallo, associate dean and past winner of the Gamma Sigma chapter. Also profiled is Donna Gallo, associate dean and past winner of the same awards.

Along with long-time faculty, we’re featuring some of our newest additions, including Pantea Alirezazadeh, Alexander Frumosu and Alicia Amaral.

In an attempt to continuously improve GSOM, we are adding not only new faculty, but new courses. Additions to our evolving curriculum allow us to strengthen our position as one of the country’s leading “green” business schools. We are also offering innovative new courses focusing on topics of emerging interest to industry and forward-thinking organizations. As life-long learners, alumni are encouraged to participate in these new courses.

Great teachers, of course, produce great alumni and this issue features two successful graduates who benefited from their GSOM education – Linda Cavaoli MBA ’91, who received the 2011 Beta Gamma Sigma Chapter Honororee Award, and Jennie Lee Colosi MBA ’82, whose business won a Family Business Award.

By offering this quality education, GSOM attracts students who want to make a difference, such as Jered Ulschmid, a Peace Corps volunteer who was attracted to our social change programs and who is also featured in this issue.

With the talented teachers, alumni and students not only at GSOM, but elsewhere, maybe we’re on the cusp of a new Renaissance.

This newsletter barely highlights our innovative teachers, curriculum, alumni and students. We will have many more stories and updates in the next two issues, which will focus on research and service.

With warm regards,

Joseph Sarkis, Interim Dean

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**Horses for the Fun of It**

Unrelated to his research, Tamarkin’s decision to invest in race horses came after he found an opportunity on the Internet to own a share of a race horse for a small investment. He later joined two other ownership syndicates.

Although his horses have won races, and raced at major tracks such as Belmont and Saratoga, the hobby has been less about making money than about having an opportunity to see racing up close and mingle with other owners.

“I did it for the fun of it,” Tamarkin said.

That also explains why he and his wife, Julie, have been hosting annual barbecues. They had invited small groups of students from other countries to their home during Thanksgiving and Passover for as long as he has been a professor, and that tradition grew into an annual cookout in the late ’90s.

The event evolved from a dog-and-burgers barbecue to an international affair drawing 50 to 75 people a year for a more international menu. While Tamarkin continues to host small groups of students at his home, he discontinued the barbecue last year.

The Tamarkins have also participated in class reunions in Germany and Turkey sponsored by the MBA Class of ’98. In 2012 the class will have a reunion in Worcester and once again the Tamarkins will host a barbecue.

**Not a Disciplinarian**

Tamarkin began his career as a high school teacher, but did not enjoy disciplining students, so he left teaching to become a commodities broker. By the mid-’70s, though, he needed to go back to school to earn his MBA so he could keep up with changes in the industry. After earning his MBA, he decided to continue on for his doctoral degree and teach college.

“Julie (his wife) suggested that I get a Ph.D. and that we move to a different part of the country,” he said. “That was a big commitment for her, because we had four young kids and I would be busy doing doctoral work.”

His first teaching job was at the University of Connecticut, where he taught finance for three years, but he wanted to transfer to a smaller college, where he could get to know his students, so he came to Clark – and stayed for three decades.
M anagement skills are an invaluable asset not only in the for-profit sector, but in the nonprofit sector, according to Linda Cavaioli MBA ’91. Cavaioli, who received the 2011 Chapter Honoree Award during the recent Beta Gamma Sigma induction ceremony, told chapter honorees that she considered a master’s degree in social work or public administration, but, “It was clear to me that the complexities of running a nonprofit would be better served with an MBA. It gave me the opportunity to lead an organization whose mission I am passionate about – working to eliminate racism and empower women.”

The long-time Executive Director of the YWCA of Central Massachusetts, who has a 35-year career in the nonprofit sector, told chapter honorees, “As early as I can remember, I wanted to be a social worker.”

She earned her bachelor’s degree in sociology from the University of New Hampshire and tried to find a position in criminal justice, but in the ’70s it was difficult for a woman to break into the field. Someone suggested that she try the United Way instead and she ended up spending 16 years there in senior marketing and fundraising positions.

“I found my niche in the field of human services administration, which was a positive because I was not very good with boundaries in direct service,” she said. “Nonprofit management was a great match for my passion of serving people while trying to make an impact and contribute to social change.”

Her nonprofit experience combined with her MBA enabled her to become Executive Director of the YWCA, where she had previously served as a volunteer for 10 years and a director for 19 years.

The YWCA provides area women with child care, transitional housing, domestic violence shelters and fitness programs, and is a voice for women on issues such as equal pay and racism.

