Fishman Student Center Dedicated

Mark Fishman ’82 may have forged a successful career in high finance, but his message to the students gathered at the dedication of the Fishman Student Center in Carlson Hall was less about making money than about making rewarding life choices.

“Success is not about money, it’s about finding something you love and becoming world-class at it,” he said. “Do not take the advice of others about what you should do – have the chutzpah to follow your life’s dream.”

Fishman was the guest of honor at a packed reception, hosted by Clark President David Angel and GSOM, recognizing his financial contribution to refurbish a cluster of drab rooms on Carlson’s first floor into the new center. The Fishman Student Center includes an inviting student lounge, spruced-up computer rooms, new carpeting and vibrantly painted walls.

In her remarks, GSOM Dean Catherine Usoff thanked Fishman, noting that the center has already become a popular meeting and studying space for students. She read a letter from Perry Pero ‘61, former chair of the GSOM Advisory Council, who lauded Fishman’s contribution of his “wisdom, work and wealth” to Clark.

Usoff noted that Laura Burgess, program director for academic and student services, and designer Cheryl Johnson of Delorey Contract Interiors, Inc. urged students to offer their ideas about the new space’s aesthetics. The center is truly representative of the entire GSOM community, she said.

Angel said Clark can boast of accomplished alumni in many fields, and that Fishman is “proof of concept” that a Clark liberal arts education prepares students for successful, meaningful lives. He said Fishman exemplifies the donor whose primary goal is to make a difference in students’ lives, and he’s done so in numerous ways, including serving as a trustee and on the GSOM Advisory Council and bringing world-class speakers to campus.

“We celebrate you for the life you live and for your contributions to Clark University,” he said.

Fishman told the GSOM students that “when you come to Clark, you come to a place where people care. I’m humbled that I’ve been blessed enough to give some money back and hopefully make it a little bit better for you to do the things I never thought possible.”

Fishman had previously endowed GSOM’s Fishman Library in honor of his late father, Herb, and his mother, Dorothy. In an interview prior to the dedication of the Fishman Student Center, he said that his father was among the first generation in his family to attend college. The creation of the student center, he said, is testament to Herb Fishman’s belief that “everything is about education.”

“It’s nice to keep his name involved in a place of learning,” he said.

Shawn Goodspeed ’06, Associate Director of The Clark Fund, said there was a big turnout for the dedication and that “Mark Fishman was pretty inspiring talking about how important it is to be involved with Clark and making it all about the students.”

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My First Year: Accreditation and Much More

When I first sat down to write this letter for the latest issue of Connect, it was winter. Then winter all too quickly turned to spring and now it is summer. Finally, I have a moment to reflect on my first year as GSOM dean.

Although it was a busy year, it was also very enjoyable and productive. The most important thing that happened was that our AACSB accreditation was reaffirmed. AACSB International (Association to Advance Collegiate Schools of Business) is a premiere accrediting body that grants its seal of approval to less than five percent of business programs in the world.

Despite our small size, we are committed to maintain the processes and high-quality faculty and programs required to satisfy AACSB’s rigorous standards. AACSB accreditation is an important signal to prospective students, and to the employers of current and past graduates.

The external validation provides assurance that we are always paying attention to those things that enhance the value of your degree. We constantly reflect on the relevance and effectiveness of our curriculum, the impact of our research, the quality of teaching and the adequacy of our support services. This attention to maintaining high quality is an important contributor to our ability to attract talented faculty, staff and students.

My first semesters at Clark provided an opportunity to get a sense for our talented and vibrant community. What most strikes me is the diversity that surrounds me every day – diversity of culture, viewpoints, interests and talents.

In the fall, I had the pleasure of driving three of our new MBA students to a business event in Southborough, Mass. Two of the students are from Nepal and one is from Lesotho. The drive gave me the opportunity to get to know these young women on a more personal level. I asked about their experience adjusting to their new home, about their favorite foods (and most unique foods from their cultures), and about how things were going for them.

I was impressed by these students: first, by their courage to take a risk and leave their homes and families to travel half a world away, and second, by their effort to take advantage of every opportunity while they are here to get the best graduate education possible.

With such confidence and ability, I am sure they will be successful. In fact, two of them have taken on leadership roles in GSOM student organizations. They know that to succeed in a competitive global marketplace, one has to take chances, be open to new experiences, and always be willing to learn new things and meet new people.

