The Future of Executive Education
Education at the Haub School is about more than just training tomorrow’s business leaders; it’s about using business as a powerful force for good in the world.

Take, for instance, an initiative by professors from Jesuit universities, including Saint Joseph’s, which pools resources and expertise to educate some of the world’s most marginalized populations. In this issue, a professor and his classroom of refugees will inspire you as you read about the students’ unwavering commitment to better their lives through education.

You’ll also learn about the Haub School’s Center for Professional Development, which is attracting leading companies like Vanguard, Comcast and Wawa to gain industry expertise, research and executive education. I’m proud of this growing Center, its agility in the marketplace and its capacity to meet the individual needs of companies looking to help their people improve performance.

Lastly, I continue to be impressed by our innovative faculty and the exciting ways they seek to address the issues of the day in the classroom. A shining example is a new first-year seminar that presents comedy as a useful tool to tackle uncomfortable topics in the workplace, such as race, religion and gender discrimination.

These examples and countless others speak to the mission of the Haub School. From the community activist mobilizing minorities through voter registration to the visionary law student educating policymakers on copyright law in the entertainment industry, Haub students and alumni are living this mission and making meaningful contributions to the world in which they live.

Joseph A. DiAngelo Jr., Ed.D. ’70
Dean, Haub School of Business
Saint Joseph’s University
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Insurance: Guidelines for a More Ethical Industry

From the Enron failure of 2001 to the mortgage meltdown of 2007, scandal has pervaded corporate America. The insurance industry, which touches everything from household to global commerce, has also had its share of ethical oversights during this period. Ethics in the Insurance Industry, a recent symposium held on campus for local insurers, tackled difficult topics often faced by those in the industry and shared best practices.

“Catastrophic events like the tropical storms and hurricanes that have pounded the U.S. Atlantic and Gulf coasts since 2004 have thrust coverage issues into the spotlight and hurt the reputation of the insurance industry,” says Michael Angelina, executive director of Saint Joseph’s Academy of Risk Management and Insurance.

Unanticipated natural disasters, health insurance coverage issues, and budget constraints are nightmares for everyone affected. During these events, many insurers are challenged to use their judgment to make tough, ethical decisions.

“The purpose of the symposium,” according to Angelina, “was to elaborate on these situations and share how the right decision, oftentimes a difficult one, can have a significant impact on an organization’s reputation and bottom line.”

Ethics in the Insurance Industry was held on Feb. 8, in Mandeville Hall’s Wolfington Teleatorium. Featured speakers included senior executives from the insurance industry, corporate risk managers, brokerage firms, and Pennsylvania Department of Insurance.

For more information on upcoming seminars and continuing education opportunities, visit www.sju.edu/int/academics/hsb/special/ami/

Are Food Retailers the Solution to Childhood Obesity?

While most of the blame for childhood obesity is placed on the marketing practices of food manufacturers, research by Nancy Childs, Ph.D., professor of food marketing, suggests that more attention should be given to the in-store marketing activities of food retailers, especially those that directly target children.

Childhood obesity is an international issue that has garnered extensive attention in the U.S. with First Lady Michelle Obama’s public commitment to end the epidemic within a generation. Through various outreach and legislation, the effort is well under way. Unfortunately, Childs says, food retailers have been overlooked as a potential source for addressing this critical issue that affects children around the world.

“Retailers are mostly off the radar on this issue, yet they have enormous potential to assist shoppers with healthier selections, especially busy moms,” says Childs. “This is a great opportunity to connect with an important and valuable consumer group through social media and apps, as well as the methods explored in this study.”

Childs’ research, “In-Store Marketing to Children: U.S. Food Retailer Practices Abating Childhood Obesity,” was shared at a European conference on marketing to children and published by Revista Portuguesa de Marketing (Portuguese Journal of Marketing). It examined 30 leading U.S. and U.K. food retail chains to identify key marketing tactics and activities used to target childhood obesity. Each practice, 11 of which involved in-store marketing, was classified within one of three categories: product selection, merchandising and promotion and nutrition education.

The results concluded that U.S. retailers are most likely to implement marketing strategies that emphasize nutrition education and physical activity. Retailers also expressed an interest in healthy product sampling for kids — an opportunity for brand building and “retailtainment.” The outcome was an in-store environment geared toward healthier choices for kids.

Childs is an international expert on food marketing and involved in numerous boards and committees regarding food policy, labeling and safety, through the USDA, FDA, NAREEAB, and the White House.
VITA Celebrates Its 20th Season

For 20 years SJU students have been filing free returns for the local community as part of the Volunteer Income Tax Assistance program (VITA). Founded in 1993, this unique program trains Haub School students in tax return preparation and connects them with members of the community who are in need of their services.

Accounting Professor W. Richard Sherman, Ph.D., founded the organization at SJU as a way to link the University’s commitment to service with a need for tax assistance in the neighboring communities. Sherman coordinated VITA for 14 years.

VITA provides a much-needed service to the neighboring community, and also offers an experiential learning opportunity for student volunteers. On average, 50 students, freshmen to seniors, volunteer one evening per week during tax season. The program prepares approximately 500 tax returns each season.

Dennis Raible, an accounting instructor who took over coordination of VITA in 2007, says, “Customers often remark how much they enjoy meeting and working with SJU volunteers. Many return year after year to have their taxes prepared.”

Students are selected based on academic performance and recommendations by accounting professors. Their four-week volunteer training emphasizes web-based tax software required to serve VITA customers.

Brendan Gillespie, an SJU senior, says, “Participation in VITA will undoubtedly help me in the future as it improves the skills that are necessary to communicate with others, as well as the technical skills necessary to complete a variety of tax returns with a range of IRS issues.

