

AUTHOR
CREATIVE
THINKER
STUDENT

Christine George
Student Entrepreneur and
author of *Waiting for Nala*.
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IT'S ABOUT MORE THAN THE GAME

Roger Caramanica, Ph.D. - Program Chair, Gaming and Esports Management
Jonathan Martin - Esports Coordinator

The Malcolm Baldrige School of Business and Post University have had an exciting year, expanding into the 200+ billion-dollar video game space through the newly launched undergraduate and graduate academic degree offerings in Gaming and Esports Management. The university has also fielded multiple varsity level esports teams competing in the Eastern College Athletic Conference and National Association of Colleges and Employers conferences.

Post's academic offerings focus on the totality of the gaming ecosystem, from pro-level competitive esports to streaming, marketing, and project management, offering students a holistic understanding of how to lead within the space. Varsity athletes worldwide compete online in one of six titles (Rocket League, Valorant, Smash Ultimate, League of Legends, Overwatch, NBA 2K21). In an exciting first season of play, the team made it into the Rocket League's playoffs and have had multiple students honored in the ECAC conference for their sportsmanship and leadership.

For Post, it is about more than just the game. Regardless of the offering: academic, varsity athletics, or a thriving 100+ member club level play, improving the culture and building diversity within the gaming ecosystem is a core guiding principle. To achieve this, Post has worked to create programs that move the space forward.



Emily C. Zbyszynski, Esports Expansion Strategist for Futures First Gaming and Subject Matter Expert for the Gaming and Esports Management academic offerings, brings this into focus.

"It's great to see how Post's Gaming and Esports Management program represents the full gaming community," she said. "For a long time, video games had a reputation for fostering a very homogeneous community, but that just doesn't

hold true anymore. It's so important to see courses designed by people of different backgrounds who have different perspectives!"

The program offers courses in the ethics, psychology, and sociology of gaming to ensure the focus is on creating positive outcomes and behaviors within the space.

Varsity-level play brings in students from around the globe. There are student-athletes located globally (Germany & China) and from every background, seeking to create diverse and heterogeneous mixtures of talents, thoughts, and viewpoints.

To learn more about our academic offerings, go to:

<https://post.edu/> or contact Roger Caramanica, Program Chair, directly at Rocaramanica@post.edu

To learn more about joining one of the teams contact:

Jonathan Martin, Esports Coordinator at Jmartin@post.edu



Allen Luna, full-time father, student, Criminal Justice Auditor for the state of CT, and team captain for Post University's Smash Bros Ultimate's team, is a first-generation immigrant from the Caribbean. He appreciates the diverse mixture of athletes within the competitive space.

"Our teams are comprised of people of all backgrounds," he said. "Diversity is important because it broadens the spectrum of ideas and interests and allows us to connect as one tight community growing

together, we inspire and motivate one another, showing that our diverse backgrounds make us a stronger team and Post University is at the forefront of it all."



For Post, it's not just enough to create robust academic programs or highly competitive varsity teams. The university wants to create a culture that supports diversity in both words and designs.

Perhaps Jennifer Beveridge, Class of 2022 and member of the Overwatch team, says it best when she posits that "culture and diversity are important in gaming because it creates acceptance for all, no matter gender, ethnicity, or class. The gaming community

is growing every day with new opinions, ideas, beliefs, and experiences, and it is time to take advantage of that. Why push people away when we can create something amazing! Culture and diversity are important in everyday life, but they can be even more pivotal within education. Post focuses on diversity by creating a welcoming environment. If you are new to gaming, exceptional at gaming, no matter the gender, race, or lifestyle, Post University makes sure you feel accepted. Being a female coming into an Esports varsity level team, I was scared because traditionally, there is a lot of negativity for women that may arise when playing games; however, Post made me feel safe and secure. There are many upsides that come along when a place believes in the power of culture and diversity, and Post does so strongly. Post connects with every student making sure their time here is one of the best, and "Post makes it personal."

True leaders have vision
True leaders give back

- Frank J. Monteiro

TRUE LEADERS HAVE VISION
TRUE LEADERS GIVE BACK

PARTNER OF THE YEAR AWARD

In its inaugural award, the Malcolm Baldrige School of Business (MBSoB) and Dean Jeremi Bauer have chosen Drew Marine International as the Malcolm Baldrige School of Business Partner of the Year.* The Partner of the Year honor is given to an organization that has achieved excellence in advancing the MBSoB vision by providing career opportunities for graduates, developing quality professionals, and investing intellectual capital towards realizing the MBSoB mission.

Drew Marine is a global leader in the maritime industry, having delivered technical services and solutions to its customers in the maritime, oil, and gas industries for almost a century. Drew Marine is led by Frank J. Monteiro, an inspirational leader and philanthropist whose heart is centered around giving back to the communities in which his organizations operate. Mr. Monteiro also sits on the Executive Advisory Board for the MBSoB.



Drew Marine and Frank Monteiro believe in the value of education and in advancing their workforce through educational opportunities. They invest in their people. This has provided for a very symbiotic relationship where the values of the MBSoB are in alignment with those of Drew Marine International. When values align, the partnership can flourish to the benefit of everyone and while we are still in the early stages of this partnership, we can clearly see the enormous possibilities.

The partnership between the MBSoB and Drew Marine creates opportunities for students in internships and career pathways.

“What Frank, Carrie, and others at Drew have done for our business students is exactly what a partnership should look like between a School of Business and the business community,” said Dean Bauer. “I am enormously grateful for our partnership with Drew Marine.”

The partnership also affords Drew Marine, an educational institution, to leverage its professional and career development needs.

“I am grateful for Frank and Carrie; they could partner with anyone, and they chose The Malcolm Baldrige School of Business at Post University,” Dean Bauer added.

*The Partner of the Year Award has been created to recognize those individuals and organizations that have engaged in true partnership with the Malcolm Baldrige School of Business (MBSoB). To partner with the MBSoB is to establish a relationship that works towards the benefit of everyone. The MBSoB is looking for partners who can provide opportunities for our students in the form of internships, job placements, and projects that provide our student’s valuable real-world experiences. Partners also share their knowledge and experience with our students by servicing as guest lecturers. In turn, the MBSoB provides educational opportunities for the organizations in the form of professional development, tuition discounts for academic programs, and customized courses. The MBSoB also provides our partners with assistance in recruiting and problem solving, to the benefit of our students and the partner organizations. If you know of an organization that would be an excellent partner, please contact Dr Alisa Hunt (AHunt@Post.edu).

BALDRIGE ACCOUNTING STUDENTS EMBRACE THE MOTTO

"PEACE, LOVE, ACCOUNTING"



This February, Professor Dumont, Program Chair Undergraduate Accounting, called upon his Advanced Accounting class to assist the United Way of Greater Waterbury. Several students embraced the opportunity to give back to the community.

