SIMON’S STEM MBA OPTION IS A GAME CHANGER.

Know someone who might be interested in Simon’s STEM-designated MBA option? Download our white paper, STEM-DESIGNATED MBA: THE NEW GOLD STANDARD IN BUSINESS EDUCATION, and share it with anyone in your network considering business school or looking to recruit MBA talent with the analytical and quantitative skills that Simon’s STEM-designated option provides.

DOWNLOAD THE WHITE PAPER:
SIMON.ROCHESTER.EDU/STEM-WHITEPAPER

STEM-DESIGNATED MBA: THE NEW GOLD STANDARD IN BUSINESS EDUCATION

Shahbaaz Mubeen ’18S (MBA) on his path from Simon student to Amazon senior program manager

ALUMNI SPOTLIGHT

OCTOBER 2018

STEM-DESIGNATED MBA: THE NEW GOLD STANDARD IN BUSINESS EDUCATION

For more information:
admissions@simon.rochester.edu
DEAN’S MESSAGE

THANKS GIVING

Since I came on as Dean in 2014, we have made a number of strategic investments in our programs, faculty, facilities, and staff to create a strong foundation for achieving that goal. Now that the groundwork is set, we’re positioned to start realizing the benefits.

Strong Fundamentals in a Challenging Climate

You may have seen the headlines: Even the most elite business schools are struggling to attract applicants. There’s more competition for a smaller pool of applicants, as Americans are reluctant to leave a healthy and sustainable economy to start a new business. Simon’s outlook is strong and sustainable even as our competitors struggle.

Programs Tailored to the Needs of Students and Employers

Employers today seek talent who can analyze data and use it for smarter business decisions. With Simon’s longstanding focus on analytical problem-solving and quant-heavy curriculum, we are in a unique position to capitalize on this trend. Perhaps the most prominent example of how we’re doing that is STEM.

Degrees designated as STEM (Science, Technology, Engineering, and Mathematics) are highly sought after by domestic and international students alike. STEM designation can provide an edge in the job search, indicating to recruiters that a candidate has the skills to add value to their organization from day one. For international students wanting to work in the US, STEM designation offers the ability to extend their Optional Practical Training (OPT) from one year to three years, if hired for a STEM-eligible role.

Over the last few years, we pursued STEM designation for our MS programs. In August, we made national headlines by announcing a STEM-designated option for our Full-Time MBA program—the first and only business school to offer a STEM-designated MBA option regardless of a student’s specialization. The reception has been overwhelmingly positive by both students and recruiters, and we expect this offering to give Simon a major competitive advantage for years to come.

These curricular developments were made with one goal in mind: helping students secure their desired job upon graduation.

Curriculum Redesign and Integrated Student Experience

We recently completed an extensive curricular reform for our Full-Time MBA program. Launching fall 2019, the new curriculum will allow students to take more electives in the first year, travel through their curricular experience with a cohort of students with similar career interests, and enrich their studies with breadth electives to bolster their professional skills. The curricular redesign also returns us to semesters, better aligning with corporate recruiting cycles.

Another important enhancement is what we’re calling the Integrated Student Experience (ISE). One of the most cohesive, career-focused student experiences of any MBA program, the ISE intentionally links students’ coursework, co-curricular activities, and career search. These curricular developments were made with one goal in mind: helping students secure their desired job upon graduation.

A Promising Future

As proud as I am of our recent achievements, I’m equally as excited to see our investments continue to result in ever-better student satisfaction, job placements, and starting salaries. And as the market evolves, our strong leadership team is ready to adapt with it, while staying true to the rigorously quantitative, economics-based approach to business that has been Simon’s hallmark for over 50 years. It’s truly an exciting time to be part of the Simon community.

Sincerely,

Andrew Ainslie Dean

Khani-de Silva Investment Lab, a state-of-the-art facility with 18 Bloomberg terminals providing students live feeds of business and financial information. This October, we unveiled the Jay S. and Jeanne Benet Career Management Center, a contemporary new space for Simon staff to prepare students for successful careers. We have renovated four classrooms, equipping them with the latest educational technology, and will renovate five more in the coming years. These critical improvements wouldn’t be possible without the support of alumni like you.

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Kristina Brecko
ASSISTANT PROFESSOR OF MARKETING

Kristina Brecko teaches marketing management to MBA students. She joined Simon in 2017 after receiving her PhD in marketing from Stanford Graduate School of Business. Her research interests are in quantitative marketing, empirical industrial organization, pricing, advertising, and sustainability marketing.

“I’m an empirical marketing researcher with particular interest in questions related to pricing, product design, and advertising. I’m also curious about questions at the intersection of marketing and policy-relevant sustainability topics, such as water conservation and urban design,” Brecko says.

I hope to help my students lay strong foundations for strategic thinking and analysis, and spark curiosity about marketing and its applications.

Yixin Chen
ASSISTANT PROFESSOR OF FINANCE

Chen received his PhD in finance in 2018 from Massachusetts Institute of Technology, where his research interests were empirical asset pricing, information economics, and institutional investors. Chen joined Simon this year. He teaches Introduction to Finance to PhD students. Chen grew up in Shanghai, China, before going to college in Beijing, where he studied engineering. In 2011, he arrived in Boston to go to MIT. He has lived in the US ever since.

Due to his background in engineering, Chen says he is most fascinated by mathematics and other technical aspects of his field.

Starting out at MIT, Chen knew little about finance and had no idea one day he would end up in academia, but his interest in finance caught on fast, he says. Due to his background in engineering, Chen says he is most fascinated by mathematics and other technical aspects of his field, but for his students, he wants them to understand that the discipline of economics, fundamentally, is about common sense.

“A good economist should be comfortable with mathematics, but more importantly, should be able to see through the formulas and really understand the economic intuitions behind them. If you cannot describe the idea in simple words, then you don’t understand it very well.”

What excites me most about teaching is the potential for my students to use their knowledge to serve a higher good.