GSOM recruits students and faculty in a highly competitive market. Although we don’t have the monetary resources of larger business schools, we have a wealth of other resources that enrich the educational experience. Through our students, faculty and visitors, we are very connected to the world.

As you can see from the articles in this issue, our interconnectedness takes many forms and occurs on many levels. Some notable examples include Charles Himmelberg, the head of Global Credit Strategy for Goldman Sachs, who came to campus to discuss global issues, and visiting scholar Nikodemus Solitander, a lecturer in supply chain management and corporate geography at Hanken School of Economics in Helsinki, Finland, who was eager to work with our faculty and students, and contribute to the richness of the academic environment.

In addition, our faculty teach and research in other countries, like Sweden, South Korea and Singapore. Our alums come from and travel to far parts of the world and interact with world leaders, and our current students and faculty call 22 different countries home.

This issue not only highlights some of these global connections, it also includes a story about our wonderful new Student Center and the generous Clarkie, Mark Fishman, who made it happen.

I hope that you will soon find a reason to come back to campus, stay by Carlson to say hello and visit the new Student Center. If it’s a typical day, you will find it filled with students from different countries and cultures, working and socializing together. I look forward to hearing from you even if you can’t make it to campus. I am one of you now – a proud Clarkie who feels privileged to be part of this amazing community.

Sincerely,

Catherine Usoff, Dean
Making GSOM Feel Like Home for Students From 22 Countries

Through GSOM, the world comes to Worcester. GSOM attracts students from 22 countries, ranging from South Africa to Russia to China. In fact, more than half of GSOM’s students are from outside the U.S.

But relocating to the U.S. is often daunting, especially for students who do not speak English as their first language. They not only take a full course load in a challenging business program, they also must master a new language while adapting to U.S. customs and culture. Simple tasks that Americans take for granted – finding a place to live, riding a bus, ordering a meal – can be challenging and stressful.

To address these challenges, GSOM does its best to help international students assimilate and become comfortable in their new environment, according to Lisa Radomsky, director of career services and external relations. In addition to providing ongoing consultation and helping students find internship opportunities, the Career Services Office offers several special programs each year designed to help international students not only adapt to the U.S., but to excel.

Each year, Career Services hosts guest speakers who help to orient international students to U.S. business culture. For example, representative GSOM alumni come back to talk about how they’ve successfully found jobs and obtained sponsorship, enabling them to stay in the U.S. after graduation.

The first program each year is typically fairly basic and is designed to make the students feel comfortable in a new culture. The second event focuses on strategic networking, teaching students “what to say, how to say it and how to prepare for it.” The third event focuses on how to find work in the U.S., how to obtain sponsorship and, once a job is offered, how to fit into the workplace.

“Those who have a chance to stay in the U.S. require sound language skills and a good academic record, but they also need to be culturally savvy,” according to Radomsky. “From a career services standpoint, we help them identify their own identity and differentiate themselves from each other,” Radomsky said. “Students who are seeking jobs in China, for example, do not do that. Here, they learn to be individuals. We put ‘I’ back into their language.”

Student Services Director Laura Burgess said her office also provides special programs for international students and helps them find housing. Given the large number of Chinese students at GSOM, she welcomed the opportunity to hire Xue (Sharon) Liu last summer. Sharon was able to communicate with incoming Chinese students via a chat room, providing valuable information about what to expect upon arriving at GSOM.

Clark’s Office of Intercultural Affairs (OIA) also helps international students navigate the complexities of study abroad. The office addresses visa issues, makes certain that everything is in order when students arrive, and provides support to those students who plan to work in the U.S.

Learning American Language and Culture

To further immerse international students in American culture, GSOM has arranged trips to local attractions, including Salem, Mass., during the Halloween season, Newport, R.I., and Portland, Maine. Students have also attended local sporting events, such as Red Sox and Celtics games.

Clark holds an annual university-wide International Gala. According to Burgess, many students find it to be “one of the most memorable events from their college experience.” In fact, the gala is so popular that it is streamed online for alumni and students who are unable to attend.

GSOM organizes a special Thanksgiving dinner for international students each November and a graduation celebration each December for fall graduates who may not be able to return for the university commencement ceremony in the spring.

“It’s important to give our international graduates a ceremony to acknowledge their achievements,” Burgess said. “We want to do something more than have them finish their finals and get their degrees in the mail when they’re back home.”