The project had a special connection because Post University CEO and President John Hopkins is leading this year's "Be The Reason" United Way Campaign. For the project, the Advanced Accounting students analyzed financial statements for local nonprofit agencies requesting funding from the United Way. The Greater Waterbury United Way funds 43 programs in 22 member agencies in the Greater Waterbury 10 town region. United Way volunteers review the programs and budgets of the agencies and make funding recommendations to the United Way Board of Directors. The Post University Advanced Accounting class was part of this process this year. Students prepared a financial analysis of key ratios for each agency based on the agency's budgets, audited financial statements, and IRS Form 990.

Accounting major Zhihui Gao reflected on the opportunity.

"There is an old Chinese proverb that 'a bit of fragrance clings to the hand that gives roses,'" She said. "That's exactly what I felt from this activity. I never thought the knowledge I am learning could help an organization to analyze their problems and help them to do better. This is the greatest sense of accomplishment I have gained since studying accounting. This will also become my motivation for future accounting studies."

Zhihui Gao
Honors Program | Accounting Major

Jazmine Andrews also found the project extremely rewarding personally and professionally.

"Doing the nonprofit financial statement project gave me a good taste of the work I could potentially be doing in a few years," she said.

Jazmin Andrews
Honors Program | Accounting and Finance Major
Treasurer of Black Student Union and Accounting Society

Professor Dumont echoed the success of the project.

"We have amazing students and will continue to offer experiential projects like these as a win-win for the student and our community organizations," he said.



STUDENTS SET THE COURSE FOR A BETTER BUSINESS SCHOOL

By Jeremi Bauer, DBA, Dean and Stephanie Caban, MBA, Chief of Staff - Office of the Deans

In the fall of 2019, Jeremi Bauer, Dean for the Malcolm Baldrige School of Business, set a commitment to establishing a student advisory council. The catalyst for this would stem from Post University's mission to 'maximize student success and the desire to build a remarkable School of Business'. With this mission, the purpose of the student council was quite clear: to allow for students to have a voice in the shaping of a remarkable school of business and positively impacting student success. After a year of thorough research and planning, the candidates for the inaugural Business Student Advisory Board were selected and met for the first time in October of 2020.

The 19 board members* represent seven of eight bachelor's programs and three of the four graduate programs from the online and Waterbury campuses. The board members' years of study range from sophomore through graduate levels and include international representation. The representation of both campus modalities and programs played a critical role in ensuring well-rounded and holistic views are brought to the monthly board meetings.

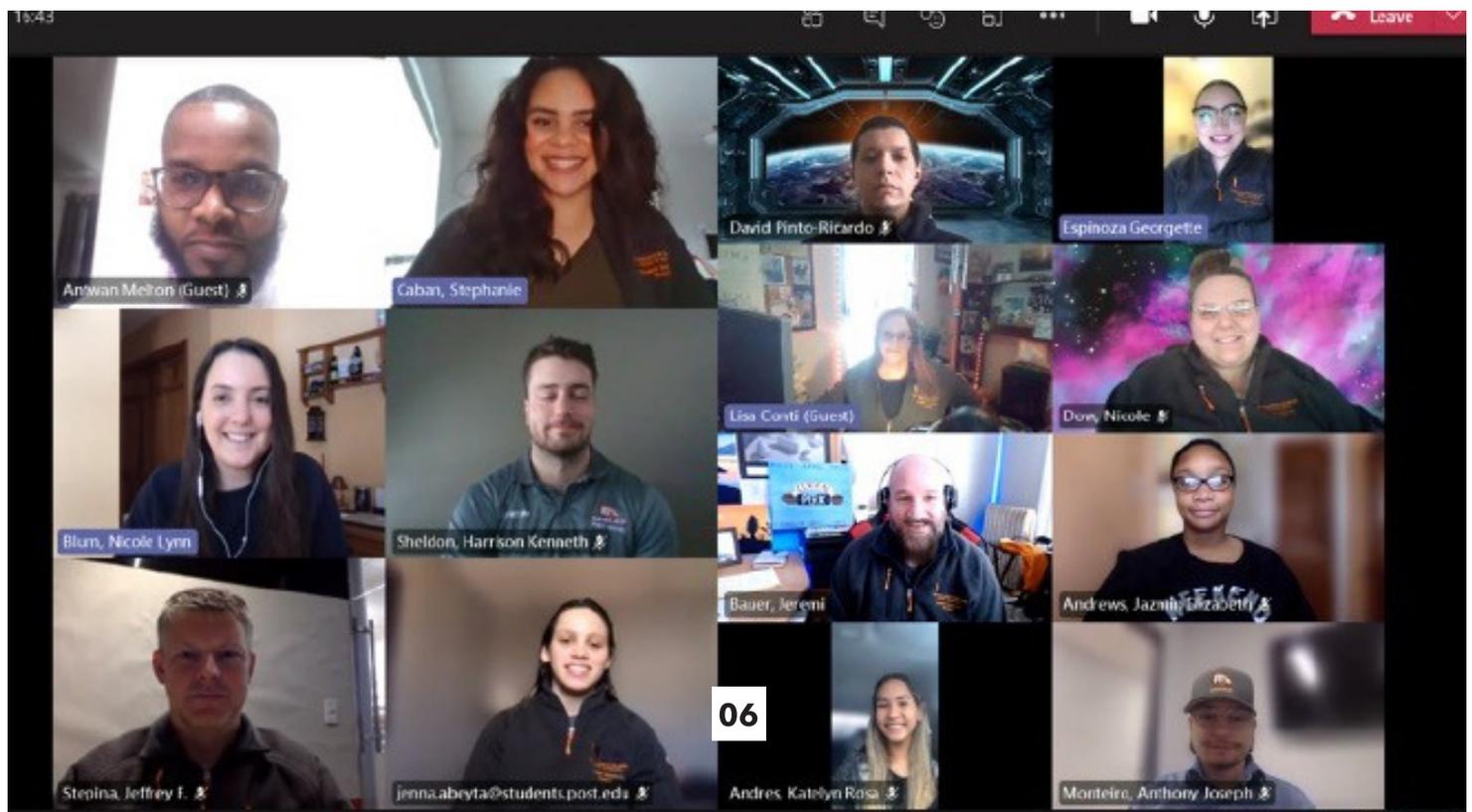
In the six months that the board has met, the diverse group of outstanding student leaders has played an integral role in proudly representing their peers and providing valuable contributions to the mission and vision of the business school. The student input and involvement are invaluable as students move forward in the current academic year and beyond.

*The Gaming and Esports Management programs are not presently represented.