When Cavaioli took the position, she had recently married a man with twins and they had adopted three siblings, but, she said, “I was able to balance work and family, while pursuing the next phase of my career.”

Nonprofits A Major Employer

According to Cavaioli, the nonprofit sector is a major employer and contributes to a strong U.S. economy. In Massachusetts, more than 38,000 nonprofit organizations employ 420,000 people or 13% of the state’s workforce.

Nationally, nonprofits also play a major role, she said, adding that:

- 1.6 million U.S. nonprofits employ 13.5 million people, representing 10% of the workforce.
- Nonprofits pay $670 billion in wages and benefits, and employ more than the finance, insurance and real estate sectors combined.
- Nonprofits spend $1.3 trillion a year.

Cavaioli cited a study by the Bridgespan Group showing a shortage of a half million new nonprofit leaders over the next decade. “The Bridgespan study found that nonprofit organizations need to invest more in leadership development, pay higher wages and expand the pool of diverse recruits,” she said. “This pool needs to include more young people who want a career serving others.”

Beta Gamma Sigma Honors 38

G SOM’s Chapter of Beta Gamma Sigma recently inducted 36 new honorees and honored two other GSOM graduates for a second time. Beta Gamma Sigma is the honor society serving business programs accredited by the Association to Advance Collegiate Schools of Business International. Membership in Beta Gamma Sigma is the highest recognition a business student can receive.

During the ceremony, Maury Tamarkin was named Beta Gamma Sigma Professor of the Year and Natalia Gold was named Undergraduate Professor of the Year.

Mary Dean, the sole bachelor’s degree honoree, received the Morton H. Sigel Award based on her academic accomplishments.

Ngoc Dinh and Emily Skelton received Beta Gamma Sigma recognition for the second time, having previously received recognition as undergraduates.

Honorees from the master’s degree program at GSOM were Fita Arisanti, Jiamin Bao, Taurai Chadyemhunga, Victoria Clarke, Bijing Dai, Isabelita Dutra, Barbosa de Barros, Jillian Dimedio, Brian Finley, Rose Gabriel, Neesh Gonsalves, Xiaohui Gu, Ashley Haddad, Eniola Holloway, Tianyi Hu, Catharina Jerratsch, Jeffrey Klusek, Karen Korpinen, Joseph Levering, Tara Lewis, Zhongrui Li, Trang Nguyen, Nirjala Pandey, James Perry, Ziyong Qi, Kitthika Rao, Rakesh Sah, Liuha Shi, Ilir Spahiu, Davis Strassler, Ruoyu Tang, Xinyi Wan, Shihui Wang, Xuejiao Zhang, Danting Zhao and Kexun Zhu.

Alumni and friends are welcome to attend…

Sustainable Leader Speaker Series

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<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>September 14</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Olivier Corvez, Senior Consultant, Environmental Resources Management</td>
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<td>October 5</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Steve Sacco, Vice President, Environmental Affairs and Sustainability, Inverys PLC</td>
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<td>October 12</td>
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<td>Tony Buono, Professor of Management and Sociology, Bentley University</td>
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<td>October 26</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Mark S. Greenlaw, V.P., Sustainability &amp; Educational Affairs, Cognizant</td>
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<td>November 2</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>John Odell, Energy Efficiency and Conservation Manager, Worcester, MA</td>
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<td>November 9</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Mark Buckley, V.P., Environmental Affairs, Staples</td>
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<tr>
<td>November 16</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Bill Bean, President, Green Planning &amp; Coaching</td>
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<tr>
<td>February 9</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Rich Goode, Director of Sustainability, Alcatel-Lucent</td>
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<td>February 16</td>
<td>6-7:30 PM</td>
<td>Carlson Hall, Room 231</td>
<td>Tony Buono, Executive Director, Sustainable Business Network of Greater Boston</td>
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For additional information, contact Will O’Brien at wobrien@clarku.edu
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How well they perform that task determines not only their long-term success, but the success of the students they graduate and, ultimately, the economic success of the countries where the graduates reside.

Toward that end, GSOM features two of its most prominent professors in this issue, Donna Gallo and Maury Tamarkin (see page one), along with three of its newest faculty members, Pantea Alirezazadeh, Alicia Amaral and Alexander Frumosu.

Donna Gallo, Associate Dean
Teaches: Strategic Management, International Business

Having been named best MBA professor by GSOM students five times and received the Beta Gamma Sigma Best Professor Award, Donna Gallo clearly has a knack for teaching.