“I am fortunate to be a part of a program that takes tax and accounting beyond the classroom and into a real-life setting.” VITA provides technical skills that potential employers look for on resumes such as: web-based tax software training, working with tax law and real-life meet-and-deal encounters.
Music and Memory

Entertainment marketing students are helping the elderly get their groove back, and hopefully their memories at the same time. The students recently partnered with a nonprofit organization, Music and Memory, to raise awareness, fundraise and collect iPod donations. The organization brings personalized music into the lives of the elderly or infirm through digital music technology, vastly improving their quality of life.

“Researchers have learned that music helps those struggling with Alzheimer’s, dementia and other cognitive and physical challenges to reconnect with the world through music-triggered memories,” says Dan Cohen, M.S.W., founder of Music and Memory.

In April 2012, a documentary about the organization’s work, “Alive Inside: The Story of Music and Memory,” was screened at the Rubin Museum of Art in New York City. A video clip of Henry, one of the residents reawakened by music, went viral with more than seven million views.

Cohen says, “The resulting outpouring of interest and support for our work gives us great hope that our vision of personalized music as a gold standard of elder care will be realized.”

Janée Burkhalter, Ph.D., assistant professor of marketing, learned about Music and Memory via Twitter and approached Cohen about the idea of having her entertainment marketing students contribute to this effort.

“When you watch Henry’s video, you remember that our lives have soundtracks — the songs danced to at prom, hymns sung at Sunday service or lullabies sung to children,” says Burkhalter. “The music helps us all remember. It’s been incredible to see how enthusiastic the students have been throughout the semester to work with this organization.”

This past fall, students enrolled in Burkhalter’s entertainment marketing course first tackled the project by developing a marketing plan for Music and Memory. The second major event was a raffle during the SJU-Villanova basketball game, which garnered numerous donations. The students’ efforts for the semester culminated in a December Rock to Remember concert hosted in partnership with the University’s record label, 1851 Records, and radio station, Radio 1851.

For the undergraduates, bringing music to the elderly has been a way to link, or harmonize, the gap between the generations.

“Music, regardless of genre, carries a special meaning for everybody,” says Jen Costabile ’13, one of the students involved with the project. “As a class, we often wondered what songs we would be listening to when we are 75 years old that would take us back to our youth.”

For more information about the students’ effort, or to donate an iPod or contribute financial support, visit www.facebook.com/RocktoRemember.

Haub School MBA Partners with Lancaster General Health

Under heavy pressure from government regulators and insurance companies, more health care providers across the country are brushing up on their business skills.

A new partnership between the Haub School of Business and Lancaster General Health (LGH) will soon offer local physicians, nurses and key administrators an MBA degree program to complement their medical experience and help health care professionals better adapt to industry changes.

Joseph A. DiAngelo Jr., Ed.D. ’70, dean of the Haub School, says Lancaster General CEO Thomas E. Beeman, Ph.D. ’75 FACHE, first approached SJU in early 2012 to discuss SJU’s programs.

“Health care is moving from managing not just an individual’s health, but also a population’s health,” said Beeman. “Educating physicians to take a vital role in helping communities deliver on the promise of a healthier future will require different skills that are well-embedded in the Haub School’s MBA.”

DiAngelo said LGH has a reputation for excellence and he looks forward to working with the health care system for many years to come. “We’re excited to have these health professionals in the classroom,” said DiAngelo. “They understand patients and their needs; our job is to teach them the business skills to improve overall effectiveness and efficiency.”

LGH colleagues will begin the Haub School’s program with in-person residencies and online courses mid-March 2013; graduation of the first cohort is anticipated for May 2015.
Is There Any Honor Left in Honor Codes?

In light of the Harvard cheating scandal, in which 125 students improperly collaborated on a take-home examination last spring, the debate on the effectiveness of honor codes has taken the media by storm. The general consensus seems to be that unless a code is embedded in the right culture — one that is student-led and student-enforced — the code is useless. Many wonder if there is a way to foster such a culture.

For honesty to take root, a sea change must occur within both the students and the educational system, says Ronald L. Dufresne, Ph.D., co-author of Reconciling Competing Tensions in Ethical Systems: Lessons from the United States Military Academy at West Point, recently published in Group Organization and Management.

“Codes are meaningless unless explicitly embedded in the appropriate culture,” says Dufresne. “Unless a student culture frowns upon dishonesty — not just tolerates it — a 10-word, memorable phrase will not make a difference.”

According to research by Dufresne, director of the leadership, ethics and organizational sustainability major, honesty needs to be an inherent part of the ethical system in place, and an inextricable part of student culture.

Dufresne’s study was conducted at the U.S. Military Academy at West Point and focused on competing tensions within ethical systems. “Students at West Point display an acute moral awareness and are socialized to approach ethical decisions in a unique manner,” explains Dufresne. “These cadets have a specific understanding that the consequences of behaving unethically at school are tied directly to their lives post-graduation.”

A “moral imagination” pushes students at West Point beyond a fear-based reaction to ethical dilemmas, which are a frequent topic of conversation in both the classrooms and the barracks at the Academy. This conversation is what seems to set West Point’s ethical and educational system apart from most institutions.

Dufresne says the educational system at most institutions forces students to care about GPA, making students more inclined to give in to the temptation to behave unethically.

“Harvard is a beautiful study of performance-oriented versus learning-oriented systems,” Dufresne adds. “To care more about being a 4.0 Harvard graduate than to hold the idea that ‘I get the opportunity to learn with some of the greatest professors available,’ is almost a recipe for exactly what happened.”