WITSA

2020-2021 BUSINESS STUDENT ADVISORY BOARD

Jenna Abeyta	Jerrold Pass
Katelyn Andres	Teresa M. Pease
Jazmin Andrews	David Pinto-Ricardo
Nicole Blum	Adnan Saidi
Brenda Chafin	Harry Sheldon
Lisa Conti	Jeffrey Stepina
Nicole Dow - Chair	Jacqueline Teulings
Georgette Espinoza	Keleigh Wyatt
Antwan Melton	Sarah Zelek
Anthony Monteiro	





BALDRIGE SHOWS ITS SCHOOL SPIRIT

*Stephanie Caban, MBA, Chief of Staff - Office of the Deans
Melissa Santos, MBA, Program Chair - Management*

The Malcolm Baldrige School of Business’s college experience isn’t just about what takes place in the classroom and library. Participation in co-curricular activities such as the Baldrige Ambassador Club allows students to shape their experiences, share their school pride, and contribute to the school in a meaningful way. The Baldrige Ambassador Club is a brand-new student organization that debuted at the beginning of the Spring 2021 semester. The student-led club focuses on efforts in areas such as social responsibility, leadership, community service.

Soon after the Student Government Association approved the Baldrige Ambassador Club, over forty students presented interest in club leadership positions. After committee review, five students were selected to serve as president, vice president, secretary, and treasurer. Newly appointed Vice President, Adam Pepin, shares why he wanted to become a Baldrige Ambassador:

*“I have been involved with Post University student activities ever since I have started at Post last year as a freshman. Currently, I am also actively involved with the Honors Program and the Avis Gaming Association. When I first saw the opportunity to become a high-ranking member of the Baldrige Ambassador Club, I didn’t hesitate to join because I knew that I would be working with other students who care as much about growing the [school] as I do. I can’t wait for what the future holds with the club.”
Secretary Carolina Riollano stated (photo left):*

“I am happy to become a Malcolm Baldrige Ambassador and am excited to gather with students on similar career paths to share our interests here at Post.”

The Baldrige Ambassador Club is open to all majors and is an excellent way to get involved in business school activities while networking and building your resume. The club meets twice monthly on select Fridays during the semester. If you are interested in joining or participating in Baldrige Ambassador Club events, please contact club Secretary Carolina Riollano (BaldrigeSpirit@post.edu).



Baldrige Ambassador Club Leadership

- | | |
|-------------------|----------------|
| Ciara Conklin | President |
| Adam Pepin | Vice President |
| Carolina Riollano | Secretary |
| Catherine Stubbs | Treasurer |
| Alex Steinbrick | SGA Senator |



DEAN'S CORNER

Greetings everyone,

By the time this edition of the newsletter is published, it will be one year since the COVID-19 pandemic impacted our world in the Malcolm Baldrige School of Business. These past twelve months have been riddled with events where each alone should have been a major story for the year. There was the beginning of the global pandemic; global protests to end police brutality and racial injustice; a U.S. Presidential impeachment; the Australian bushfires and the wildfires on the west coast of the U.S.; the deaths of Ruth Bader Ginsburg, Kobe, and Gianna Bryant, Chadwick Boseman, Alex Trebek, and Eddie Van Halen; murder hornets, and the explosion in Beirut. And these only highlight the big news stories; they don't even begin to speak to what was occurring in our individual lives.

The past twelve months have also been a period of reflection within the Malcolm Baldrige School of Business. The entire faculty, staff, and administration, along with our advisors from the community and industry, have used all the events of 2020 to ask ourselves, how can we help be a part of a future solution? While there is not much that we can do to end Presidential impeachments, wildfires, or the deaths of loved ones, we can positively impact social injustice through education.

One of our core pillars in the Malcolm Baldrige School of Business is Social Responsibility. Many have miscategorized social responsibility in the framework of Corporate Social Responsibility (CSR), where corporations look to reduce their carbon footprint, reduce unnecessary waste, volunteerism, environmental sustainability, and scores of other 'good citizen' activities. While these are all outstanding commitments from organizations, we believe social responsibility should also include diversity, equity, injustice, and inclusion.

Over the last twelve months, your faculty have been working to tie key curricular concepts to areas of diversity, equity, injustice, and inclusion within their classes. In speaking with many students during this period, our efforts have been noticeable and appreciated. We believe, and our students agree with us, that if we're genuinely going to impact social injustice, we need to address it head-on in safe spaces where all ideas, thoughts, perspectives, and opinions are discussed without fear. During this process, something magical begins to happen; we see inside the human spirit where everything except love fades to the background. We believe it is from a position of love that a better tomorrow can be built.

Words cannot express how enormously proud I am of all of our students, our faculty, and our associates in the Malcolm Baldrige School of Business for not only persevering through the past twelve months but in helping each other to preserve as well.

Dean Bauer

STUDENT PROFILE: GEORGIOS MOUKAS

By Hamid Malakpour, Ed.D., Program Chair - Finance

The Malcolm Baldrige School of Business (MBSoB) has many students with diverse experiences and backgrounds with outstanding accomplishments. We want to profile each one. Unfortunately, that is not possible, but we do have an opportunity to showcase examples. In this edition, we are sharing the story of Georgios Moukas.

Dr. James Loughran (Program Chair Graduate Business Studies) had an opportunity to ask Georgios Moukas, a recent (MBSoB) graduate, a few questions about his experiences.

Giorgios, You have an interesting story as an international student-athlete. Please tell us about yourself and why you selected MBSoB at Post University?

To begin with, I would like to thank all of you for this fantastic opportunity. My name is Georgios Moukas, and I am an international student-athlete from Greece. As a senior studying Finance, my goals included earning a bachelor's degree and competing athletically. On the pathway to teaching these goals, I founded the Investment Club in 2017.

What brought me to Post is an exciting story. In Greece, I was a semi-pro track and field member of the Greek National team. I was among the top distance runners in my country, and I had qualified for the U18 World Championships. My goal was to pursue a professional career as a track and field athlete. However, Greece's economic situation compelled me to move to the US, and I was looking for a small college environment where I could build personal relationships with my professors. Post University stood out as an ideal fit due to its solid academic and athletic reputation, good location, and size.

Once at Post, I was inspired by many of my professors, and during my freshman year, I opened a brokerage trading account. At first, I made mistakes, and I did not fully grasp finance concepts like volume, bid-ask, mutual funds, and ETFs. My professors gave me the tools and information I needed. After three years of losing money, many hours of studying, and the proper guidance from my professors, I started making money while helping my friends understand the importance of investing.

That's impressive! You had the grit and determination to succeed. Did your focus remain the same, or did you expand your interests?