In London, Dagostino’s research examined the investment decisions of banks and their impact on the economy. A particular aspect of her work explored the role banks play in shaping the US municipal bond market, and how that affects local governments’ access to finance. Dagostino’s interest in economics took root in a rural area in the south of Italy, where she was born and raised. Growing up she experienced firsthand the importance of issues such as inequality and access to finance.

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Ramona Dagostino
ASSISTANT PROFESSOR OF FINANCE

Ramona Dagostino joined the Simon faculty from London Business School, where she earned her PhD in finance. In 2018, focusing on financial intermediation and public finance. Previously she studied economics in Milan. Dagostino teaches the Financial Institutions course for Simon graduate students.

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Michael Gofman
ASSISTANT PROFESSOR OF CORPORATE FINANCE

Michael Gofman teaches corporate finance to MBA and MS in Finance students. Gofman received his PhD in finance, in 2011, from the University of Chicago’s Booth School of Business. He went on to serve as assistant professor of finance at University of Wisconsin-Madison’s Wisconsin School of Business before joining Simon in 2017. His teaching interests are in corporate finance and his research interests are in financial and economic networks. Gofman grew up in Bishkek, the capital of Kyrgyzstan, a former republic of the Soviet Union. When he was 16, Gofman and his family immigrated to Israel. In Israel, in 2007, he earned master’s degrees in economics and in finance from Tel Aviv University before coming to the United States.

Gofman enjoys working with a range of students. Undergraduates, because they have limited work experience, are like sponges for learning, he says. Students who have more relevant work experience, on the other hand, want to see immediate application of what they are learning, Gofman says.

Gofman doesn’t use textbooks for his courses.

Gofman doesn’t use textbooks for his courses. He teaches about the hidden forces that exist in finance, which students can’t always read about in newspapers. He says he wants students to understand the invisible financial frictions that shape major decisions of corporations. “They have a methodology to understanding the underlying forces in the world of finance,” Gofman says. “It’s an analytical framework that helps to simplify the complex world they will face after graduation.”

Alan Moreira
ASSISTANT PROFESSOR OF FINANCE

Moreira joined Simon Business School from the Yale School of Management, where he was an assistant professor of finance from 2011 to 2017. Moreira received his PhD in financial economics in 2011 from the University of Chicago. His expertise is in asset pricing and financial intermediation. Moreira was born and raised in Rio de Janeiro, Brazil. It was there he developed a passion for economics and finance in part because of the discussions his family had at home; his dad worked in an economics research think tank and often discussed national news from that perspective.

My interest in each class was of a Brazilian fan watching the team in a World Cup final.

Moreira recalls a seventh-grade class assignment: Brazil was playing in the World Cup and, at the same time, the Brazilian government was trying an economic plan to reduce inflation—the Plano Real (“Real Plan”). The teacher asked the class to write an essay explaining which they thought was more important: a World Cup win or the success of the Real Plan. “I was the only kid who chose the success of the economic plan,” Moreira says.

After graduating, Moreira worked in financial markets, after which he pursued a master’s degree in economics. “The master’s at Pontifícia Universidade Católica do Rio de Janeiro, in Rio de Janeiro, really changed my life. I suddenly couldn’t stop reading. My interest in each class was of a Brazilian fan watching the team in a World Cup final.”

This experience showed him how transformative the classroom can be. “It won’t impact every student in such a powerful way,” Moreira says, “but it can have a life-changing impact for a few.”

Pavel Zryumov
ASSISTANT PROFESSOR OF FINANCE

Zryumov received his PhD in finance in 2015 from Stanford Graduate School of Business after which he worked as an assistant professor of finance at the Wharton School at the University of Pennsylvania. His teaching interests are in corporate finance, fixed-income securities, and venture capital finance.

Zryumov joined Simon in 2017 and teaches the Fixed Income Securities course for MS in Finance and MBA students, in addition to the Continuous Time Methods class for PhD students.

The most exciting part about teaching is introducing students to a new way of thinking about a particular question.

Zryumov is from Russia, where he studied mathematics at Moscow State University. It was while he was studying economics at the New Economics School, also in Moscow, that Zryumov developed a taste for research and academia. The classes Zryumov teaches are extremely different from each other, he says, but in both he urges students to combine data with theory to improve their decision making. At the same time, he wants them to understand the limitations of the models they’re learning.

“I think the most exciting part about teaching is introducing students to a new way of thinking about a particular question and encouraging them to ask the question ‘Why?’ instead of blindly accepting conventional wisdom,” Zryumov says.
Welcher was among 20 Simon students participating in a 12-day immersive trip to South Africa last December. The trip was the pinnacle of a course called “Doing Business in South Africa,” one in a series of electives that include immersive experiences overseas.

Looking at the world differently is a key objective of these immersive courses, says Wayne France, director of experiential learning in Simon’s Office of Student Engagement (OSE), which coordinates the immersions. “These experiences change your entire perspective,” says France.

Simon offers a number of opportunities for international immersions. There is an annual International Finance course held over spring break, which includes time in Switzerland, and a group of students and faculty spend a week in Israel each year for a course on entrepreneurship. Executive MBA students travel to China each April for an immersion run by Simon’s partner program in Bern, Switzerland. The OSE is currently planning an immersion to India this winter. All programs—including Full-Time MBA, Executive MBA, Part-Time MBA, and MS programs—have at least one international opportunity available to them.

International immersion classes, France says, are an example of how Simon offers students opportunities for experiential learning, which he defines as “learning through reflection and doing.” “It’s not just doing the event,” he says. “It’s actually taking time to reflect and really think about, ‘What did I do today that was impactful both to me and to others?’”

The courses typically involve several sessions in Rochester before the trip. While abroad, students

When Brett Welcher, MBA Candidate, Class of 2019, was boarding his flight back to Rochester from Johannesburg, South Africa, he noticed a billboard in the jet bridge. It read: “When you look at the world differently, you may just change it for good.”

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learn from Simon faculty and guest lecturers, complete coursework, network with alumni and members of the local business communities, and have opportunities to take in the cultural sites. In Israel, cultural stops included Masada, the Western Wall, and the Dead Sea. The India immersion will include time at the Taj Mahal and the palace in Jaipur.