Dufresne’s research has influenced his own practices in the classroom. He employs both tactical approaches, such as staggering desks and providing alternate exams for students, as well as strategic approaches, which emphasize a learning-oriented atmosphere over a performance-oriented environment, much like West Point.

“It’s easy to castigate students for cheating, seeing them as bad apples,” says Dufresne. “It’s harder — and more effective — to recognize that the culture and the systems around them directly contribute to their ethics. Teachers, parents, coaches and friends all play a role in holding each other to higher standards. With a commitment to accountability, there can be success in shifting the culture. Of course, this lesson transcends higher education and applies to the business world as well.”
On Jan. 1, 2013, the U.S. House of Representatives voted on and approved the Senate’s solution to avoid going over the so-called fiscal cliff when the Bush tax cuts expired. Whether the fiscal cliff deal will boost or weaken the country’s economy is a subject of much debate. “For the vast majority of us, it’s fear of the unknown that is at the heart of this national issue,” says Accounting Chair John Haverty, Ph.D.

“The complexity of the fiscal cliff makes it incredibly difficult for the average family to anticipate what the future has in store — and be able to plan for it,” he says. “Businesses, by the same token, are faced with a similar level of uncertainty.”

The stakes are real — tax cuts, health care, retirement, job security, caring for the elderly, and succession planning.

According to Haverty, fear of what will happen as a result of the fiscal deal could further dampen the U.S. economy.

“If Americans can’t plan for their financial future, they are going to be more conservative with their spending, be less mobile, stay in their jobs longer than they may prefer, be less willing to take risks, etc.,” explains Haverty, a C.P.A. “The same principles apply to business.”

“Americans are a resourceful people, but we like to have a plan,” he says.

Because politics have so encumbered the fiscal deal, Haverty says legislators are skittish about taking a strong stance on hot button issues for fear of offending their constituencies. His tap dance will likely result in small, incremental steps aimed toward an eventual resolution. He says, “We’re likely to be in this for the long haul.”

While Americans wait for firm decisions to be made by Congress, Haverty recommends holding off on making financial bets. “This isn’t a time to make decisions based on what you think may happen because of the fiscal cliff,” he says. “My final advice: Don’t rock the boat!”
Catastrophic events such as BP’s oil spill in the Gulf of Mexico illustrate how public opinion toward a global brand can turn almost overnight, creating a rapid-fire backlash. New research by James Kelley, Ph.D., assistant professor of marketing, illustrates how a global company’s success or failure can often be tied to how it markets itself when things get hot under the collar.

One doesn’t have to scour library archives to find recent evidence of global brand miscues — Carnival Cruise Lines and the poor condition of their ships; the Netflix flawed rollout of Qwikster; and Lance Armstrong’s delayed confession and its effect on the Livestrong brand are examples from within the past year.

Kelley says the first step for organizations to prepare for and mitigate consumer animosity is to gauge public opinion. “Conventional methods such as surveys and focus groups are effective tools,” he says. “Companies can also monitor social media or employ sophisticated business intelligence technology to hone in on specific data relevant to their needs.”

Understanding the perceived value, a customer’s perception of a product’s overall value to him or her, is the next piece of crucial information Kelley recommends organizations collect. “This is where your organization is going to rebuild a relationship with the consumer in a disaster situation,” he says.

In his research, Kelley recommends companies employ swift and proactive measures in instances where consumer animosity is high and perceived value is low. “The first thing an organization needs to do in this situation is acknowledge any mistakes,” he explains. “Afterwards, there should be an effort to regain consumer trust by demonstrating what the brand offers to the consumer — the perceived value.”

Kelley’s research was recently published in an article, The Effect of Global Company Animosity on Global Brand Attitudes in Emerging and Developed Markets: Does Perceived Value Matter?, by the Journal of International Marketing.
Hiring a diverse staff is one of the best ways to prevent groupthink and ensure you’re hiring the best people, according to Elena Lvina, Ph.D., assistant professor of management. She offers the following tips to help organizations hire and retain a more diverse workforce:

1. **Offer diversity training and educate employees.** It’s not uncommon for employees to get apprehensive or question the need for such an effort. It’s important to offer training on cultural sensitivities to address these issues. While many people may not consider themselves to have any cultural bias, few are aware of how implicit attitudes and biases affect their behavior.

2. **Be mindful of cultural bias.** When a colleague is from another culture, it’s not always clear what’s happening on a non-verbal level. Lvina says human perception is formed quickly. After a crude categorization is made, the perceiver looks to confirm it, becoming less open to other clues. Her advice for employers is to pause and reflect when they catch themselves making an assumption about the behavior of someone from another culture.

3. **Avoid cloning.** It’s in our nature to gravitate to people who are similar to us. As a result, we have a tendency to surround ourselves with people who look, sound and think like we do, says Lvina. Before you hire someone, consider why he or she appeals to you. Is it because you feel most comfortable with that person? Is that person a mini-you? Ask yourself whether stepping outside of your comfort zone to hire someone with a different cultural perspective could introduce freshness or ideas you wouldn’t have considered.

4. **Avoid token representation.** If you have a staff of 10 and only one person is from a different culture, the representation is not contributing much to your diversity efforts. This hurts both the minority person on your team and adversely affects the staffers of the dominant culture. The “token” employee may feel alienated and this potentially impacts his or her contributions to the organization. Being one among many can also lead to typecasting and excessive examination by colleagues.