Learning Cultural Confidence

Confidence can help international students not only adapt to life in the U.S., but excel in the classroom and boost their chances of finding a job.

Since culture creates barriers for international students, GSOM this year sponsored a program in what Lisa Radomsky, director of career services and external relations, calls “cultural confidence.”

About 50 international students attended, “Building Relationships with Cultural Confidence,” which was presented by Jayne M. Mattson of Confidence Counts. She told the students that in the U.S., self-confidence is especially important and can mean the difference between success and failure.

According to Mattson, confident people believe they will succeed, are sure of their abilities and take risks without fear of failure. Being confident is part of a healthy self-image, and it enables a person to present well in networking meetings and interviews.

People who are confident are more likely to succeed, according to Mattson, because they create a positive first impression and stand out with potential employers as exceptional job candidates.

Self-confidence “builds a foundation to withstand adversity and rejection,” she said, while it demonstrates that you are “willing to try new things beyond your comfort zone.”

She encouraged the students to frequently repeat the sentence, “There is nothing you can’t achieve if you want it badly enough.”
Priscilla Elsass  
Associate Professor of Management

Where did you spend your sabbatical and what did you work on?
Clark has an exchange program with Linnaeus University in Kalmar, Sweden, on the coast of the Baltic Sea. Dr. Philippe Daudi, who heads the leadership program at Linnaeus, was visiting Clark last spring and he convinced me to visit him.

Working with him at Linnaeus provided me with a wonderful new perspective. My research on leadership builds on work I had done at Clark University. It was a great experience that allowed me to try new teaching ideas, including the use of improvisation, where students have to react immediately to questions that are thrown at them in the classroom.

Improvisation gets students to experience speaking and thinking on their feet, and it also emphasizes teamwork. When you are part of an improvisation group, you have to be acutely aware of what your teammates are doing. It helps build perceptual skills. It allowed us to explore leadership and how it fluctuates among different team members.

I was at Linnaeus for the fall semester and I spent the spring semester of my sabbatical at Clark, pursuing leadership development research. Much of what’s helping frame my thinking is work that has been ongoing in developing Clark’s LEEP™ (Liberal Education and Effective Practice) program.

What is the ultimate goal of your work? How, if at all, do you see it benefiting GSOM?
My ultimate goal is to improve the work that I do and that others in the Clark community do in leadership development. It will tie in with LEEP™.

It’s given me new ideas for courses at Clark and it will also impact the way I teach my existing courses. I would like to develop an MBA course using improvisation, as well as an undergraduate course on using films like, “One Flew Over the Cuckoo’s Nest,” as a tool for talking about leadership.

How did this year compare with a typical academic year?
Having been in administration, I haven’t had a typical academic year for more than 10 years. It was a nice break, but I’m looking forward to getting back to my academic roots. I’ve been teaching only one or two courses a year.

What influence, if any, did the international nature of the GSOM student body have on your sabbatical?
The connections with GSOM were critical. I co-teach the global business seminar, so it sparked my awareness of academic opportunities in other countries.

Do you see yourself as an ambassador for GSOM during your stay abroad?
Absolutely. In this program, which is not in the business school, I was very much in a liberal arts kind of leadership program. I was the one able to speak to some of the students about corporate leaders.
"I always announce I am from Clark and tell others how good Clark (and GSOM) is."

- Inshik Seol, Associate Professor of Accounting

Where did you spend your sabbatical and what did you work on?
I taught a managerial accounting course in English at Sogang University in Seoul, Korea, and developed a joint project with Sangwook Lee, an assistant professor of accounting there. We investigated the relationship between earnings quality and types of banks, comparing earnings of foreign and domestic banks.

Dr. Lee will come to Clark during his upcoming sabbatical. He will be a visiting scholar in GSOM.

What is the ultimate goal of your work? How, if at all, do you see it benefiting GSOM?
We are trying to investigate how companies in Korea try to manage earnings differently when they deal with foreign banks than they do when they deal with domestic banks. I am trying to publish the results of the project in a quality accounting journal. We are still analyzing data, so we have not reached any conclusions yet.

How did this year compare with a typical academic year? What makes it better and what makes it worse?
Being on sabbatical this fall helped me concentrate on two projects. While the project on how companies in Korea manage earnings is still in an early stage, I am completing a second project with Hyungjoon Kim, a professor of economics and finance, that resulted in a paper that is almost ready for publication. Our paper is titled, “An Investigation of Internal Auditor Skills – A Case in Korea.”