Courses often include original studies or consulting projects, which was the case with this spring’s Israel Entrepreneurship course. While in Rochester, students were divided into teams, and each team was assigned to consult with an Israeli start-up to overcome a business problem. The teams used consultative methodologies to develop potential solutions for their assigned start-up’s challenge. After arriving in Israel, students presented their recommended solutions to the company.

One start-up was preparing to launch its product, which was very successful in Israel, to the US market. A team of Simon students created business and marketing plans and presented them to the firm. And while it’s only been several months since the team presented their solution, the company is already acting on the students’ recommendations.

“They took the students’ suggestions and really are eager to implement them and to move forward with the solutions they provided,” says France.

“I loved going to Israel because it allowed me to meet some incredible Israeli start-ups and deliver key recommendations to them to take their business to the next step in their growth,” says Tori Vossler, MBA Candidate, Class of 2019. “On top of all this, you also get to eat delicious food, meet incredible and beautiful people, and see the wonders of the world, which was an experience in itself.”

Fostering cross-cultural dialogue—and breaking down subconscious ethnocentrism—is a critical goal of immersions, France says. “Business is conducted so differently across cultures,” he says. “If you can provide an experience that shows this, rather than just telling students in a classroom, that’s an incredible opportunity.”

Welcher, who noticed the quote about seeing the world differently and changing it for the better on that jet-way billboard, agrees. “My trek to South Africa greatly expanded my aperture of the world,” Welcher says. “As far as changing it for good, my journey toward making a lasting and meaningful impact continues.”

The India immersion course will focus on macroeconomics and be taught by Associate Dean of Full-Time Programs Gregory Bauer.
WHERE ARE YOU FROM?
Trinidad & Tobago, originally. But these days I call Boston home.

WHAT BROUGHT YOU TO SIMON?
After working as an engineer for a couple of years, I realized that I wanted to expand myself professionally and open myself up to career options beyond the sunny shores of Trinidad & Tobago. The Simon School’s quantitative focus, small class sizes, and international student population really appealed to me.

WHO WAS YOUR FAVORITE SIMON PROFESSOR(S)?
This is like asking, “Who is your favorite child?” The answer is, “All of them!”

WHAT’S YOUR FAVORITE SIMON MEMORY?
I participated in a Broaden Your Horizons event, where we took the audience on a virtual tour of islands in the Caribbean. At the Trinidad & Tobago stop, I taught everyone how to do a traditional T&T dance.

DO YOU HAVE A MENTOR? HOW HAVE THEY HELPED YOU IN YOUR CAREER?
I’ve had several over the years. Mentors can give you an independent perspective because they’re not caught up in your daily challenges. That’s important because you need diverse thinking to solve today’s business problems.

WHAT ADVICE WOULD YOU GIVE STUDENTS AND RECENT GRADUATES FROM SIMON?
I would tell students to round out their education as much as possible. Even if you’re a finance major, don’t be afraid to take that next marketing or operations class in your second year, because today’s business problems usually require more than one discipline to solve. I would tell recent graduates to stay connected not just with your immediate class, but also with Simon alumni in your area.

I frequently use things I’ve learned from Managerial Economics, Organizational Architecture, Operations Theory, and Statistics classes.

It’s inspiring to see how different teams from different cultures and backgrounds can come together to make something happen!

DO YOU STILL USE YOUR SIMON EDUCATION IN YOUR WORK?
All the time. I frequently use things I’ve learned from Managerial Economics, Organizational Architecture, Operations Theory, and Statistics classes.

HOW DO YOU DEVELOP YOURSELF PROFESSIONALLY?
I take advantage of the resources available at my company (we have a plethora of internal education materials), attend online and in-person seminars, and read a lot. All of those things require time, so my first steps are to prioritize what I want to accomplish and then carve out time for it.

WHAT ARE THE MOST IMPORTANT DECISIONS YOU MAKE AS A LEADER?
Recommending strategies to transform a business from “good” to “great.” It’s easy to become complacent when you have a leading position in the market. The antidote is to continuously push to find better ways to deliver for your clients, employees, and shareholders.

WHAT’S THE BIGGEST CHALLENGE FACING BUSINESS LEADERS TODAY?
Technology disruption. The pace of change and innovation is increasing and it’s tough to keep up, much less respond. It makes strategic work even more challenging because the landscape is constantly shifting.

WHAT DO YOU LIKE ASKING OTHER LEADERS WHEN YOU GET THE CHANCE?
I always ask how they’re using data to run their business. It usually leads to a deeper conversation about machine learning, predictive modeling, and artificial intelligence.

Undergraduate Education:
BSC Mechanical Engineering, University of the West Indies

Interests:
Soccer, singing, cooking, travel, ballroom dancing

Supports:
George Eastman Circle (University of Rochester), Boston Network, Leadership Cabinet (University of Rochester), Big Brothers Big Sisters

Dion Chay ’98S (MBA)
Senior Vice President
Business Strategy & Initiative Management
Bank of America
Women helped me get where I am today. One of my female mentors said to me, “I expect you to reach for the stars with one hand and pull up other women with the other.”

Their business and personal lives. We don’t exist in silos. We need diverse thoughts and opinions to fuel creativity. I also wanted to experience my final academic chapter with fellow students eager to learn and invest in their careers. We all faced an exceptional challenge to succeed while balancing home, school, and work. It was this experience that inspired me to build a network of support to help others pursue their dreams.

WHO WAS YOUR FAVORITE SIMON PROFESSOR(S)?
Cliff Smith. His wicked finance and business knowledge complements his Southern charm.

WHAT’S YOUR FAVORITE SIMON MEMORY?
Completing one of the more difficult courses in my academic career, International Economics and Finance, in Switzerland. The course was hard but we had a great time in Switzerland, visiting CEOs and their companies, and enjoying the Swiss cuisine and healthy lifestyle.