“Making employees feel included and recognizing diversity in the workplace goes a long way to boosting organizational performance,” says Lvina. “When implemented correctly, workplace diversity contributes to a more creative environment and offers a competitive advantage that is difficult to emulate.”
Few industries share the brand loyalty that professional sports enjoy. But we also live during a time when huge contracts, inflated player egos and overpriced tickets might make fans feel more distanced than ever. How can sports marketers and franchises overcome these hurdles to connect and engage their fan base?

“A huge challenge for sports franchises is the ability to get fans in the seats,” says Stephanie Tryce, J.D., assistant professor of marketing. “The answer is to create an irresistible game-day experience so that fans will want to return.”

One way sports franchises can heighten fan engagement is through social media platforms, she says. “Social media can integrate marketing efforts without making the consumer feel as though they are the target of a direct marketing campaign.”

Sports marketers can also monitor social media to gain firsthand insight into the concerns and desires of their fan base. Once these concerns and desires are determined, franchises can strategically offer their product to the consumer in a manner that best satisfies them.

Unfortunately, while social media and technology are tools to connect fans with the brand, these resources can also be a distraction, or a substitute, for the game-day experience.

Another way Tryce says organizations can engage fans is in its charitable efforts.

“Being visible in the community goes a long way toward building and sustaining your sports brand with the fan,” she says. “Positive, deep, emotional connections are the foundation for developing fan loyalty over time.”

Aside from community efforts, sports franchises should also create and enforce strong policies to maintain an atmosphere in the stands that is fan and family-friendly.

“The strategy of connecting with youth has short-term and long-term benefits,” she says. “It offers children positive experiences, which oftentimes creates a lifetime fan.”

The Sports Marketing Department will host a conference on this topic titled Fan Engagement and the Live Event Experience, on Thursday, May 23. Tryce has also received a summer grant from the University to research fan engagement, particularly focusing on new technology platforms.
The Future of Executive Education

By Michael Bradley
Back in 2009, Wawa was working on a new competency model for the corporation, something that would grow out of the core leadership values that had helped the nation's third largest convenience chainstore thrive for so many years. That new focus meant any accompanying management training needed to be engaging and dynamic. It couldn’t come off the shelf.

Dorothy Swartz had received boilerplate solutions from a variety of the institutions with whom Wawa considered partnering to provide the training. They had done it before for someone else, and said the same process would work just fine for Wawa.

Except it wouldn’t. When “servent leadership” is the company philosophy, innovative solutions are as necessary as a cup of the chain’s fresh-brewed coffee. “A lot of companies said, ‘This is what we do. We can twist it and make it fit your model,’” says Swartz, Wawa’s senior director of talent management and development.

Four universities and two leadership development companies thought second-hand approaches would work best.

Swartz says Saint Joseph’s offered to develop something specific to Wawa and promised flexibility in working with senior management.

That’s the mission of the Haub School’s Center for Professional Development. It doesn’t treat companies the same way. And it doesn’t approach their specific needs in a been-there, done-that fashion. In an economy that has forced corporations to cut back — or eliminate entirely — their training and development arms, the Center has become a valuable resource for those looking to enhance in-house efforts with customized programs.

“We certainly provide responsive service for clients that are looking for a number of different things,” says Ralph Ciaudelli, program director for the Center for Food Marketing and Center for Professional Development. “We have customers who don’t have training and development departments. As they go through reorganizations and try to get leaner and more efficient, they are outsourcing their training and looking for someone to help them.”

While Wawa has a large and successful training and development arm, in this case, it wanted to augment in-house efforts with an external perspective. The Haub School’s program for 220 Wawa employees, which encompassed 10 intensive days of training spread over 20 months (April 2011-December 2012), gave directors insights and new techniques in leading people and a company. Wawa’s new competency model “raised the bar for performance,” says Swartz, so it was vital the training prepared the directors for the enhanced expectations. According to Swartz, it did.

“The feedback from the directors was terrific,” Swartz says. “We have begun training the corporate managers who report to the directors, and they say they can see a difference.”

Dorothy Swartz, Wawa
“What we have learned is that one size does not fit all. We don’t have programs that meet on a certain day at a certain time. We customize everything.”

Robert R. Higgins ’68, Center for Food Marketing

Saint Joseph’s has always had a strong leadership presence regionally and nationally in food marketing, but over the past five-plus years, the school has worked to expand its executive education capacities, to better fit a growing need. Calling on significant resources in the Haub School — and other parts of the University — the Center has a variety of options that can provide necessary solutions to companies throughout the region and the nation.

Since arriving in 2005, Robert R. Higgins ’68, executive director of SJU’s Academy of Food Marketing, has built an infrastructure from among the school’s faculty that could meet diverse corporate training demands. The result is a Center capable of adapting to the marketplace and the individual needs of companies looking to help their people improve performance. Leading companies like Wawa call on the Haub School for its industry expertise, research and professional development programs.

“What we have learned is that one size does not fit all,” Higgins says. “We don’t have programs that meet on a certain day at a certain time. We customize everything.

“This is for companies that want to put teeth into their programs and make sure they’re not just events. This is an education curriculum.”

The Center boasts a combination of educators and professionals who can provide training that fits the marketplace while remaining grounded in sound business theory. Companies looking for management development programs can count on approaches that blend employees’ real-world experience with academic excellence.

As some might imagine, Comcast has a sturdy training team, designed to keep its professionals current with industry trends and management techniques. If you are selling cutting-edge technology, your people should be fluent in the language. But it’s always good to have another voice providing input, to better amplify internal communications.