While she downplays her popularity, she believes it has much to do with her student relationships.

“I absolutely respect them as adults, and allow students to speak about their ideas and how they view a problem; how they would resolve it,” she said.

Since becoming associate dean in 2009, she spends less time in the classroom, but still teaches three classes of strategic management. Her responsibilities also include maintaining GSOM’s accreditation and hiring new teachers.

She also helps out with her family’s business, the real estate development firm Galfam Properties in Natick, Mass., and serves on three nonprofit boards.

She stopped working fulltime in her family’s business, she said, because “I was bored, doing the same things over and over again,” while in teaching, every class is different.

Why did you become a teacher?

Because I love to learn. On the first day of class, I always tell my students, “I hope you will learn a lot from me, because I know I will learn a lot from you.” Their experience adds a lot to my learning. It keeps you on the edge of what’s happening in business.

How did you end up with your specialty in strategic management? What is it about this subject that interests you most?

From having taken courses and working with the professors at Bentley University and Boston College. I have been involved in writing strategic plans and, as a trustee on nonprofit boards, in making strategic decisions. I also had an outstanding professor who was a mentor.

I enjoy strategic management because it’s all encompassing. It’s about the big decisions companies have to make. I’m more of a big picture person than a detail-oriented person.

What do you like most about teaching?

The students and the interactions and relationships with them. There are students I had 12 years ago that I still keep in touch with. I recently went to a wedding in Kansas City for one of my students. You get close to your students and hopefully encourage and inspire them to do good things with their careers.

What are the biggest challenges?

The students. Absolutely. In the classroom, at the MBA level, you have a range of students. You could have 20 students from 10 different countries, some with a business background, some with work experience, some not. You want to challenge the ones who have the experience, but you can’t overwhelm the others. It’s about building respect in both directions.

What would you change about teaching if you could change anything?

I would try to make the coursework a little more integrative. That will be very important moving forward. If I’m in an accounting class, for example, I can analyze the numbers using accounting skills, but then put meaning behind them based on how they impact strategic decisions made by managers.

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What would you change about teaching if you could change anything?

While a bit idealistic, I’d like my students to really be excited by the learning process. I’d like to partake in a curriculum based on critical thought and interpretation, rather than memorization and test scores. I’d like to help my students become life-long learners.

How did you end up at GSOM?

The significant personal and professional opportunities at GSOM, as well as its close proximity to my current location in Connecticut, led to a great pairing for me for the upcoming academic year.

Alicia Amaral, Visiting Lecturer

Teaches: Accounting

Alicia Amaral enjoys the mentoring aspect of teaching, having been mentored herself by a CPA when she was working as a bookkeeper during her first job out of college. As a result of that experience, she not only became an accountant, but went on to become a CFO for a financial services company and a member of the board of the CFO Roundtable.

Now, having taught part-time at Tufts University’s Gordon Institute and Bentley University, she’s completed her transition and has become a full-time professor, teaching both financial and managerial accounting, as well as business analysis and valuation, and accounting for nonprofit organizations.

Why did you become a teacher?

I recently left my job as a CFO in order to pursue a career in academia. I have always enjoyed the mentoring aspect of my various jobs and thought that teaching would be a very rewarding career.

How did you end up with a specialty in accounting?

I received my undergraduate degree in business and my first job out of college was as a bookkeeper for a small business. We had a CPA who came in a couple of times a year to do a review and prepare the tax returns. He gave me advice on the many opportunities available in the accounting profession. I really enjoyed my bookkeeping job, but after a few years wanted something more challenging. I decided to pursue my master’s degree in accounting and to become a CPA. After earning my master’s degree, I worked in public accounting and then in private industry and eventually became a CFO.

What is it about this subject that interests you most?

I enjoyed subjects in school that were analytical in nature. In my (admittedly unscientific) surveys, I usually find that people who enjoy statistics also enjoy accounting. Accounting is not all math, like some people assume; there is a lot of analysis and interpretation of numbers.

It is often said that accounting is the “language of business.” To be effective, accountants need to be good communicators. Accountants need to be able to interpret the numbers and communicate the story they tell to other decision makers in the organization.

What do you like most about it?

Accounting is a great profession because there are so many opportunities and the demand for accountants is high. All businesses need accountants, from the small drug store where I had my first accounting job to Fortune 500 companies.

What are the biggest challenges?