Due to the Pandemic, I moved back to Greece last summer to help my family. I realized that investing in the stock market was a big trend. The problem was that people were investing in stocks without the proper knowledge and guidance, which made me super upset because many new investors started losing money. Many new investors couldn't understand the concept of risk, diversification, assets allocation, etc. These concepts are vital to creating a portfolio with low risk.

On the other hand, some people without finance certifications decided to offer low-quality trading courses. These courses were focused on technical analysis and day trading, making things even worse. Last, but not least, these courses were costly for the information provided. Most of these seminars focused on day trading, which goes against my long-term investing mindset. So, I decided to start a YouTube channel based on long-term investing principles and fundamental analysis instead of technical analysis and short-term trading. My videos focused on Investing 101. My goal is to expand my channel to provide a series of free videos to share my knowledge with people interested in Finance. Most of my videos are in Greek, but I'm trying to include subtitles in English and expand the series to include guest videos lecturers to address more advanced topics in investing.

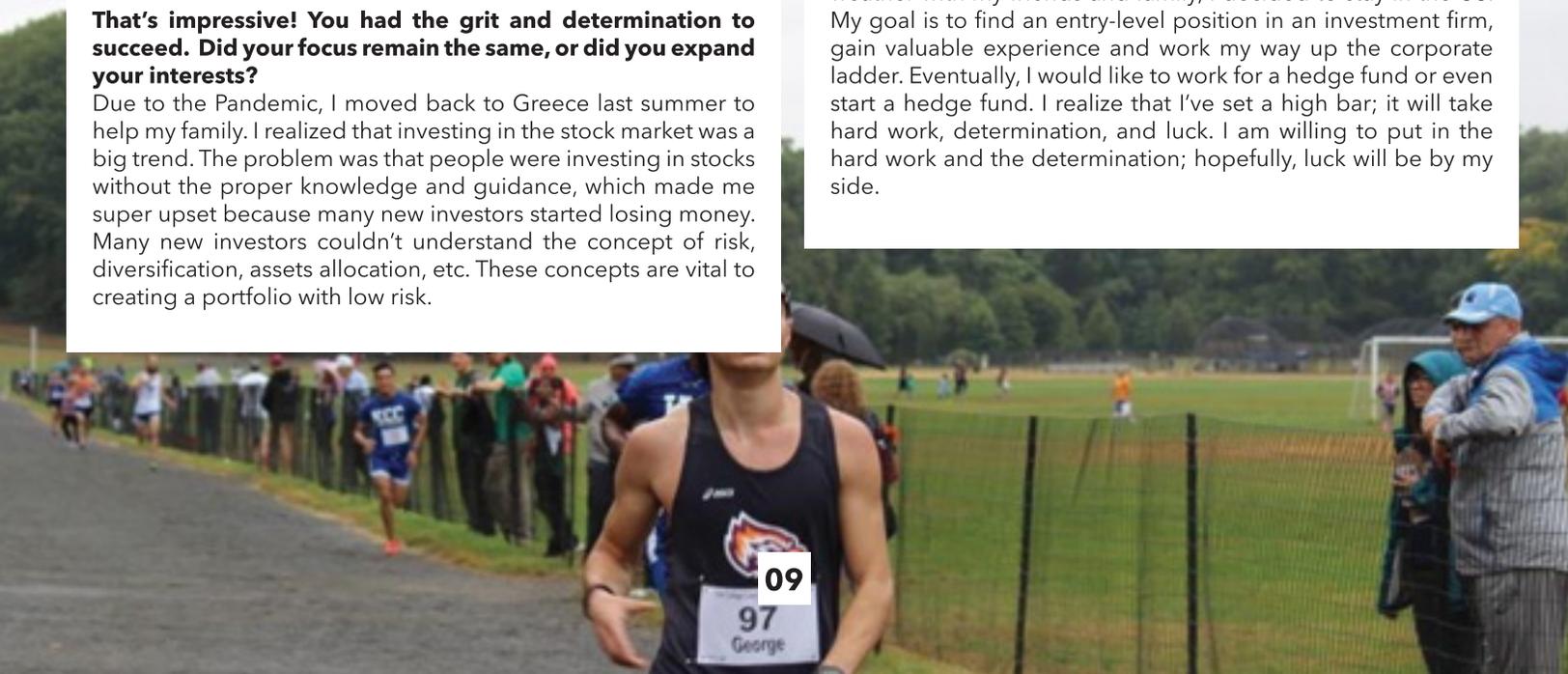
Can you describe how your MBSoB education and athletic experience have helped you in your success so far?

Post University has been a great experience for me. To be honest, I was reluctant at the beginning. I was hesitant with the idea of moving to another country 14 hours away from my friends and family. Also, I couldn't speak the language. Nevertheless, I headed to Post hoping to achieve my goals and make my family proud. At Post, I experienced a diverse campus and made new friends and unforgettable memories. Being part of the Track and Field and Cross Country team was exciting as well. We traveled to different states across the US, participated in many races, challenged ourselves, and improved individually and as a team.

During my four years at Post University, one key factor was my professors, who helped me achieve my goals, learn new things, and become passionate about Finance. I want to thank Professor Malakpour, Professor Dawson, and Dean Jeremi Bauer, and everyone else who helped me during my time at Post University.

You certainly added to the diverse student campus at Post. Looking ahead, what are your long-term career aspirations?

Finance is my passion. Although I would love to move back to Greece, find a job related to finance, and enjoy the warm weather with my friends and family, I decided to stay in the US. My goal is to find an entry-level position in an investment firm, gain valuable experience and work my way up the corporate ladder. Eventually, I would like to work for a hedge fund or even start a hedge fund. I realize that I've set a high bar; it will take hard work, determination, and luck. I am willing to put in the hard work and the determination; hopefully, luck will be by my side.



THE MONTEIROS MAKE THEIR MARK

By Stephanie Caban , MBA, Chief of Staff - Office of the Deans

In recent years, Dr. Jeremi Bauer, dean of The Malcolm Baldrige School of Business, established two new advisory boards to advise the dean directly: The Executive Advisory Board (EAB) and Business Student Advisory Board (BSAB). The EAB consists of senior-level executives from organizations around the country and includes alumni of the business school. The BSAB consists of active on-campus and online students within the school of business. These two new advisory boards add to the existing 14 boards already advising each academic program and the center for entrepreneurship and innovation in Baldrige. However, there is one unique element that these two dean's advisory boards share, a father and son serving on the executive and student board, respectively.



Frank Monteiro and his son Anthony have served on the advisory board concurrently since the fall of 2020, when the student board was first established. A father-son duo actively serving on business school advisory boards is a University first! The Monteiro's enthusiastically contribute to regular strategic meetings with Dean Bauer, providing powerful, meaningful, and actionable insights to assist the School of Business in achieving its mission.