HOW DO YOU THINK HAVING AN ESTABLISHED, SUCCESSFUL CAREER IMPACTED YOUR SIMON EXPERIENCE?
Going back to school later in life, with (many) years of experience behind me, changed the classroom experience. At that point, there were no external pressures to add this to my CV. It was all my internal drive to learn more and my curiosity about what’s coming around the next corner. One thing I know is that “you don’t know what you don’t know.” That’s why it’s so important to share your ideas and hear what others think. Being part of a community that shares a passion for learning keeps me current and feels good.

AFTER YOU GRADUATED, YOU TOOK THE FIRST STEPS TO CREATE THE SIMON WOMEN’S ALLIANCE BOARD (SWA). WHY WAS THIS IMPORTANT TO YOU?
I noticed that Simon didn’t have an alumnae program and I thought, “What a great opportunity to establish one today and for women in the future.” Mentoring and providing opportunities for women is my passion. Women helped me get where I am today. One of my female mentors said to me, “I expect you to reach for the stars with one hand and pull up other women with the other.” Simply put, there aren’t enough women in C-suite positions, board rooms, or leadership roles in our communities. While some progress has been made over my lifetime, the work is far from finished. That’s what inspired me to create SWA. We have even more responsibility to help women reach their fullest potential and achieve their dreams, both personally and professionally. Collectively, we make a bigger impact. We can help women network and navigate challenging times during their careers by tapping into the strong fiber that joins us together: Simon Business School.

TELL US A LITTLE ABOUT SWA’S WORK.
Our mission is to provide education and support to alumnae and the broader community about women in leadership, provide a network for Simon alumnae and students, and raise scholarship funds for female students at Simon Business School.

Our programs facilitate the exchange of information, experiences, tools, guidance, and support to enable alumnae at all stages of their lives and careers to fully realize their personal and professional goals. In 2017, we raised funds and awarded our first scholarship. We expect to award a scholarship each year while building our foundation. In only our first year, it was truly gratifying for our donors to see the impact the scholarship had on a young woman’s life by easing some of her financial burden.

SWA RECENTLY CREATED A NEW MEMBERSHIP LEVEL. WHAT DOES THAT LEVEL ENTAIL?
We are really excited about this. Members receive exclusive in-person and virtual networking opportunities, access to a women-led webinar series, invitation to Simon Alumnae Circles, and more. We ask members to get involved in the life of the school—helping a current student, for example—and support our female scholars. The point is to foster greater connectivity to other Simon alumnae (and future alumnae) for networking, professional, and social opportunities.

WHAT MADE YOU DECIDE TO GO BACK TO SCHOOL AS A SENIOR EXECUTIVE?
I didn’t arrive at my current professional level by being content with the status quo, nor have I ignored the opportunity of a challenge. When asked why, my primary response is, “Because I need to grow and learn from others.” Everyone should have continual learning, to get exposure to different thoughts and approaches in both
It was spring 2018 and Mike Alcazaren, MBA Candidate, Class of 2019, had just come from a Graduate Business Council lunch at which Associate Dean of Full-Time Programs Gregory Bauer had made an announcement: Simon was in the process of securing STEM designation for its Full-Time MBA program. It wasn’t yet finalized and there was a lot of administrative work to be done, but if everything went as planned, Simon would become the first business school in the country to offer a STEM-designated option for each of its specializations.

Alcazaren called his friend Shah Choudhury, MBA Candidate, Class of 2019, with the news.

“He was jumping off the wall with excitement,” Alcazaren said. “We were ecstatic.”

The jubilant reaction was because both Alcazaren and Choudhury were MBA candidates who had already started their programs at Simon. They had both been drawn to the school’s emphasis on STEM education and the opportunity to pursue a degree in fields like competitive and organizational strategy, entrepreneurship, finance, and operations management.
While STEM education has been the topic in classrooms, data and analytics has been the topic in board rooms.

OPT extension. In addition to areas typically associated with STEM—engineering, physics, natural sciences, etc.—degrees in business statistics, management science, and quantitative methods can also qualify for STEM designation.

A Reflection of Today’s Business Needs

While STEM education has been the topic in classrooms, data and analytics—and using them to help solve complex and unstructured business problems—has been the topic in board rooms. The ability to analyze and interpret data for making better business decisions has become increasingly important in all levels of an organization, all the way up to the C-suite. The US Department of Labor forecasts nearly 200,000 job openings in STEM management roles by 2024.

But while many companies have lofty plans for using data to their advantage—85 percent of firms aspire to be data-driven, according to a 2017 survey by NewVantage Partners—most industries are “nowhere close to realizing the potential of analytics,” a 2016 Harvard Business Review article argues. The reason for the gap? In many cases, it seems to be a lack of acceptance that insights derived from analytics require real change within the organization to be effective.

Enter leaders with technical skills to analyze and interpret data and the management capabilities to successfully communicate and implement the organizational changes they infer.

“We’ve seen an exponential growth in technology and innovation, and being able to keep up with that… it’s only really possible if you have that background to understand how things work and how you can move forward,” explains Alcazar. “As a leader in business you have to be able to speak the same language as an engineer—not necessarily to understand the soup-to-nuts, but be able to speak the same language to make the valuable decision to go or not go with a specific decision.”

Choudhury describes the idea in one word: storytelling. “You need to be able to use data to tell stories,” he says. “You have to be analytical, but at the same time, you have to be able to take that information and present it in the right way so people can understand it and use it to solve business problems.”

Andy Smith, vice president and campus recruiting team manager at M&T Bank, agrees. “When we think about data—and being in financial services, there’s a great deal of it—I think about, ‘How can we leverage it? How can we use it to better serve our customers?’ To do that, we need folks who know what to do with that data.”

Smith continues, “But also, when we think about bringing in newly minted MBAs, you’ve got to be able to tell the story with that data. It’s one thing to be able to work with it. But to bring a message of ‘Here’s where we need to go and then execute on it?’ That’s the total package.”

This need for a new breed of leaders—those with the leadership skills to manage teams of people working in STEM roles and the working knowledge of tools that can manipulate data for clearer decision-making—was a major part of the reason Simon sought STEM designation for its MBA, the degree traditionally seen as the gold standard in managerial education, says Bauer.