Tailored to fit Comcast’s specific needs, the Center for Professional Development blended theory and practice and provided relevant information that was immediately applicable to the company’s requirements. The four-module program, accomplished over four months, included about 70 participants at Comcast, while also streaming live to another 100 employees. The targets were middle managers with 10-20 people on their teams, and Dan Gallagher ’94, ’99(MBA), vice president of Learning and Development for Comcast, says the results were extremely positive.

“This allowed us to complement what we were teaching in the classroom at Comcast University,” says Gallagher, author of The Self Aware Leader (2012). “It provided reinforcement and helped us get our topics in front of them.”
We have a lot of focus on things internally, and when you can use an external resource, it provides validation for what the internal message is.”

Higgins says the Center’s genesis dates to a 1998 grant from the U.S. Department of Agriculture, which asked the Center for Food Marketing to start a non-credit program designed to provide companies with strategic plans to help employees learn more about the industry. By doing that within its core competency, the Center developed an infrastructure and a series of processes for tailoring instruction to a company’s specific needs and then executing the training in ways that would benefit employees.

Higgins saw that the framework with the food industry could be transferred to other types of business, using Saint Joseph’s faculty in the areas of management and finance. The key was staying true to the formula that produced specific plans of action that fit the companies, not patterns.

The process begins with an assessment of a potential client’s needs, followed by a matching of Saint Joseph’s faculty and program materials with the company’s requirements. The idea is to create a practical application, heavy on real-world experience, which allows those who take part to improve their performance in measurable ways.

“We are working with students, even though they aren’t enrolled in school,” Ciaudelli says. “They are current leaders and future leaders, and we are providing them essentially what the Haub School is providing for undergraduate and graduate students. It’s an outstanding educational experience, grounded in theory, and it is highly applicable to help them do their jobs today and in the future.”

George Latella is a food marketing instructor in the Haub School who worked on the Wawa program. Because Latella has spent more than a decade with Tastykake, he applies his real-world experience to any educational program to which he contributes. This experience provides those who participate with a lot more than theory.

Latella attributes the Center’s success with Wawa to the ability to “put the organization’s values into the classroom.” And that came down to discussions at the outset about what Wawa wanted to accomplish and how best to reach those goals.

Just as the programs are not off the shelf, the locales are not static, either.

“We are working with students, even though they aren’t enrolled in school,” Ciaudelli says. “They are current leaders and future leaders, and we are providing them essentially what the Haub School is providing for undergraduate and graduate students. It’s an outstanding educational experience, grounded in theory, and it is highly applicable to help them do their jobs today and in the future.”

when members of Tampa-based Energy Insurance Mutual (EIM), a risk management company serving the electricity and gas industry, contracted with Saint Joseph’s, they didn’t want theory. The company’s Insurance Advisory Committee (IAC) suggested creating a plan to help bring the next generation of managers forward, and after a program at another university failed to meet its needs, the committee looked to Saint Joseph’s to provide something that would help younger professionals look beyond their individual areas of expertise. The result was “The Energy School,” a six-day curriculum designed around the parameters set forth by the IAC and created through SJU’s Academy of Risk Management and Insurance.

“We wanted to give people an overall view of what a risk manager does and examine the concerns of the industry,” says Jill Dominguez, vice president and chief indemnity officer at EIM. “We wanted to show them what goes on in the claims, legal and accounting worlds.”

“We have a lot of focus on things internally, and when you can use an external resource, it provides validation for what the internal message is.”

Dan Gallagher ’94, ’99 (MBA), Comcast
SJU came up with a program rich in case studies that gave a broader view of the business. That way an insurance analyst could learn about other sectors and build networks to be more effective overall.

“One of the things they wanted to add was a section on ethics,” Ciaudelli says. “We talked with them, and through our Arrupe Center for Business Ethics, we developed a module. Our faculty decided that the best way to handle this was for the participants to write about the ethical issues they face every day.

“Our faculty then facilitated the discussions. It was highly interactive.”

The program provided a fresh look at the entire industry and helped participants understand just how much there is to know about their jobs and what others do.

“There were so many different things that people saw that I hadn’t realized from my own point of view...You get full perspective.”

Scott Leiman, EIM
“It comes out naturally when five people sit around a table looking at things. Before you know it, you have a laundry list of ways to handle the case.”

As the Center for Professional Development continues to expand its outreach, it is also looking within the University for opportunities to enhance its offerings. Latella reports that there have been discussions with administrators in the College of Arts and Sciences, along with the Initiative for Family Business and Entrepreneurship. The goal is to provide companies with as much expertise as possible, to better address their specific needs.

Ciaudelli believes “the sky’s the limit” in terms of how many different kinds of clients the Center can service. Because of its extensive resources, the Center can offer theory, knowledge and training experience across a broad spectrum of industries.

“We draw on our expertise in areas like food marketing, risk management and insurance, pharmaceutical marketing, ethics, sports marketing, family business and entrepreneurship,” Ciaudelli says. “We are strong in those areas and Saint Joseph’s has a highly accredited and recognized school of business.

“We have the resources.”

And companies all over are finding how compatible they are with their needs.

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**INDUSTRY DISCIPLINES WE DEVELOP:**

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Most business schools are filled with classes that cover almost every aspect of the field, but few teach students how to relate to diversity in the workplace. Even fewer use comedy as a method of choice. But Serious Comedy and Social Justice, a course taught by Ken Weidner, Ph.D., assistant professor of management, does just that.

Comedy has at times been an effective method of raising awareness of race and class issues. For example, Richard Pryor, whom Weidner’s students discuss in class, used humor to change his audiences’ perceptions of race.

The first-year seminar course is offered through the leadership, ethics and organizational sustainability (LEO) major and satisfies the General Education Program Diversity/Global/Non-Western requirement.