How will your work during your sabbatical influence your teaching in coming years?
Having taught a course in Korea, I believe, will help me better understand the many international students here at Clark.

GSOM attracts students from throughout the world. What influence, if any, did the international nature of the student body have on your sabbatical? Did it influence the project you chose or where you decided to go?
It was a great experience for me to teach Korean students in English. I believe this experience will help me and my students whose native language is not English.

Even though my current project does not involve any cultural impacts, I am considering various future projects that would investigate cultural impacts on decision making.

Did you see yourself as an ambassador for GSOM during your stay abroad?
Absolutely. I always announce I am from Clark and tell others how good Clark (and GSOM) is.

- Shu (Susan) Feng, Assistant Professor of Finance

Where did you spend your sabbatical and what did you work on?
I spent my sabbatical at INSEAD in Singapore to work on my research project, “Liquidity Risk and Mutual Fund Performance.”

The recent financial crisis has highlighted the necessity of understanding liquidity risk (i.e., the risk that a given security or asset cannot be traded quickly enough in the market to prevent a loss or make the required profit) of financial securities and institutions.

Previous work deals with the pricing of aggregate liquidity risk in the cross-section of stocks. Following recent events, there has been a growing interest in the effect of liquidity risk in the cross-section of other asset classes.

This project demonstrates that the systematic liquidity risk exposures of mutual funds can predict their performance in the cross-section. Funds that significantly load on liquidity risk subsequently outperform low-loading funds by about 6% annually over the period 1984 through 2009.

However, the liquidity-risk premium of fund holdings explains only a small portion of this outperformance. There is some evidence that the liquidity-risk effect is indicative of differences in fund managers’ skills, while funding-liquidity or cost-based explanations are unlikely. Finally, the liquidity-risk effect in mutual funds can also account for a large part of several other stylized facts, such as return persistence, fund size and smart money.

Financial Times ranks INSEAD as one of the top five international business schools. With campuses in France, Singapore, Abu Dhabi, Israel and New York, INSEAD is one of the world’s largest graduate business schools, with a global perspective that is helpful for my research.

What is the ultimate goal of your work? How, if at all, do you see it benefiting GSOM?
Results from this project will be featured in an article that is expected to be published in a top finance research journal. This will increase the visibility and research ranking of GSOM.

How did this year compare with a typical academic year? Without teaching, I had more time to concentrate on my research.

How will your work during your sabbatical influence your teaching in coming years?
I am going to incorporate my research findings into my course teaching materials to keep my students up to date on their finance knowledge.
Wang Studying Cultural Impact on Corporate Behavior

When Zhichong (Rita) Wang says that accounting is her life, she’s not kidding. She earned her bachelor’s degree in accounting, two master’s degrees in accounting and her doctorate in accounting, and now she is teaching accounting as GSOM’s newest assistant professor.

But her decision to study accounting wasn’t hers—it was her mom’s. Jianlin Jia, who is an accountant, “forced me into it, because she believed that if I learned accounting, I could find a good job,” according to Wang, who grew up in China’s Shandong Province.

Accounting may be her life, but her research goes beyond numbers and focuses on culture and its impact on corporate behavior.

That focus on culture also reflects her personal experience. When she came to the U.S. to study after receiving a scholarship at Bentley University, she found her first semester difficult, because, in addition to adjusting to a different language and a different system of accounting, she had to adjust to a different culture and a different type of classroom.

“In China, we don’t interrupt,” she said. “We listen to the professor.”

After her first semester, she was determined to participate in class and her English improved as a result. She also became a teaching assistant and that helped even more. Soon, she was able to “teach the way students expected me to teach.”

Researching Cultural Influence

While at Bentley, she completed three studies relating to cultural influence for her doctoral dissertation. Her studies focused on:

• The impact of cultural values on managerial accounting, financial accounting, auditing and taxation, in addition to ethical decision-making in the accounting field.
• How employees from different cultures respond to participative budgeting when the budget planning horizon is congruent or incongruent with their cultural time orientation.
• The impact of cultural time orientation on segment profitability disclosure decisions.

Through her studies, she found, for example, that when employees in China are asked to participate in the budget process, they are more reluctant to participate than they would be in the U.S. In China, “they think that if a manager has higher power than them, they should let the person with higher power make the decisions,” Wang said.