When asked about their experience serving on the board, the Monteiro's shared:

We are proud to work with Post University via their Advisory Board Program. Sharing real-world experiences that can help shape the various programs of the University that will allow Post students to have a leg up as they enter the workforce or further their careers. The Baldrige School has solidified itself as a leader in business education.

The business school is grateful to have Frank and Anthony, two incredible individuals, provide their valuable advice and expertise.

"The first board I created when I became Dean of the Malcolm Baldrige School of Business was the Executive Advisory Board. The intent was to help me shape the school's strategic direction; the first person I contacted to serve on that board was Frank J. Monteiro", said Dean Bauer. "Two years later, I knew I needed to hear more direct feedback from the students; so, I created the Business Student Advisory Board," Bauer continued. Over the summer of 2020, amid the COVID pandemic and social injustice upheaval, dean Bauer reached out to a select group of business students to serve as the inaugural business student advisory board; among those students was Anthony Monteiro. "Every student that was offered a spot on the advisory board was in the top 10% of the business school, and each submitted an application in a very competitive selection process", said Dean Bauer. "Anthony's application stood out immediately, and I knew he was going to help shape the student experience," Bauer commented.

To read more about the student advisory board see, Students Set the Course for a Better Business School on page 06!





CHRISTINE GEORGE

My book's aim is to foster a sense of belonging and plant the seeds of self-worth and value.

Cover Story

By Christine George aka Crissy Renee

Christine A. George is a New York City native. She is currently a Junior at Post University. Christine is majoring in Business Administration with Entrepreneurship as her concentration. Christine desires to use the acquired knowledge and insight from the Malcolm Baldrige School of Business to create a tailored experience for her clients and inspire other business owners.

She grew up desiring to feel accepted and supported. Struggling with issues of neglect and juvenile depression, George understood the importance of developing a healthy self-image. She believes that adults have a grand responsibility to approach each child like a blank canvas; painting a solid background of support, safety and acceptance is critical for parents to shape how children see and interact with the world around them. Children who are given the necessary tools to create the rest of their "paintings" are most likely to succeed and excel.

Christine's parents are of West Indian heritage and from large families, which required them to focus on taking care of their siblings instead of their education. However, both made a vow to pursue their education on their own by reading books and listening to the news. They instilled the importance of education in Christine and taught her how to read by the age of 3. She had a natural love for being challenged academically. She began to master larger vocabulary words. Christine's parents were unpublished writers who were excellent storytellers and orators. Christine didn't know it at the time, but they would later become her greatest source of inspiration.

As a child, Christine embraced the encouragement from her school's faculty and staff, who saw a unique spark in her. They often offered words of inspiration and empowerment. In 1991, Christine's first-grade teacher, Mrs. Brooks, told her that she was skilled in writing. Christine entered and won a small poetry contest, further developing a strong fondness for words and writing throughout her adolescence. Christine wrote as a hobby but never dreamed of writing for a career. She passionately began teaching Creative Writing courses like "Signature Thoughts" to elementary and middle school students. In an "ah-ha" moment while conducting an exercise with a class, she realized that her personal story connected with students and desired to share it with a broader audience. Christine developed a goal to inspire youth to become more confident; she realized that this goal would call her to go beyond the classroom. Enter "Waiting for Nala," a story that represents children of West Indian backgrounds

Abraham Maslow had something right. His hierarchy of needs addresses many issues. Everyone desires to be seen, heard, and represented. Today's society encourages free speech and expression, but we are still struggling with representation. Although we have made great strides, there are several populations awaiting to receive a spotlight. Most people of Caribbean descent are mixed or blended families. These underrepresented groups do not often find a representation of their culture or people in literature, politics, or business.

In the era of inclusion and diversity, West Indians want representation too. "Waiting for Nala" highlights the anticipation of a child from a Panamanian and Jamaican background. It sets the foundation for building self-esteem and a sense of belonging.

Recognition of culture, origin, and the strength of a family truly provides the confidence a child needs to succeed. When children are confident, they have higher success rates and attack goals with enthusiasm and intensity. From the ages of 12-18 months, children begin to develop language and understand the concepts of communication with meaning. "Waiting for Nala" is a book designed to encourage young children throughout their critical five stages of development. The book is a visual walk-through of a family's scrapbook while they prepared for their child's arrival.

"Children should know that someone anticipated their existence," stated George. My book's aim is to foster a sense of belonging and plant the seeds of self-worth and value. Historically, Christine never felt that her culture was acknowledged; she is proud to promote a positive image of her culture with her storyline and images that young readers and their parents can easily identify with themselves.

Alarming statistics show growing rates of early childhood depression and youth suicide. Prevention is a key remedy. Like an immune system, one's self-esteem should be continuously built to prevent deficiencies long before a threat arrives. Frederick Douglass stated, "It is easier to build strong children than to repair a broken man." The time to address questions of purpose begins at the initial stages of life. "If we are waiting to have these conversations with children as pre-teens, then we waited too long," continued George.

George encourages families to use her book as a tool to foster deeper relationships through thought-provoking conversations.

**"Waiting for Nala" can be pre-ordered at
www.chrissyrenee.com**

GINA VEST
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AN INTERVIEW WITH ENTREPRENEUR AND WELLNESS ADVOCATE, DESIREE MARTINEZ

By Desiree Calon, Student and
Brandon Monti, Entrepreneurship Center Coordinator

The Malcolm Baldrige School of Business has many students with an entrepreneurial spirit and drive for greatness. One example is Desiree Martinez. Desiree connected with our Center for Entrepreneurship and its director Brandon Monte. We found her story inspirational and want to share it with others.

Elon Musk once equated the feeling of starting a business to the feeling of staring into the abyss while chewing glass. This is the feeling that Desiree Martinez pondered on her journey to creating her company, BariWell Weight Loss Support.

In a recent interview with E-Center Coordinator Brandon Monti, Desiree also reflected on her company's goals and how these goals related to her personal life.

Brandon: What is the connection between BariWell and your personal goals?

Desiree: I have been big my entire life. I can remember being in fifth grade, weighing 230 pounds, and wearing a size 14/16. I never went to prom or wore a fancy dress. Later in my life, I experienced a very difficult stretch in my marriage where I felt like it hit rock bottom. This challenge led me to seek out a major change in my life.

Brandon: What motivated you to get healthy?

Desiree: I wanted to know once and for all the feeling of being healthy. I had tried so many diets and exercise programs with no success. I was determined to get fit now and dream of a better and more active life with my kids.

Brandon: Why did you start BariWell?

Desiree: My lifelong weight struggle brought me to bariatric surgery. These factors then compelled my mission to create a service to help struggling bariatric patients transition to a healthier lifestyle. Many people believe that surgery is an easy way to getting skinny. However, time and time again, patients need revision surgery or claim the surgery failed them. I created BariWell to support clients and to keep them on track pre- and post-surgery.