“We look at the LEO major as a choice for people who seek skills to help them make a difference,” says Weidner. “The things we’re learning about relate to the social impacts of business.”

Weidner suggested the course after a call was made for faculty to send proposals for new first-year seminar courses because he saw a need to explore the role organizations play in perpetuating social injustice, and he also wanted to address how these organizations can effectively advance social change.

The class was first offered in the fall of 2012. Weidner’s course description notes that recent research has shown that comedy is more salient to how young men view themselves than music, sports and personal style. The New York Times recently reported on a survey conducted by Comedy Central in which they questioned men on the importance of comedy. Of the men surveyed, 88 percent said their sense of humor was crucial to their self-definition, and 74 percent checked the box, “Funny people are more popular.”

Weidner used clips from films and television, books and a course-required Netflix account to create the curriculum for the class.
Two students of color — both women — enrolled in LEO 150 in the fall. Ayana Tabourn ’16 says she was surprised by her classmates’ reception to the material where race was concerned.

“We watched video clips about race, class and gender that were eye-opening,” says Tabourn, who also says she learned more about herself through the experience. “As a minority, I thought I understood what it was like for other people to be discriminated against. The class was interesting. It made you think less about yourself and more about other people in the world. It made the issues discussed real.”

But that didn’t mean there weren’t uncomfortable conversations and videos. Liz Wardach ’16 says that Weidner’s class ruined her, “but in the best way,” she says. “As a white middle class female student, it made me feel uncomfortable at times because I felt guilty.” Wardach says that the class taught her to look at racial issues differently. “Professor Weidner says that the point is not to feel badly about who you are, but to notice discrimination and be sensitive to differences and move past them toward a common goal.”

The course began with an introduction to social justice and to what Weidner terms “serious comedy.” The main body of the course covered justice issues as they relate to economics, gender, sexuality and race. The last segment of the class explored how people can work toward social justice; afterwards, students present their final research projects.

Weidner says the most controversial material was saved for the last half of class.

“I was kind of prepared for it,” Tabourn says of the awkwardness surrounding the race element. “I went to a high school where I was one of the only minorities, so I was prepared for the uncomfortable feelings. But our discussions had a comedic element to them, and once everyone was laughing, it made things easier.”

Texts included works by W.E.B. DuBois, and case studies on Dred Scott, Jim Crow and Plessy v. Ferguson — the landmark case that started discrimination under the separate, but equal, ruling. Among the videos, students watched everything from “The Daily Show,” “South Park” and “The Chappelle Show,” to “The Office.”

When asked about the sensitivity of some of the course content, Weidner mentioned “C.S.A.: The Confederate States of America.” The mockumentary/satire was released in 2004 and presents an alternate reality, where the Confederacy won the Civil War and slaves were not freed.

“The students said they hadn’t really thought about what would have happened if the outcome of the Civil War had been different, much like we don’t think about how the world would be different if historical events such as the War of 1812, World War I or World War II had ended differently,” says Weidner. “The film also examines the extent to which racism persists to the present day, despite the Union winning the war and slavery being abolished.”

Weidner’s students were invested in the coursework.

“I feel like we covered everything,” Shane Kensil ’16 says. “I am very glad I took the class, though there was a lot of work, more than I expected. There’s a lot of writing, and reading, but it helps with understanding the material.”

Students’ final projects had to encompass one or more of the topics discussed in class. Tabourn’s project focused on racism in the media. “I researched movies and how they have a racist past,” she says. “I focused on ‘Dumbo’ and how the crows were an African-American stereotype. I also did recent token characters and used examples of token blacks — like on ‘South Park.’”

Kensil’s project focused on the negative implications of the word retard. “I’m very sensitive to the word,” Kensil, whose sister has Down syndrome.

As diversity becomes increasingly valued in the workplace, Weidner’s class prepares these future business professionals to deal with people’s differences in ways that respect all parties.

LEO 150 will be offered again in the fall of 2013.
Haub School professor introduces university-level course to refugees  By: Carolyn Steiglman ’10 (M.A.)
FROM an office in Mandeville Hall, Eric Patton, Ph.D., assistant professor and director of SJU’s managing human capital program, serves as the lead professor for a course he wrote and developed for students 7,500 miles away. Using Skype and sophisticated technology, Patton communicates lesson plans with his class, composed of refugees from eight countries who live at camps in Malawi and Kenya. His course is part of a Jesuit initiative to educate the marginalized masses worldwide.

In the fall of 2012, Patton offered his Introduction to Business course for Jesuit Commons: Higher Education at the Margins (JC-HEM), a four-year pilot program launched in September 2010 in partnership with Jesuit Relief Services. The initiative employs the latest online tools to deliver accredited university courses to refugees who have had little or no postsecondary education.

Accredited by Regis University in Denver, the program’s courses are largely concentrated in the liberal arts and influenced by Ignatian pedagogy. The introduction of Patton’s business course to the initiative expands JC-HEM’s offerings and gives students more career options.

JC-HEM courses offer university-level credit. If students make it outside of the camp, they can use this program to integrate into business and society. The curriculum is also aimed at those who want to better their lives within the camp and expand their job prospects.

“I have dreams — I want to go into social work and help children — and having a business education gives me a chance to realize one of them.”

- SUGIRA GUSTAVE HABIMANA

Sugira Gustave Habimana, 23, a student in Patton’s class, is a Rwanda native who has lived in the Kakuma Refugee Camp, Kenya, for 15 years. “Educational opportunities are limited here,” he says. “I have dreams — I want to go into social work and help children — and having a business education gives me a chance to realize one of them.”