U.S. Businesses Think Short-Term

U.S. thinking is also more short-term than Chinese thinking, she said. In the U.S., the emphasis is on a one-year budget, while in China a five or 10-year budget is more important.

In China, companies are also more protective of financial information. They are reluctant to provide too much information, because “if your company has high profits, managers want to protect their proprietary advantages,” Wang said.

In the U.S., conversely, “You want to disclose good news to increase stock price and generate good performance in the current year. If profits are low, you want to adjust your accounting methods to look more profitable.”

Chinese executives don’t think that way, because they think more long-term and recognize that making today’s numbers look better typically means sacrificing future profits.

Studying the cultural differences between Chinese and American accountants has helped her adjust to U.S. customs, and she has adapted to the participatory classroom.

Himmelberg Connects with GSOM Students

A President’s Lecture in the fall semester provided an opportunity for GSOM students to hear Charles Himmelberg, the head of Global Credit Strategy for Goldman Sachs, talk about his view of the international economy.

His talk in the late afternoon, “The Economic Road Ahead: Implications for Markets,” was well attended by many Clark students and faculty from across the campus. Prior to the formal talk, he met with a small group of graduate finance students to offer career and life advice.

His gift of time and wisdom is not something these fortunate students will soon forget.

Xue (Sharon) Liu said that by listening to Himmelberg, “I learned the importance of communication skills in today’s work environment. He told us that it’s always good to do the things you’re really interested in, and he stressed the benefits of academic studying and being knowledgeable about your field as a way to differentiate yourself from others.”

Liangni (Chelsea) Wang said she learned the importance of being decisive.

“Generally, people will avoid uncertainty by getting away from the market when something is not clear or if they are simply concerned,” she said. “They would rather be safe and keep no position. A strategist, however, must believe his or her own judgment and take action. Conquering fear is particularly important in the investment world.”

After discussing the housing bubble, and Himmelberg’s opinions about the Chinese and U.S. economy, Zhaoyang (John) Yue felt reassured that the economy is making positive progress, although some problems remain.

Having worked in university, government and corporate jobs, Himmelberg also provided insights about how to make the transition from one career path to another, according to Liu.

Yue said Himmelberg also told the students he met with about the characteristics and values the financial industry is looking for in job candidates, while also helping bring what he had learned about finance “from the textbook to real life.”
Being the controller of a thriving real estate investment firm that specializes in charter schools would be plenty for most people, but **Marine Peclet MBA ’06** is not most people. Together with a childhood friend, she has created **Modelixir**, a magazine that focuses on photography, modeling, entertainment and fashion trends.

“It’s my adventure,” she said.

Launched in 2011, **Modelixir** has published 23 issues, which are available online in both English and French at mag.modelixir.com. A recent issue featured full coverage of London Fashion Week, as well as articles such as, “A Day with Makeup Artist Rachel Wood,” a feature on the non-profit group Models Supporting Animals, an interview with waterscape photographer Isac Goudart, an article on shoe trends in Milan and much more.

Her partner, **Floris Jourt**, grew up with Marine in Brest, a city of Brittany, a region in the west of France. Marine left Brittany when she was 14 and moved to Paris to continue her education, but she stayed in touch with her childhood friend.

She went on to earn a master’s degree in management from La Sorbonne University in Paris and, based on her academic achievements, she received a scholarship to GSOM, where she earned her MBA in 2006.

**Moving To Miami**

She moved to Miami two days after graduating to begin her career as an accountant for Jade Associates, a CPA firm specializing in French clientele. There, her degree and internships in accounting were the perfect match. She gained experience in American tax and accounting requirements and made connections in the business community.

She decided to “take a leap of faith” and was hired by **Arnaud Stibon**, who later created an asset management company called ESJ Capital Partners with **Gabriel Amiel**. Since then, it has grown to more than $40 million dollars in assets under management and recently opened another investment fund in Luxembourg.

As controller, Peclet’s responsibilities include compliance and tax filing for all companies, as well as management of properties, and preparation of financial statements and activity reports.

Yet she’s still finding time to publish **Modelixir**. If she’s able to attract advertising and make the publication profitable, she would eventually like to make the publication and a soon-to-be-announced networking website her full-time job. She especially likes the freedom of schedule and location **Modelixir** would give her, although she currently has no plans to leave Miami.