“At Simon, we have the intersection of both the economics and analytics-based courses, and the courses in general leadership and how to manage very globally diverse teams of people doing STEM-related work.”

MS Programs Lay the Groundwork

For a degree to be designated as STEM for the purpose of OPT extension, the federal government requires 50 percent of the program’s credit hours to be in courses designated as STEM. For a course itself to be STEM designated, at least 50 percent of its content and pedagogy must correspond to STEM terminology used in the US Department of Education’s Classification of Instructional Programs taxonomy system.

Over the last several years, Simon pursued STEM designation for each of its full-time MS programs: MS in Finance, MS in Business Analytics, MS in Marketing Analytics, and, most recently, MS in Accountancy. This process, says Bauer, resulted in STEM designation for many courses taught at both the MS and MBA levels.

With this foundation in place, Simon’s leadership team decided to take the step of extending STEM designation to its Full-Time MBA program too.

There were only a handful of STEM-designated MBAs in the country, and they were either specialty degrees or available only to students concentrating on a specific area, such as supply-chain management. What Simon was doing, however, was groundbreaking: to offer the option for a student to graduate with a STEM-designated MBA regardless of the specialization they choose—banking, asset management, venture capital & private equity, corporate finance, brand management, product management, strategy, pricing, technology, or operations.

It’s hard to overstate the importance of Simon’s STEM option being available for each of its specializations. Choudhury’s decision to enroll at Simon, in 2017—well before the school received STEM designation for its Full-Time MBA—exemplifies this point. When weighing MBA programs, Choudhury was aware of the few US schools offering a STEM-designated MBA. Wanting to go into consulting upon graduation, however, he eschewed those programs, so as not to limit his studies to the narrow concentrations those schools required for STEM designation.
“Our historically quantitative- and analytics-heavy curriculum made it possible to pursue STEM designation for each of our MBA specializations. It was a natural extension of what we’ve been doing for 50 years.”

– Dean Andrew Ainslie

“We were all elated,” Alcazaren says. “Especially because this year was tough for the international-student community. So the ability to triple the amount of time they can stay in the States is amazing. I was super excited for my classmates and to see what it would do for Simon.”

“A Game-Changer” for International Students

Choudhury is among the international students who stand to benefit from OPT extension. Originally from Bangladesh, Choudhury graduated with a BS in mechanical engineering from Bangladesh University of Engineering and Technology. He worked as an engineer in the oil and gas industry, first as a drilling engineer in Russia and India, and then as a program manager at Chevron back in Bangladesh. He decided to pursue his MBA after becoming enamored with the country’s burgeoning start-up scene. His skill set seems to be exactly what the federal government had in mind when it extended OPT for STEM-designated degrees to help keep international talent working in the US. And now, with Simon’s STEM MBA option, he’ll likely have a better chance to do so.

“If you’re looking to build a career in the US, this gives you the perfect foundation,” he says. “As an international student, that 24 months of extra OPT [in a STEM-eligible role] gives you a whole different mindset. You have a unique value proposition when going into recruiting fairs and interviews. … Obviously this isn’t the only criteria for recruitment, but it puts you in a beneficial position regarding [H1B] sponsorship.”

Sreekala Madakkavil, MBA Candidate, Class of 2019, an international student from India, agrees. While some international students who pursue an MBA in the States plan to take their new skills back to their home country, she says, many want to work in the US either for a short period or for the long term—a goal she says has become more challenging as of late. But even just a few months after the STEM designation, she says her fellow international students are already getting more interview opportunities.

“[STEM] is already opening new channels for international students,” she says. “This is definitely a game-changer.”

A Competitive Edge for All Students

While the benefits for international students wanting to work in the US are obvious, many domestic MBA students are just as excited. So why would US citizens—for which OPT extension will have no bearing—be so enthusiastic about STEM? The answer came as a surprise even to Bauer. In 2017, he was treating a group of MS in Finance (MSF) students, all domestic, out to dinner to thank them for help with fundraising activities. He asked them why they chose Simon’s MSF over competing programs. Their answer: because it was STEM.

“It really struck me that here were all these domestic students who really wanted a STEM program even though, obviously, none of them had any issues working in the US,” says Bauer. “And the way they viewed a STEM-designated program, it was almost like a badge of quality they knew they would have for the rest of their lives and that recruiters would be looking for.”

Alcazaren, a Buffalo native, agrees. “I think to pursue [STEM] as a domestic student, there’s a ton of value in differentiating yourself,” he says. “It shows to employers that you have those hard skills right off the bat. Seeing that your degree is STEM, employers will hopefully have a different understanding of what that means—that you’re able to perform at that technical level, as well as have the traditional MBA skill set that is so valuable.”

– Mike Alcazaren, MBA Candidate, Class of 2019

Official word came from the University of Rochester Provost in mid-August 2018: Simon was approved to offer a STEM-designated option across its Full-Time MBA program. The news made a splash. Poets & Quants published an in-depth article following an interview with Dean Ainslie. Simon and Ainslie were prominently featured in a Financial Times article about STEM MBAs. Reaction among students was euphoric.
Smith, who recruits heavily from Simon for M&T Bank, validates the notion that corporate recruiters will see value in a STEM-designated MBA.

“[I]f not for a data-driven approach, [my project] could have just gone haywire.”

– Sreekala Madakkavil, MBA Candidate, Class of 2019

will see value in a STEM-designated MBA. “When I think about having a STEM-designated MBA enter the organization, based on the coursework and the rigor of what Simon has provided, we know they’re going to hit the ground running,” he says. “We know they’re going to be able to dive in, they’re going to see the big picture, but they’re also going to be able to understand the financials from day one and be able to do something about it. It’s very exciting.”

That was the case for Alcazaren, who interned at Amazon this past summer as a senior product manager. He says the ability to analyze data and use it for decision-making, skills he learned at Simon, helped him secure a full-time job offer upon graduation.