Brandon: How did the Baldrige School of Business Center for Entrepreneurship and Innovation help you on your entrepreneurial journey?

Desiree: The E-Center was a tremendous support, helping me think critically about my target market, the external environment, and the competitive landscape. In addition, I received the encouragement I needed to see myself flourishing as a successful business owner.

Brandon: What are you hoping you accomplish with your business?

Desiree: My deep-rooted goals are to truly help people and become the ultimate go to for bariatric patient's pre-op and post-op. Leveraging my personal experiences, I want to be a support for clients, offering one-to-one consultation services.

Brandon: What does the future look like for you and BariWell?

Desiree: I have a national vision for BariWell. I want to grow the company and add new product lines. For example, one area that I want to develop includes prepared meal offerings for clients. For me, my life has forever changed, and I will always embrace a healthy lifestyle. I'll apply this personal focus to my business focus and never give up my dreams.

Brandon: How can people join or learn more about your company and community?

Desiree: Please find us on Facebook and join our community group at <https://www.facebook.com/groups/564445281104150/?ref=share>



MALCOLM BALDRIGE SCHOOL OF BUSINESS: DIVERSITY, EQUITY AND INCLUSION

By Dick Dumont, BA, Program Chair - Accounting

Last year's events once again called attention to our nation's continued inequities relating to diversity, equity, and inclusion (DEI). Some of us started our careers many years ago and have seen these age-old prejudices and injustices often discussed but never really changed; they still exist. We once again are saying, "It is time for a change." The question that we must ask ourselves is, "Are we willing to do the work and spend the time and money necessary to affect change over the long term?"

At the Malcolm Baldrige School of Business (MBSOB), our answer was a resounding "yes." However, it was evident that doing the same old thing would not create needed change. We wanted to establish a long-term initiative that would produce significant results.

We felt that higher education should be at the forefront in addressing diversity and inclusion issues to help build a more equitable future society. It appeared to us that higher education had not embraced this long-term challenge. We need to be drivers of social change because of deep-rooted societal beliefs scattered across a broad spectrum. That challenge is profound. Yet, we felt the key was to take a unified, coordinated approach to enlighten students about the value of diversity and inclusion and cultivate positive actions in these areas. It is the right thing to do, and it is also an essential business practice.

Our diversity and inclusion mission is "To inspire students to understand, embrace and implement diversity and inclusion in their business careers and everyday lives."

We embraced the responsibility that we have in developing the minds of students in our programs. MBSOB students range in age from 18 to 80. They are from all 50 states and many different countries. Therefore, it is a very diverse group of students by any measure. As a result, we strive to continue to develop robust course material centered on DEI.

We wanted our effort to touch all students. In the undergraduate business school, we have a "business core" of courses that all business students must take. We focused on introducing case studies relating to diversity and inclusion as a scaffold of discussion in six business core classes that all undergraduate MBSOB students take. The instructor guides the process but is careful to let the students speak. It is a delicate balance, but we ask our instructors not to put their thoughts and biases into the discussion.

We established a layered approach of various readings, assignments, videos, and discussion boards in six of our required undergraduate courses. Below is an outline of the material we chose with the class noted:

1. MGT 105 Principles of Management - Introduction to Diversity and Inclusion in Business and understanding others' point of view can change their point of view

This TED talk describes the cultural difference between Europe and China and how they need to be considered in business relationships.

<https://www.youtube.com/watch?v=VMwjscSCf0>

A chance encounter with members of the Klu Klux Klan led black musician Daryl Davis on a quest to determine the source of their hate. His unorthodox, yet simple approach, has wielded surprising results and might be the solution for all racial discourse.



How Daryl Davis convinced 200 Ku Klux Klan members to give up their robes

<https://www.youtube.com/watch?v=ORp3q1Oaezw>

This second video in our MGT 105 class made us all start thinking about implementing change. It should be required viewing for everyone, not just students.

2. BUS 211 Malcolm Baldrige Quality Standards - Introduction to the Concept that Diversity is Positive for Business

For the first time, we have five generations in the workplace at the same time, says entrepreneur Chip Conley. What would happen if we were intentional about how we all work together? In this

accessible talk, Conley shows how age diversity makes companies stronger.

https://www.ted.com/talks/chip_conley_what_baby_boomers_can_learn_from_millennials_at_work_and_vice versa

Are diverse companies more innovative? Rocío Lorenzo and her team surveyed 171 companies to find out -- and the answer was a clear yes. In a talk that will help you build a better and more robust company, Lorenzo dives into the data and explains how your company can start producing fresher, more creative ideas by treating diversity as a competitive advantage.

https://www.ted.com/talks/rocio_lorenzo_how_diversity_makes_teams_more_innovative?language=en

DIVERSITY, EQUITY AND INCLUSION CONTINUED

By Dick Dumont, BA, Program Chair - Accounting

3. MKT 200 Principles of Marketing - How Considering Diversity in Your Marketing Increases Revenue

Diversity in Marketing. How far has the industry come?

<https://www.youtube.com/watch?v=Mc7s3pyACMs>

Driving DEI in Marketing

<https://www.youtube.com/watch?v=4DX96EDM-ec>



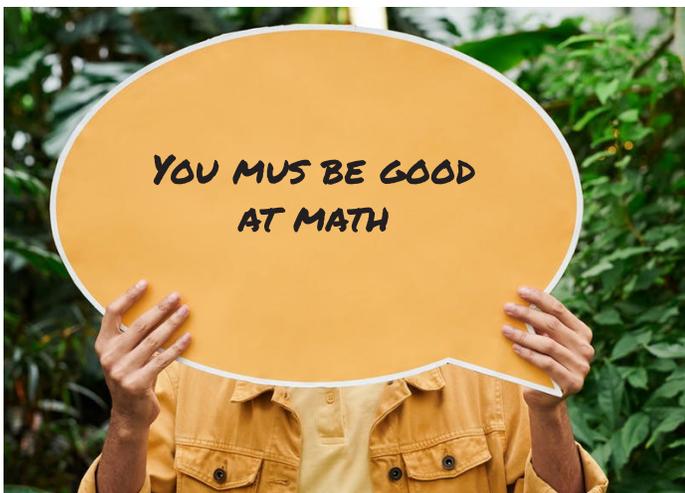
Diversity in Marketing

4. BUS 311 Business Communication - Introduction to Microaggression

Are You Biased? What do you do when you realize you have a bias, even against yourself? Kristen Pressner is the Global Head of Human Resources at a multinational firm and a tireless advocate for, and promoter of, women in the workplace. In this enlightening talk, Kristen explores how we can recognize our microaggressions.

https://www.youtube.com/watch?v=Bq_xYSOZrgU

Microaggressions are explained and explored. Microaggression is a term used for brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or harmful prejudicial slights and insults toward any group.