“It’s getting better and better,” she said, “but it’s taking longer than we thought it would. We’ve been focused on growing the reader base, but now we need to begin finding advertisers.”

While working two full-time jobs gives her little free time, Marine, who is 31, finds time to practice Capoeira, a Brazilian martial art that combines elements of dance and music.
Alumni Notes  Yijing (Ellen) Li, MSF ’10, is a Research Analyst at Standard & Poor’s in Shanghai City, China. Harshada Patwardhan, MBA ’11, is a Credit Analyst - Global Servicer Evaluation at CRISIL Limited in Mumbai, India. Nitin Talreja, MBA ’13, is a Sr. Data Analyst at UnitedHealth Group in Hartford. Liangni (Chelsea) Wang, MSF ’13 is a Credit Analyst at Bay State Savings Bank in Worcester.

Faculty Notes  Professor Gary Chaison has published a book, The New Collective Bargaining … Assistant Professor Guillaume Weisang has written, “Risk Parity Portfolios with Risk Factors,” with Thierry Roncalli, which discusses a new approach to constructing portfolios, based on “true” diversification of the risk of the portfolio … Visiting lecturer Will O’Brien said the Energy Development Center in Ho Chi Minh City, South Vietnam, has been certified as a “Sustainable Business Leader” by the Sustainable Business Network of Massachusetts (SBN), having successfully completed SBN’s comprehensive Sustainable Business Leader Program (SBLP). O’Brien’s work in Vietnam was detailed in the Fall 2012 issue of Connect.

Visiting Scholar Provides Global Perspective  In addition to including global issues in courses, traveling to other parts of the world, and drawing on the significant international diversity of our students, GSOM frequently hosts visiting scholars from other universities. In spring 2013, we were very fortunate to host Nikodemus Solitander, lecturer in supply chain management and corporate geography at Hanken School of Economics in Helsinki, Finland. In addition to collaborating on research, he taught an elective course on corporate social responsibility (CSR).

An expert in the areas of supply chain management, business ethics and responsible management education, Solitander has been instrumental in Hanken’s adoption and implementation of the United Nations Principles for Responsible Management Education (PRME), a commitment that Clark also accepted in 2011.

Signatories to the PRME initiative adopt six principles -- purpose, values, method, research, partnership and dialogue -- and pledge to prepare students to lead responsibly for social, environmental and economic sustainability.

Solitander is especially interested in the contribution of PRME to his teaching.

“By spearheading the PRME implementation at Hanken and pursuing the research that such an implementation requires,” he said, “I was able to then incorporate the principles in my teaching and create great synergies all around, both at my home school and at Clark.”

Many useful synergies were already in place at Clark, leading Solitander to find an enthusiastic student body that enhanced the classroom experience.

“In addition to traditional MBA students, I also had a number of dual degree students in my course. Collectively, these students had diverse backgrounds and brought different perspectives to the table, which encouraged robust activity in the classroom.”

As Solitander was concluding his course at Clark, an accident in Bangladesh tragically illustrated the human toll exacted due to failures in infrastructure and lapses in corporate responsibility. The April 24, 2013 collapse of the Rana Plaza garment factory in Bangladesh was one of the most catastrophic structural failures in modern history, resulting in more than 1,100 deaths.

For Solitander, the incident illustrated the significant risks that labor conditions pose to organizations’ supply chains and reputations. He plans to continue to research factors that may have contributed to the collapse, the subsequent impact on corporations of these disasters, and the role of global unions in the efforts to ensure worker safety and encourage public accountability.

“In my work, I have found that companies have the option of being sort of oblivious to the kinds of ethical tensions that can occur in supply chains, particularly those longer supply chains with many subcontractors,” he said. “As we have seen in various scandals in previous years, the blame is often assigned to individual managers when the issues are actually the responsibility of the corporation.”

Solitander’s focus on the complexities of supply chain management and CSR was especially informative, explained Jaclyn M. Sargent Pacejo, MBA/MA ’13.

“In his first day of class, Professor Solitander referred to himself as a ‘guide on the side’ rather than a ‘sage on a stage,’” she said. “He challenged us to re-think our assumptions. He would give us theories and tools, but never a solution to problems regarding corporate responsibility. This allowed us to have deeper class discussions and shed light on the fact that CSR is a complicated topic.”