The Kakuma Camp stretches across 10 miles of rough terrain and is home to approximately 100,000 people driven there by violence in Sudan, Ethiopia, Congo, Somalia, Rwanda, Burundi and a handful of other nations.

Patton says most students, like Habimana, walk an hour through dangerous areas to attend class at the camp’s learning center. By the time they arrive, they are often physically exhausted. Yet, Patton has observed that these students are very motivated.
“The students want quick feedback and are eager for daily interaction,” he says. “It’s been fascinating to read their interpretations and their context and cultural perspectives on the various assignments. Their analogies and examples are very rich. This experience has and will continue to inform my teaching of SJU students.”

Patton says each of his JC-HEM students has enhanced the coursework material through their contributions and unique life experiences. Students range in age from 20 to 50; many work full-time, others part-time; and some care for their families. “It’s an incredibly diverse group,” he says.

While Patton is the lead professor, the Introduction to Business course is currently being taught asynchronously by five JC-HEM instructors. He recently learned that there is interest in offering the course in the near future at the program’s eight other camps.

“The fact that Eric has contributed his time and expertise to JC-HEM, while remaining committed to his responsibilities as a full-time professor at the Haub School, is demonstrative of his commitment to the Jesuit concept of magis — doing more, being more and achieving more than he ever thought possible,” says Claire Simmers, Ph.D., chair and professor of management.

“Eric is the epitome of a person for others, living every day for everyone,” Simmons says. “In his quiet way, he shares his knowledge and experience to make a difference, enacting Ignatian ideals in concrete and effective ways. The SJU mission is not abstract to Eric, but a call to action. We see his action in his work with the JC-HEM.”

According to Simmers, Patton, who was the 2011 recipient of SJU’s Faculty Merit Award for Research, is the kind of professor who goes above and beyond for his students. With JC-HEM, he even convinced a major publisher to donate textbooks to limit the organization’s expenses.

“What I like about Saint Joseph’s is that the University gives you the opportunity to do volunteer work,” says Patton. “This is something I really believe in...working with the JC-HEM has been an incredible experience.”

The business world can sometimes be viewed as cold and only concerned about the bottom line. But Patton says he enjoys showing his students that management is also about relationships.

“Business topics are really a way of connecting people, building bridges and having meaningful relationships with people from very different backgrounds,” he says. “This holds true especially for the JC-HEM program, and my experience teaching in this program has reinforced this belief.”

For more information on Jesuit Commons, or to support this effort, visit www.jc-hem.org.
Franco Mwaka
Kakuma Refugee Camp, Kenya (1999 – Present)

Q. What is life like at the camp?

A. Life in the camp is not easy because of several reasons, ranging from bad weather to other conditions such as insecurity, food shortage and poor health conditions. The food ration is distributed to refugees twice each month. The food given per head is very little, so it does not last the expected two weeks. At least two to three days prior, one has to hustle before the next cycle of distribution. Secondly, security is a huge concern to refugees here. At night there are arbitrary killings and robberies, and as a result, we live in fear.

Another problem is poor medical supplies and attention. Clinics, as well as the hospitals, have little and inferior equipment. Weather in the camp is really harsh. It is windy and dusty most of the time, and when it rains, there is water-logging, which displaces people. The temperature recorded each day is generally high throughout the year.

Q. What are the conditions like at the center where you take classes?

A. The center is quite good, with good air conditioners; however, sometimes the rooms get really hot, especially when they are crowded. There are two computer rooms, which are barely enough for the over 100 learners. Electricity is at the center throughout; it is being provided mainly by a solar panel. Generally, conditions at the center are good, and the environment is beautiful. We also have a library behind the computer rooms.

Q. How did you advance your education before the Jesuit Commons?

A. The United Nations offers only basic primary and secondary education through Lutheran World Federation. Other organizations like Windle Trust Kenya, National Council of Churches of Kenya, and International Rescue Committee also offer some forms of education. After completing basic secondary level of education, I had no other opportunity to advance until the Jesuit Commons came into Kakuma. This program has provided me the opportunity to advance in my tertiary education [postsecondary].

Q. Did you enjoy Introduction to Business? Has it helped your daily life?

A. The Introduction to Business class went very well. I have borrowed some ideas from the course — for example, the idea of the team and that of effective managers. The idea of an effective team has helped me lead my football team as well as the idea of an effective manager. Secondly, the idea of the team has also helped me, together with the other staff members, form a very powerful working team in the clinic I work for. Hopefully, in future I will be able to apply the knowledge directly elsewhere.

Q. What is your job in the camp? What are your career goals?

A. Currently, I work as a medical assistant for International Rescue Committee (IRC) in the outpatient department situated in the IRC Kakuma Camp main hospital. I am hoping that my education will help me to help others.
As the music industry scrambles for a sustainable business model in the digital age, file sharing and copyright infringement issues continue to be a huge obstacle. This topic was the focus of a 2011 Haub School graduate’s research presented during the Popular Culture Association and the American Culture Association’s (PCA/ACA) annual conference in Washington, D.C., on March 27.

Samantha Peruto ’11, currently pursuing a J.D. and an MBA at Villanova University, coupled her passion for music and interest in entertainment law for her SJU senior thesis project; Pay For Play: An Examination of Performance Rights and Artist Compensation in the Music Industry.

Under the supervision of David Allan, Ph.D. ’99 (MBA), chair and professor of marketing, Peruto delved into the history and background of copyright law in America and its current impact on the entertainment industry, the concerns of music piracy, unfair royalty compensation and payments within the industry, and laws introduced in Congress to resolve these concerns.