5. BUS 340 Business Ethics - Dealing with Diversity and Inclusion when it is an Ethical Issue vs. Diversity/Inclusion Issue vs. a Profit Issue

The course features a case study related to an ethical choice between a candidate with needed skills and a blatant bigot: The focus is if the organization should hire or not and why?

A case study and class discussions highlight the environmental water crisis in Flint, Michigan. Students take various sides of the argument to get the government decision-makers conflicting concerns and the many minority residents affected by the water crisis.

The course also uses various other cases regarding hiring dilemmas, pay equity, addressing organizational bias, misuse of positional power, etc.

The course also has class discussions centered on the implication of the wealth gap on demographic groups' overall economic condition. This gap impacts geographical living location, education access; health concerns; standard of living, etc.

Students view the TED talk by Kristian Ribberstrom, which encourages us to move the diversity discourse beyond "doing the right thing" and quotas. In practice, diversity drives innovation. We have the most significant chance for truly groundbreaking innovation when we tear down silos, cross boundaries, and purposefully learn from the unfamiliar, unknown, and unexpected.

<https://www.youtube.com/watch?v=7mhKfyRtFB0>



Using diversity to drive innovation: Kristian Ribberstrom at TEDxSpringfield

YouTube

6. BUS 411 Business Policy Seminar - Diversity = Increased Innovation = More Profit

The course features a video by Harvard Business School's Linda Hill: She explains why diversity and conflict are vital to lead innovation. She also examines the paradoxes around innovation.

<https://www.youtube.com/watch?v=hDKJTOhtYiQ>

<https://www.youtube.com/watch?v=BZRFYwaVsLc>

Professor Hill explains how to build a culture that stimulates 'collective genius.' She stresses how innovation is less about breakthrough moments and more to do with channeling organization-wide intelligence.

<https://www.youtube.com/watch?v=kTq1u61ee4o>



Harvard Business School Professor Linda Hill

We have run these classes with the added material for three of our online terms and one semester. We recently surveyed students to assess their reactions. Through an anonymous survey, we asked students to answer three questions and provide anecdotal comments. The results were encouraging. Below are some student comments:learned to use when I start a business.'

'This discussion has taught me a lot about myself and how to respect and honor others.'

'Using this has helped me improve in so many ways. I learned how to communicate to help others, and it

'It was an enlightening discussion. I learned some new things that I did not know before. I found out many new things when I did some research on the issue. I enjoyed what I learned and will put what I even allowed me to receive feedback on what I needed to move forward.'

"After reading my peers' outlook on diversity and inclusion in the business world, it's made me take a step back and think again how it works in the workplace. Some students put it into ways that I never thought were possible in the workplace. However, from their experiences, it had happened. So now I will be looking at all situations before jumping to a conclusion."

"It's a new way of looking at the big picture."

We are incredibly pleased with the student feedback. The future is in their hands, and hopefully, this helps them move in the right direction.

With this momentum, we can build from Robert Frost's quote, "I am not a teacher, but an awakener." Through our diversity and inclusion initiative, this appears to be happening.

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Undergraduate Business School Students

When

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What

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Students Majoring in Management and Business Administration Select the MBA Track Concentration* in your degree program and take these exciting MBA courses:

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MBSOB FACULTY PROFILE: DR. VICTORIA ASHIRU

The Malcolm Baldrige School of Business (MBSOB) is so proud of our exceptional faculty. We have faculty that have diverse experiences and backgrounds that give exceptional service to our students. Dr. Victoria Ashiru is one of our newer faculty members, but she has certainly made her mark. Her dedication to our students, her care of her colleagues, and her constant desire to learn have earned her a spot in our new Associate Faculty Lead (AFL) program. We are very proud to share a bit about Dr. Victoria Ashiru.

Recently, Dr. James Loughran, Program Chair Graduate Business Studies, had an opportunity to ask Dr. Victoria Ashiru a few questions about her experience and her thoughts about teaching in the Malcolm Baldrige School of Business.



Please tell us about your personal, business, and academic background?

I hold a Bachelor of Science in Information Systems Management, Master of Science in Human Resources Management, and Doctor of Management in International Operations Management, all from University of Maryland Global Campus (formerly University of Maryland

University College). Before joining academia in 2011, I worked for over 22 years with multinational organizations, the Commonwealth Secretariat in London, England, and the International Monetary Fund (IMF) in Washington, D.C. Since then, I have been teaching Human Resources Management and Project Management courses at the graduate level. I also love singing and dancing!

How long have you been teaching in the MBSOB, and what led you here?

I joined the Associate Faculty team eight months ago, and I love it! I am teaching my 4th class this Term. My colleague, Dr. Stephen Onu, the Program Chair, Master of Science in Project Management, shared outstanding testimonies about Post University and the Baldrige School of Business, and I just knew I had to be part of the team.

What courses do you teach, and what other roles do you have in the MBSOB?

I teach MBA530 Project Management. I have another exciting role, and I am truly honored to be part of the newly formed Associate Faculty Leader group. My role is to review all graduate courses weekly to ensure that we are meeting students' needs. The position is still in an early stage, and the responsibilities will increase as we progress. The goal is for a successful academic outcome for every student.

What inspires you most about teaching in the MBSOB?

From onboarding to orientation to teaching my first class to the present time has been nothing but impressive! I never felt like "a new kid on the block." I felt right at home with my colleagues from the word go! I enjoy the fellowship, transparency, participation, and engagement from the faculty members. I love to interact with the caliber of students at Post. Every single one of them comes with a wealth of knowledge, professionalism, and a solid attitude to engage and learn. The transfer of knowledge goes both ways.

How do you "make it personal" for your students?

I make it a point to treat each student as an individual and not a number as I understand that we all learn differently. Especially in this pandemic, we are all faced with different situations, stress, and anxieties. I accommodate as much as practicable and encourage students to reach out to me for any assistance personally. I send a personal nudge to any struggling student that may have missed assignment deadlines. I believe it is better to find out why rather than make assumptions as to why. My best strategy is to send personalized email messages to encourage and appreciate students' efforts and interactions. You will be amazed at how well students enjoy this.

What are you most proud of since you have been working in the MBSOB?

I am genuinely proud of the culture, structure, shared values, common goal, openness to new experience, engagement, and participation that I have continued to experience at Post. There is transparency and wonderful fellowship with one another. When in doubt, reach out, and someone is ready to jump in and assist. It is also essential to mention it is a great environment to grow in one's career. I am so proud to be associated with this great institution!