The movement toward International Financial Reporting Standards (IFRS) over the next few years will be the biggest challenge for the profession. The goal of IFRS is to achieve a single set of high-quality, common accounting standards used around the world. This transition will be very challenging to both companies that face convergence costs for IT and training, and universities that must prepare students for the future.

What would you change about teaching if you could change anything?

The number of accounting Ph.D.s has been declining in the past few years. This, coupled with an increase in the number of accounting majors, means that the demand for accounting professors will intensify over the next few years. To fill this gap, I would like to see more opportunities available for accountants to be able to make the transition from the corporate world to academia.

How did you end up at GSOM?

I have been teaching part-time at Tufts University for the past few years and I really love it. I made the decision to make teaching my full-time profession, so I did a little bit of research about how to make the transition from the corporate world to academia.

I discovered the AACSB (The Association to Advance Collegiate Schools of Business) Bridge Program, which was designed for people like me. I completed the program last year. It was a very rewarding experience that solidified my goal to make teaching my full-time career. The program publicizes its graduate list, so that is how I ended up at GSOM.

Alexander T. Fromosu, Visiting Professor

Teaches: Quantitative Analysis and Statistics

While he considers himself to be “an applied scientist who also takes pride in teaching,” Alex Fromosu’s teaching has earned him four Most Influential Faculty Member awards at Tufts University.

With a doctorate in mathematics from Boston University, Fromosu teaches complex subjects like calculus, differential equations, finite/discrete mathematics, and probability and statistics, but always seeks to bring real-world applications into the subject.

A outdoor explorer and sports enthusiast who speaks Romanian, French, Spanish, German and English, Fromosu is currently working on an algorithmic, software-writable implementation of the Round Robin pairings, also known as the 1-Factorization of K2n graphs.

Why did you become a teacher?

Since my early days in graduate school, I wanted to make a difference in how students perceived mathematics. For me, teaching is a burning passion.

How did you end up with your specialty in mathematics?

More often than expected, students try to find parallels between mathematics and the real world. This is a great opportunity for me to tell them that learning mathematics is part of their training for the future. As a sports enthusiast who loves the outdoors, I compare the learning of mathematics to the training of a competitive athlete.

Like athletic training, math equips students with more flexibility in thinking their way through complex problems – irrespective of their mathematical content.

What do you like most about teaching?

Being a successful teacher is a multivariable function of discipline, patience, willingness to help, believing in making a difference, and understanding the global picture of both the aimed curricula and of the receiving audience.

What are the biggest challenges?

Mathematics cannot be served cold. Emphasizing the many applications to engineering, computer science, finance or business, to mention a few, helps successfully promote the underlying concepts. When the unavoidable question, “What is this good for?” arises, I am always prepared to answer it with concrete examples from a pool of industry applications that I have become familiar with over the years.
First Jennie Lee Colosi MBA ’82 surprised her father, Anthony L. Colosi, who thought she would be going to college to study foreign languages.

Instead, she studied civil engineering at the Georgia Institute of Technology and joined the family business, E.T. & L. Corp. of Stow, Mass., which specializes in building roads, bridges and dams, landfills and airports.

Then her father surprised her. He returned from a vacation to Italy in 1988 and decided not to return to work, leaving her in charge. She called him regularly for a couple of weeks, but he said, “You’re on your own. You’re ready.”

In spite of her young age, she had already spent decades learning the business. While still in school, she prepared bids and performed other administrative functions.

“I really don’t think dad thought I would be in the business some day,” she said, “but I loved it. You can work with a set of plans and then take pride and satisfaction from seeing a bridge or roadway as a result of your work.”

As president, she is more focused on building a business than on building bridges, but E.T. & L. has been one of the top 100 women-led businesses in Massachusetts since 2000 and is regularly in the top 50.

“Being a young female, it was difficult with the old-school gentlemen, who believed this was a man’s business,” she said. “I had to show them that I knew what I was talking about.”

And, of course, she does know what she’s talking about, having worked on projects since she graduated college, starting with a road construction on Route 143 in Chesterfield, Mass.

Like Colosi, the firm has adapted to changing needs, evolving from a landscaping company when it was founded in 1945 to a builder of roads, bridges and dams in the 1970s. With demand for environmental cleanups increasing in the mid-1980s, E.T. & L. added environmental remediation and landfill construction to its services.

Colosi no longer has many opportunities to visit job sites, but has come full circle and focuses on administrative work. She has other staff to oversee each project, including her husband, Vice President Garry Balboni, and her brother-in-law, General Superintendent Jay Balboni.