“As a product manager at Amazon, I was expected to do a lot of things on my own,” he says, “from pulling and finding the data to doing my own financial models. I felt very well-prepared . . . just being able to talk out loud about a problem and also dive deep into data, which is very important to Amazon, and understanding, ‘What are the numbers?’ and ‘What are the things we can change that are going to drive significant results?’”

Choudhury, who interned at Constellation Brands Inc. analyzing data to help improve business processes, is similarly optimistic that STEM designation will bolster students’ job prospects. “Recruiters are looking for people who are more analytically focused,” he says. “So how are you going to manufacture a product outside [the company]? What are the different strategies you can employ? What are the different risks involved in those, and how do you remove those risks? It was very ambiguous. If not for a data-driven approach, it could have just gone haywire.”

But with the help of STEM skills she learned at Simon—including data-analysis tools R and Tableau—Madakkavil did get to use those STEM skills during her summer internship at Facebook. She was tasked with a challenging project: to select a supplier to manufacture a new product Facebook was preparing to launch. “Facebook is not a manufacturing company,” she says. “So how are you going to manufacture a product outside [the company]? What are the different strategies you can employ? What are the different risks involved in those, and how do you remove those risks? It was very ambiguous. If not for a data-driven approach, it could have just gone haywire.”

“Especially in an Indian academic environment, [STEM skills] are taught very strongly right from childhood,” she says. “We’re used to handling quantitative data, and finding the data to doing my own financial models. I felt very well-prepared. . . just being able to talk out loud about a problem and also dive deep into data, which is very important to Amazon, and understanding, ‘What are the numbers?’ and ‘What are the things we can change that are going to drive significant results?’”

Choudhury's best friend, for example, was looking to leverage existing quantitative skills outside [the company]? What are the different strategies you can employ? What are the different risks involved in those, and how do you remove those risks? It was very ambiguous. If not for a data-driven approach, it could have just gone haywire.”

But with the help of STEM skills she learned at Simon—including data-analysis tools R and Tableau—Madakkavil successfully chose a supplier that Facebook is now working with to manufacture the product. Her strong internship performance earned her a full-time job offer; starting summer 2019, she’ll be a sourcing manager in Facebook’s Sourcing, Operations, and Engineering division.

Leveraging Existing Skill Sets

Even before enrolling at Simon, to say Alcazaren was familiar with STEM disciplines would be an under

statement. He double-majored in mechanical engineering and aerospace engineering as an undergraduate. After graduating he worked as a mechanical engineer in the defense industry and then for software company Autodesk, in Boston. While at Autodesk, Alcazaren started his own drone company focused on early detection of agricultural disease. It was this experience as an entrepreneur—his drone company was heavy on STEM skills but short on business acumen—that led him to pursue his MBA.

“When you put five engineers into a room with zero business skills, things fall apart pretty quickly,” he says. When it came to choosing a program, he was drawn to Simon in large part for its analytical focus. “Picking up hard skills such as financial modeling, during my MBA was a critical focus for me,” he says. “The analytical side of Simon is part of what drew me here because I wanted to continue on that path.”

Like Alcazaren and Choudhury, Madakkavil’s background is also STEM-heavy. She grew up in Saudi Arabia and went to college for electrical engineering in India, working as an engineer designing industrial electrical products for four years. Her career took a unique turn when she and a friend decided to open an institute focused on a traditional Indian art form. It was while working to grow the institute that she identified professional gaps, particularly in finance and marketing, and decided to pursue her MBA.

Wanting to leverage existing quantitative skills was also a major factor in why Madakkavil chose Simon. She thinks the STEM designation will be a major draw for other international students—particularly students from countries such as China and India, where STEM disciplines are highly emphasized in K-12 and under-graduate education—who want to refine and use the skills gained in prior education.

“Especially in an Indian academic environment, [STEM skills] are taught very strongly right from childhood,” she says. “We’re used to handling quantitative problems. But to actually leverage and take them to the next level is something you look for. . . . You don’t want those skills to go unused.”

Madakkavil did get to use those STEM skills during her summer internship at Facebook. She was tasked with a challenging project: to select a supplier to manufacture a new product Facebook was preparing to launch. “Facebook is not a manufacturing company,” she says. “So how are you going to manufacture a product outside [the company]? What are the different strategies you can employ? What are the different risks involved in those, and how do you remove those risks? It was very ambiguous. If not for a data-driven approach, it could have just gone haywire.”

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What Comes Next

With all four MS programs and the Full-Time MBA program STEM designated, Simon administration is working to extend STEM designation to its part-time and executive MBA programs. And, as is often the case when introducing something brand new to the market, there’s a need to raise awareness of Simon’s STEM-designated MBA option and the value it offers students and employers.

Choudhury notes that it’s particularly critical to communicate the option for a STEM-designated MBA to prospective international students, who often opt for MS programs over an MBA because of the ability to extend OPT if hired into a STEM-related role. He says. Choudhury’s best friend, for example, was looking closely at Simon’s MBA, in 2017, but ultimately decided on a master’s program for that reason.

Madakkavil was also among those who equated STEM with MS with Simon’s announcement. “As an international student, I was familiar with STEM designation,” she says. “But I thought it’s something just for engineering and those kinds of fields. I never would have thought I could get a STEM-designated MBA, so I was completely surprised when I heard the news.”

Bauer acknowledges there is work to be done to educate the market—including prospective students and corporate recruiters—that an MBA can be STEM. Now that the designation is official, he says, Simon staff members are working to raise awareness of its STEM MBA option among both these audiences.

Choudhury is doing his part. His contact information is on Simon’s website for prospective international students who have questions about the MBA program. Now, he says, those conversations always include a discussion about STEM.

“I say, ‘Let me tell you one thing: I came here not knowing STEM [would be] there, and I still chose Simon. Simon Business Magazine | 23
If you’re active in the stock market, you’ve likely read the Forms 10-K and annual reports of the companies in which you’ve invested. Publicly traded firms (as well as some privately held companies) are required to disclose in-depth business and financial information to the US Securities and Exchange Commission and to shareholders.