ALUMNI PROFILE: MICHAEL COREY, MBA '18

Michael Corey, MBA '18 came to the Malcolm Baldrige School of Business (MBSOB) MBA program with an already fantastic background. Having students from all walks of life makes the MBA an exciting place to be. One of the things we love here in the MBSOB is following our students after graduation, and Michael is no exception. Not only did Michael start from an amazing place, but he followed it up by doing some wonderful things. We are pleased to highlight a part of his story here.

Recently, professor Loughran caught up with Corey to find out what he has been doing since graduation..



Please tell us about your academic journey up to this point.

My academic journey happened later in life. I graduated from Bentley University in the mid-1980s, preparing for a career in technology. For over 25 years, I was an entrepreneur who started, managed, grew, raised capital for, and successfully harvested

multiple businesses. For over twenty years, I worked closely in and out of the classroom with two professors at Babson College. I was a guest lecturer, and they both advised me in my different businesses. When I sold my last company, I decided that I would like to teach entrepreneurship, inspired by the rewarding experience of working with these two professors. When I applied for adjunct positions, my lack of an MBA was an issue. Ironically, much of what I had learned along the way can only be learned while growing a business in the trenches. So, I decided to go back to school in 2016 while working full time and earned an MBA with the MBSOB. Being able to apply my work experiences in my coursework was a terrific experience. In 2018, I entered a doctoral program at Temple University and will be awarded my doctoral degree in May of this year.

What are your long-term career aspirations?

Long term, I would like to teach at the college level in a business program. I am particularly interested in companies and the topics of growth and entrepreneurship. I feel that my combination of academic credentials, real-world experience, and thirty years of presenting technology and business worldwide would enhance the students' learning experience.

How did your learning experiences at Post help with this journey?

I chose to attend Post for two reasons. Being a 150K flyer, I needed a school to attend remotely while on the road. I wanted an area of concentration in entrepreneurship. I was very impressed with the MBSOB MBA curriculum that I reviewed. For me, the program's theories provided me with a deeper understanding of the reasons behind many phenomena I had witnessed in my career. As an entrepreneur, you learn many things just by doing and seeing what works. There is not a lot of time to understand the theories behind what you do. For example, in my previous business, I built a better mousetrap, and no one was interested. I spent six years making it work. Yet, my MBA classes have made it clear that just because it's a better mousetrap does not mean anyone will want to use it.

What advice do you have for other students considering a terminal degree?

I will earn my terminal degree in May of 2021. I will turn 60 shortly after that. I do wish that I had done this when I was younger. My advice is to earn this degree for yourself. It's far too much work to attempt unless you want it for yourself.

MBSOB HONORS PROGRAM STUDENTS SUCCESSFULLY JUDGE FBLA EVENT

By Melissa Santos, MBA, Program Chair - Management

In a win-win, a team of Honors students enrolled in BUS311.H Managerial Communications participated in the 2021 Connecticut FBLA State Leadership Conference. In March, the class served as virtual judges for competitive events, including Public Speaking, E-Business, Social Media Strategies, and Impromptu Speaking.

Our honors students gained valuable experience by reviewing, analyzing, and selecting the statewide high school entries. Each event had diverse students and/or teams submit their project event materials on a Blue Panda platform. Our Honors Program judges were then tasked to study their event's guidelines, review and analyze each submission, and rank the entries according to the event's criteria outlined in its rubric. The Honors Program students choose the winner, runner-up, and third-place award for each judged event.

The Post Honors students gained the opportunity to build their resumes. Plus, they really embraced and enjoyed being volunteer judges.



Giorgio Scarpecci, Business Administrator Major and Honors Program Student, judged the event from Italy and found it extremely rewarding. Scarpecci stated, "I think it was an interesting challenge to be 'on the other side' and evaluate instead of being evaluated. It was stimulating that the topic event I judged was on point with my academic path. The high school students we evaluated all submitted high-quality work. My event was E-Commerce, and I was impressed with the design features of each entry."

Jenna Abeyta, Honors Program Student and Accounting and Sport Management Major, reflected on the experience. "I think this event is great for high school students to really think outside the box. It was interesting to see the different approaches each group took in the Sports and Entertainment Marketing event. I enjoyed judging and learning from each of the presentations, and it was good to see diverse perspectives in action."

CT FBLA State Advisor, Stephanie, sent a personalized thank you to the BUS311 Honors team noting, "Thank you for your continued support of CT FBLA. We look forward to your continued partnership with our organization."



FBLA LEADERS

MBSoB COMMUNITY SERVICE

By Jim Loughran, Ph.D., Program Chair - Graduate Business

We are very proud of the Malcolm Baldrige School of Business students who volunteer and use their skills to make a difference in their communities. One exceptional example is Volunteer Income Tax Assistance (VITA), a program supported by the IRS that provides people who make roughly \$57,000 or less with free assistance in preparing their tax returns. Volunteers provide free income tax return preparation to eligible individuals and families.

MBSoB provides opportunities for students to volunteer with VITA. Robert Shaw and Tanner Carone volunteered with VITA this year, and I had a chance to discuss their experiences with them. Based on my discussion, I have no doubt that this experience impacted them as much as it did the people they helped.

"I have really enjoyed working with individuals to prepare their tax returns. I have also enjoyed getting to meet and work with people that are interested in the same topics that I am," Tanner Carone stated. "My most significant personal growth is with my interpersonal skills, especially in a virtual environment. I felt as though before VITA, I was uncomfortable in a virtual setting since I am more used to speaking face-to-face. However, since we are in a virtual tax setting, I have had to learn the best methods of communicating over the phone."



Tanner Carone

After twenty years of military service, Robert Shaw has a passion for the accounting field and helping others. He strongly feels that VITA allowed him to do both extraordinarily. He felt an incredible amount of success when participants found they were getting an unexpected tax return that would make a significant financial difference for their family. Robert gained the knowledge and confidence to do well in the ever-changing field of tax preparation through his classes and exceptional instructors. Robert knows that this experience will have a long-lasting effect on him.

Robert Shaw, '18

The MBSoB is proud of these students and our countless other students and faculty who have made a difference in their communities in a time of such need. We thank all of you who have shared your skills to help those around you. Stories like these make us so proud to be part of the MBSoB team!



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UNIVERSITY IS AT THE FOREFRONT
OF IT ALL ”

-ALLEN LUNA

“

THE MALCOLM BALDRIGE SCHOOL
OF BUSINESS DIVERSITY AND
INCLUSION MISSION IS: TO
INSPIRE STUDENTS TO UNDERSTAND,
EMBRACE AND IMPLEMENT
DIVERSITY AND INCLUSION IN
THEIR BUSINESS CAREERS AND
EVERYDAY LIVES ”



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