Her oldest daughter, Francesca, is now helping with the firm’s marketing and other projects, while her other daughter, Laura Lee, is earning her degree in civil engineering.

In her current position, she is putting her GSOM MBA to good use.

“When you’re getting an engineering degree, you don’t get much business schooling,” she said. “My MBA complemented my engineering degree. It was important to learn strategic planning, dealing with people, the financial aspects of running a business. It’s more what I’m doing today.”
For many family businesses, the definition of “family” goes beyond shared genes. A common trait of the seven winners of this year’s Family Business Awards is that they consider their employees to be part of their “family,” regardless of whether they are related.

During a ceremony organized by Worcester Business Journal and co-sponsored by GSOM, award winners presented their stories and talked about what it means to be part of their family.

The largest award winner, with more than 250 employees, was Oriol Health Care Inc. of Holden. Oriol Health Care began in 1965 after local clergy talked to Eugene and Jane Oriol about the need for a nursing home in town.

When Eugene died unexpectedly at age 62 in 1990, twin sons David and Robert Oriol took over the business and have since expanded it to three facilities. They are currently adding a $12 million addition to their Holden facility.

One advantage of being a private, family business, Robert said, is that, “We’re not beholden to corporate stakeholders and we’re not beholden to investor groups, we’re beholden to the families we serve.”

The brothers run the business as equals, according to David, who said, “Our values are the same. Our dreams are the same. It’s all local. It’s all about giving back.”

Like Oriol Health Care, Rotmans Furniture & Carpet of Worcester is run by brothers who treat each other as equals. Steven, Barry and Bernie Rotman each has his own area of expertise, according to Bernie.

“We have respect for each other, for our talents and abilities, for our associates and employees, and for the customer,” he said.

Ida Rotman, 98, started the furniture and carpeting store with her husband Murray in the 1950s. “I did everything my husband didn’t like to do,” she said, but added that, “I worked with him, rather than for him.”

Micah Chase, president of Checkerboard Ltd. of West Boylston, doesn’t have to share decision making with anyone, but there was a time when he wished he could have. The business prints invitations for weddings and other events, such as President Ronald Reagan’s inauguration.

In many businesses, the first generation often has a hard time letting go, but Micah Chase had the opposite problem when his father, Arthur Chase, who was then a state senator, put him in charge of the family business.

“He said, ‘You make all of the decisions,’” according to Micah. “I’d be chasing him for advice, because I respected his decisions.”

Running a family business, he said, is “like a marriage, but with the added complexity of being intergenerational.”

Rocheleau Took & Die Inc. of Fitchburg, which makes blow-molding machinery, has 33 employees and 12 of them are part of the Rocheleau family, which is in its third generation running the business.

The current generation has tripled revenues, doubled the number of employees and increased international business.

President Steven Rocheleau finds inspiration from a portrait of his grandfather, Leopold A. Rocheleau, who founded the company in the early 1930s, when he was widowed and raising seven children.

“I started sweeping floors as a kid,” he said. “There’s a certain sense of humility in that. We do not ask our employees to do anything we wouldn’t do ourselves.”

Rocheleau’s concern for employees is reflected in the company’s benefits plan. The company pays 100% of its employees’ health insurance premiums, and provides them with disability and life insurance.

“Whatever we do as a family affects all of the families here,” Rocheleau said.

Mayfield Plastics Inc. of Sutton, which manufactures custom-made plastic parts primarily for the medical equipment industry, likewise believes in supporting its employees.

“Knowing you’ve got 20, 30, 40 people employed, there’s satisfaction in that – and in making a buck, too,” said 83-year-old A. Gordon Cross, who remains active in the business.

Now in its third generation, son Ronald Cross said the company has succeeded since its founding in 1917 by making honesty an important part of its culture.

“If you say you’re going to do something,” he said, “you do it.”

E.T. & L. Corp. of Stow evolved from a landscaping company to a full-service construction company, specializing in building roads, bridges and dams, as well as environmental remediation.

E.T. & L.’s values include safety, quality, hard work, team work, family and pride. Safety is especially important, because, as President Jennie Lee Colosi MBA ’82 put it, “You can always replace a bulldozer or a loader, but not an employee.”

Colosi’s husband and brother-in-law, Garry and Jay Balboni, also help manage the business. Her daughter, Francesca Colosi, also recently joined E.T. & L. “Like her mother, she has been involved with the business since she was a child and “spent weekends traipsing around landfill.”

“The E.T. & L. family is an umbrella that covers everybody,” according to Jay Balboni.