It’s easy to see how this requirement, called mandatory disclosure, helps level the playing field for investors by publicly disclosing to everyone what might otherwise be known only to “sophisticated” traders (people with private information about a firm’s operations).

But mandatory disclosure may have a less-obvious downside, according to Simon professors Sudarshan Jayaraman and Joanna Wu. In their recently published paper in *The Review of Financial Studies*, “Is Silence Golden? Real Effects of Mandatory Disclosure,” Jayaraman and Wu demonstrate that mandatory disclosure can actually hurt a firm’s ability to learn from these traders.

The argument goes like this: There are instances where people outside a company know more about the implications of business decisions than the firm’s managers. By dissuading these people from trading on private information about a firm’s operations (that is, by disclosing the same data to everyone), firms lose the ability to learn from these traders.

“Sophisticated traders can provide valuable information, so when a firm discloses information to everyone, it’s shutting down this learning channel,” says Jayaraman. “By disclosing all this information publicly, these sophisticated traders have no incentive to trade and impound what they know into the stock.”

While this theory has been posited by others, it had yet to be demonstrated empirically until Jayaraman and Wu’s study. To test the concept, the Simon professors looked at a 1997 Financial Accounting Standards Board regulation requiring firms to report externally sales information about the same market segments they use internally to evaluate performance.

They found that while this disclosure regulation had benefits—namely, increased liquidity, as investors traded more freely knowing they weren’t at a disadvantage to more informed investors—it also caused less managerial learning (which Jayaraman and Wu measured as the extent to which firms impacted by the FASB regulation relied on the stock price to guide future investment compared to unaffected firms).

Jayaraman and Wu stress two limitations to their findings. First, they imply that mandatory disclosure negatively impacts only firms without a need for capital. Cash-strapped firms actually benefited from regulation because investors tend to be more likely to invest money if there’s a perception of an even playing field. Cash-rich firms, on the other hand, were more negatively impacted by disclosure regulation in the form of fewer opportunities for managerial learning.

Second, their study only looked at the effect of disclosing sales information. The focus on sales was intentional, says Jayaraman, as presumably there’s more benefit in learning information external to the firm, such as sales opportunities and markets.

“The firm might already know information about costs,” he says. “There’s very little to learn about the cost of my product. But the market demand for my product? That’s something I probably want to learn.”
While exploring business schools, I spoke with lots of people at Simon: current students, alumni, members of the admissions team. ... There was an incredible energy and passion for the program, and everyone was so welcoming. Making these meetings extra special was that I wasn’t on campus—I was in India (I conducted my entire exploration and application process from abroad). Despite being on another continent, I already felt part of the Simon family. I wanted to enroll at Simon. And, just as importantly, I felt that Simon wanted me.

I selected Simon for its distinguished faculty, pricing expertise, and quant-heavy curriculum. Also figuring into my decision were Simon’s small class sizes, collaborative environment, and tight-knit sense of community.

Arriving in Rochester marked my first time in the US. While I had done lots of research about Simon and Rochester, I hadn’t adequately prepared for the weather. I arrived mid-July expecting much cooler temperatures and soon realized I hadn’t packed any shorts!

The feeling on campus was just like what I had experienced from afar. The Simon community was very welcoming. Staff and faculty were truly interested in students: “Where do you come from? Where do you want to go?” There was a very strong sense of “We’re going to get there together.” I did experience some culture shock, and it took time for me to break out of my shell, but overall I was thrilled to be part of the Simon family.

Getting Then Giving Career-Search Advice

When I began applying for internships, I realized that my interviewing skills needed work. So, I started meeting with a student career advisor to help me improve. Together we practiced nearly every day. During my next round of interviews, I was much more prepared, comfortable, and confident—and it paid off with an internship offer from Amazon.

Once I received my offer, I was eager to give back by helping students who were in the position I had been in. Giving just two or three hours a week, I helped my classmates find the confidence they needed to secure opportunities that would shape their careers. The feeling of being part of someone’s job search—which is a very personal journey—was exciting. I felt just as invested in my classmates’ success as they were, as I know my advisor had been for me.

Interning at Amazon

Similar to my Simon application experience, all my interviews with Amazon were via Skype, and the first time I arrived in Seattle was when I moved for my internship. I had no operations experience, so there was a steep learning curve in my new role. But I was eager to immerse myself in the assigned project and learn as much as I could. Terrific mentors guided me, and the skills I learned at Simon helped immensely. With my strong technical background, I didn’t need to spend precious time learning how to analyze data. Instead, I was able to focus on getting the information I needed and interpreting it.

Amazon is very clear about what is expected of interns; deliverables are due in weeks three, six, nine, and 12. What was requested by week nine I had completed by week five. From there I was asked to run a pilot program based on my results. While intimidating, this opportunity was priceless. By week 12, my pilot program was up and running in an Amazon fulfillment center. The pilot results were strong and Amazon ended up reallocating four managers to the program.

Amazon makes job offers on the last day of the internship. I remember it clearly: It was Friday, August 25, and my blood pressure was through the roof, per my Fitbit. I received an offer and accepted a position as a senior program manager; the role I’m still in. When I talk about Simon here in Seattle, my colleagues press me for more information. They’re intrigued by Simon’s focus on pricing and finance. It really sets the stage apart. SB

Shahbaaz Mubeen’s Advice for Prospective MBA Students

1. Consider the professional toolkit each school’s curriculum will give you.
2. Keep in mind that rankings do not define schools, nor do they articulate the program’s quality.
3. Find out how much personal attention professors give students. Are staff supportive?
4. Review your target companies. Has the school placed students there? Do alumni work there?
5. Compare your strengths and weaknesses to the school’s strengths and weaknesses. Which programs can best help fill professional gaps?
6. Talk to as many people—students, alumni, admissions staff, etc.—as possible. The fit is crucial.
Established in 1985, the Distinguished Alumnus Award recognizes alumni whose exceptional professional achievements, contributions to their chosen field, and service to Simon Business School have brought honor to themselves and to the University of Rochester.