Allan believes this paper was a perfect fit for the PCA/ACA. “The topic of Samantha’s conference presentation is extremely relevant,” Allan says. “This is a hot topic in the radio industry, in the record industry and in popular culture.”

Two major issues Peruto discusses in her research include piracy and unfair compensation between copyright holders and performers. “Resolutions must be found in order to preserve this piece of American culture.”

Samantha Peruto ’11

“When peer to peer file sharing became popular between 2004 and 2009, it made it easy to steal songs and media, and in turn contributed to the financial problems in the industry today,” says Peruto. “It has inhibited economic growth and stalled innovation, and an overabundance of time and money has been invested in new litigation.”

Temporary solutions in place today, like Apple’s iTunes or Rhapsody, are only a short-term fix to the problem, according to Peruto. Through her research, she recommends implementing new legislation, fair compensation and a collective rights licensing system to get the industry back on solid ground.

“Resolutions must be found in order to preserve this piece of American culture,” she says.

Peruto says she was excited about the opportunity to present her paper during the conference and looks forward to informing the public about this topic. “By exposing these issues at the conference, it’s my hope more people will take note of the problems plaguing the entertainment industry and become more active in reforming the business model.”
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4. Sarah Jost ’10, Craig Finnerty ’12 and Jennifer Campagna ’11

The brainchild of a pair of food marketing alumni, Brian Kinslow ’09 and Christine Regan ’10, Ready Pac Foods, Inc. recently engaged a social media campaign to address food insecurity in the United States. Through their “Like To Fight Hunger Campaign,” the company donated eight meals to Feeding America for every Facebook user who “liked” Ready Pac’s page on the social media site between Nov. 26 and Dec. 31, 2012. Kinslow, a category manager with the company, says the campaign was an effort to promote a new line of healthy Disney-themed salads and mini meals for children that both he and Regan had a role in developing. “Together we worked on every aspect of the campaign from concept, to legalities, to execution and follow up,” he says. “We put a lot of what we learned at SJU to good use!”

Through the “Like to Fight Hunger” campaign, Ready Pac saw a large spike in consumer engagement, including Facebook comments, shares and online conversation. “We saw a significant increase in Facebook fans,” adds Kinslow. “But perhaps most important of all, we were able to donate 240,000 meals to Feeding America.” Due to the success of the campaign, Ready Pac is considering several options and future partnerships which will help the organization continue to provide fresh fruits and vegetables to kids.
The Haub School of Business will recognize Joseph J. McLaughlin Jr. ’81, chairman and CEO of The Haverford Trust Company, with this year’s Hall of Fame Award. McLaughlin will receive the award during a dinner reception at the Loews Philadelphia Hotel on Wednesday, April 17 at 6 p.m.

Soon after beginning his career as a certified public accountant with Peat Marwick Mitchell & Co., McLaughlin quickly ascended to vice president with J.P. Morgan & Co. in 1988 before joining The Haverford Trust Company in 1992. He was appointed president in 1998, then chairman and CEO in 2008. In tandem with his management team, they rebuilt The Haverford Trust Company from $900 million in assets under management in 1997 to over $6 billion today, encompassing high quality equity, fixed income securities and exchange traded funds.

A widely respected leader with more than 25 years of financial services experience, McLaughlin says he attributes his success to the values emphasized by his parents and reinforced at Saint Joseph’s University, which helped him establish a career in an industry that he loves, and work with an outstanding team of people.

“There is a distinguished group of people who’ve been honored in this way in the past, and I’m very thankful at my good fortune to be joining them,” he says of the Haub Hall of Fame Award.

A member of Saint Joseph’s Board of Trustees, McLaughlin sits on its finance, marketing and communications, investment, and banking committees. He is co-chairman of the University’s financial services alumni chapter, and he and his wife, Ellen, are members of the University’s Loyola Society executive council and Magis Society. McLaughlin is also the past chairman of the Haub School of Business Board of Visitors.

“Perhaps the most meaningful of Joe’s contributions is the incredible work he does with our students,” says Joseph A. DiAngelo Jr., Ed.D. ’70, dean of the Haub School of Business. “His support, whether it’s through scholarships, internships, guest lectures or mentorship has been a tremendous value to the Haub School. It’s an honor to celebrate someone who has shown exceptional leadership both in his career and in his dedicated service to the University.”

McLaughlin is the 27th recipient of the Hall of Fame award and joins an impressive list of successful recipients who have shaped the business world.

McLaughlin and his wife reside in Media, Pa., with their sons, Eric, Alex and Joe, a current student at Saint Joseph’s.
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By enrolling in Saint Joseph’s University, I have found a school whose values align perfectly with my own — a bold mission to deliver positive change to the greatest number of people.

Growing up in a low-income community, I witnessed how limited resources can often translate into social inequality. This experience, further fueled by lessons instilled in me by my parents, inspired me to commit my life to community service.

After graduating from Vanderbilt University in 2011, I accepted an opportunity in Columbus, Ohio, with a non-partisan organization to fight industrial carbon pollution and mobilize minorities through voter registration. As campaign director, I worked with a staff of mostly millennials and was quickly inspired by the impact our small group of young, committed activists could have.

Still, I desired to increase both the scope and impact of this work. In earning my MBA from Saint Joseph’s, I hope to gain the leadership skills and knowledge to further advance my career goals. While I’m only in my first semester, I’ve befriended many passionate students and prominent faculty. I’ve joined Net Impact, a graduate student organization that aims to create a forum for the exchange of ideas around business practice and social change. Attending Saint Joseph’s has reaffirmed in me a sense of purpose and a confirmation of my journey toward serving others and living greater.
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