Pine Acres Family Camping Resort of Oakham has evolved from a “mom-and-pop” campsite with a half dozen camp sites to a “five-star resort” with 350 sites, a heated pool, hiking trails and RV rentals.

Founded by Kim and Grace Packard in the 1950s, the lakefront site attracts many visitors who return annually.

According to President Randy Packard, “Without our staff and the rest of our family, we wouldn’t be here.”

2011 Family Business Award Winners

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Employees</th>
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<tbody>
<tr>
<td>Oriol Health Care Inc., Holden</td>
<td>250+</td>
</tr>
<tr>
<td>Rotmans Furniture &amp; Carpet, Worcester</td>
<td>100-249</td>
</tr>
<tr>
<td>Checkerboard Ltd., West Boylston</td>
<td>100-249</td>
</tr>
<tr>
<td>Rocheleau Took &amp; Die Inc., Fitchburg</td>
<td>25-99</td>
</tr>
<tr>
<td>Mayfield Plastics Inc., Sutton</td>
<td>25-99</td>
</tr>
<tr>
<td>Pine Acres Family Camping Resort, Oakham</td>
<td>fewer than 25</td>
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GSOM Clark University
Not knowing Oshiwambo, the native language, Jered Ulschmid found it challenging to teach math to middle school students in Namibia. But cultural differences presented an even greater challenge, as he tried to teach them to make the life-saving decisions necessary to prevent the spread of AIDS.

As a Peace Corps Volunteer, the incoming GSOM student found that gender issues are a major obstacle in preventing the spread of HIV infection. Existing programs were designed to empower women, but little is being done to change the behavior of men.

In Omuthitu Village, Namibia, where he taught, an estimated 27% of women tested positive for HIV.

“A lot of studies focus on women’s behavior and how they can prevent HIV, but there’s not as much about men,” according to Ulschmid. “They’re usually the ones with more power in the relationship. Even if you empower women with the skills to negotiate the use of a condom, many men still have the power to refuse to use one.”

Ulschmid, who is beginning his studies in GSOM’s social change program, just completed his thesis for his master’s degree at Illinois State University, Normal, on how sub-Saharan African men’s extramarital behavior is impacted by their health beliefs.

“There’s also a fatalistic attitude, especially with young men,” he said. “They either think they already have HIV or that they are going to get it, so why should they take precautions to prevent it?”

According to his research, men who know someone who has AIDS or has died of AIDS report having more extramarital affairs that those who don’t. The issue is further complicated by “AIDS fatigue,” he said. AIDS awareness is incorporated into all school subjects to the point where Namibians are tired of hearing about it.

Social Change Adds Flexibility

Ulschmid’s interest in the Peace Corps resulted from his studies at Minnesota State University in Moorhead, where he majored in cultural anthropology and philosophy, with a minor in math.

After returning from Namibia in 2008, he served as a Peace Corps Fellow and AmeriCorps member at the Corporation for Supportive Housing in Chicago and at the East Central Illinois Area Agency on Aging in Bloomington, Ill.

Based on his experiences, Ulschmid believes nonprofit organizations can benefit from the business knowledge provided by an MBA, but he also believes a degree in social change will provide him with the flexibility to work in the private sector, too.

His decision to enroll at GSOM was helped by financial assistance, which “shows that the university is committed to investing in students who are committed to service.”

New courses, continued from page 1
meet a social need, either globally or in the U.S.

What key steps make this happen and what are the challenges? Hybrids, poverty, sustainability, venture philanthropy and healthcare are all part of what an MBA student needs to understand to challenge convention, and make changes small and large.

Other new courses planned for the fall include Green Marketing, which will be taught by Thomas Murphy, Supply Chain Management, which will be taught by Alirezazadeh, and Management/Quantitative Models, which will be taught by Frumosu.

Fromosu, continued from page 5

What would you change about teaching if you could change anything?

A lot needs to be done in the K-12 science-education system. Many students come to college ready to absorb challenging concepts, but lack the foundation needed to build on. As a result, at the college level we find ourselves having to fill in these gaps and spending less time on the real deal.

These gaps are widening and higher education needs to find a way to deal with them.

How did you end up at GSOM?

I chose Clark over other institutions because of the school’s inclination toward real-world applications.

In particular, one of my latest research interests is an algorithmic formulation of a graph-theoretical problem that has applications in business-management. Another article I wrote on iterative Bayesian analysis leads also to financial applications of probability and would certainly find a more interested audience under Clark’s dome than elsewhere.