Neil Augustine ‘88, ’89S (MBA)

Neil Augustine’s drive for success was fueled by his wife, his aunt, his brother, and one especially gifted Simon professor. The school honored Augustine with the 2018 Distinguished Alumnus Award at its annual NYC Forum. In his speech, Augustine singled out Clifford Smith, the Louise and Henry Epstein Professor of Business Administration and professor of finance and economics, for the lasting impression he made on Augustine’s career.

“Who can forget Professor Smith’s lectures?” Augustine asked attendees. “They were among the most iconic experiences I’ve ever had. That Georgia drawl when he was presenting... the intensity, yet laid-back style made you wonder as you were walking into the classroom whether to be excited or to be nervous that Professor Smith would call on you that day because you didn’t understand what you read the night before.” Smith says he’s pleased to see that Augustine has made good use of the skills he learned at Simon.

“One of the things that’s gratifying is that many activities he’s been involved with are built on material we covered in my corporate finance class,” Smith says. “If I helped him get off to a good start, I’m flattered. If he still remembers those lectures, I’m even more flattered.”

Augustine earned his bachelor’s degree in economics from the University of Rochester. As a student in the Three-Two Program, he graduated from Simon the following year with his MBA.

In the three decades since, Augustine has become one of the top names in the restructuring advisory business. For the last 17 years he worked with Rothschild Inc. as executive vice chairman and co-head of North America Debt Advisory and Restructuring. Before that he worked at Morgan, Waterfall, Vintiadis & Company Inc., Lehman Brothers Inc., The Blackstone Group, and Chemical Bank, among others.

This spring, Augustine became vice chairman and co-head of North American financing and restructuring at Greenhill & Co., Inc., a New York City-based investment bank.

Throughout his career, Augustine has worked with companies in the US, Canada, Brazil, Mexico, and various countries in Europe. He helps companies unable to pay their debt: He restructures organizations and develops deals to buy or sell financially distressed companies.

There are lots of moving parts in these transactions, Smith explains. At Simon, Smith and other professors hope to impart the knowledge necessary to hit the ground running at companies in all kinds of circumstances.

“Giving people a framework for thinking about who is doing what to whom, what you’re trying to accomplish... The ultimate goal is to get a firm that’s at least potentially viable, recapitalized, and restructured in such a way that it can go forward and be successful. It sounds like a set of skills Neil has mastered,” Smith says.

Augustine refers to that framework as the toolkit he took with him into the investment banking world. That knowledge, combined with lots of personal effort and encouragement from family, was the basis of Augustine’s success, he says. His parents, though they weren’t college graduates themselves, stressed the importance of higher education and treating people with respect.

“My view is you’re always going to be in a meeting with someone smarter than you, with someone more creative than you;” Augustine says. “The one thing you can control is the amount of effort you put into a particular assignment—whether it’s working on a board presentation or working on a pitch.”

Smith agrees: “In my experience, success is due more to perspiration than it is inspiration. Hard work will make up for a multitude of sins.”

Stephen E. Rogers ’90S (MBA)

In the nearly 30 years since Stephen Rogers graduated from Simon, one thing has remained constant—his relationship with the school. At Simon’s 2018 Commencement ceremony he urged graduates to think of the school as a person.

“People universally agree that they deeply value personal relationships. But people often don’t see the same value in relationships with institutions,” Rogers says. “I think they should, and I think those relationships should be a top priority.”

Rogers uses himself as an example: leaving his full-time job to go back to school.

“When I left my first career as a teamster driving a forkift in an auto parts warehouse to come to Simon School, I was concerned about just finishing. The first time seeing calculus on the board after eight years out of school, my head exploded,” he says. But over the course of his MBA, Rogers says he learned quantitative skills. He learned to think collaboratively and...
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Simon Distinguished Alumnus Awards, 2018

Neil Augustine ’88, ’89S (MBA)

Stephen E. Rogers ’90S (MBA)

the importance of lifelong learning, he says. Rogers went from working in a warehouse to leading the sales risk management and client service business for the world’s largest institutional asset manager.

“We had about $875 billion under management in my group, and it was solidly on the skills I learned at Simon that I was able to do that,” Rogers says.

That first job was at Barclays Global Investors (Barclays PLC), where Rogers would spend the next 16 years. He went on to work for Regis Management LLC, a $2.5 billion portfolio management and investment advisory firm based in California, where he lives.

Dean Andrew Ainslie calls Rogers inquisitive, smart, and committed to Simon. He says: “Steve is a very active investor and mentor to Simon alumni pursuing start-up ventures.” Rogers serves on numerous boards, including the Simon National Council and Simon Executive Advisory Committee. He hosts Simon events and acts as a contact and mentor for student alumni in the Bay Area and beyond.

These relationships, Rogers says, have been as important for him as they have been for those at Simon he helps connect.

“There’s so much in it for you when you host or attend an alumni event. I’ve met very prominent alumni and connected with spectacular people with whom I continue to build relationships.”

- Stephen E. Rogers ’90S (MBA)

Money also is important, Rogers adds. “Give what you can. Anything helps. The number of alumni who give—not the total dollar amount given—is a variable in national rankings for colleges and universities. So whether you give $5, $500, or $5,000, your gift makes a big difference. And when your school’s reputation is enhanced, you’re increasing your own value.”

Graduates, he says, should consider the school part of their community for the rest of their lives.

“We all have a need for community and relationships,” Rogers says. “The Simon School can be both a relationship and a hub for relationships.”

“…”There’s so much in it for you when you host or attend an alumni event,” Rogers told graduates. “I’ve met very prominent alumni and connected with spectacular people with whom I continue to build relationships.”

“You can find future collaboration or investment opportunities. You may meet someone at an alumni event with incredible potential but needs a little push, a little mentoring, or a little help. Give that to them,” he says. “Someday they may be running a large company and remember what you did and return the favor.”

Continue to use the resources at Simon, keep in touch with your favorite professors, follow their research, offer to speak at their classes, Rogers says. Give informational interviews whenever asked. “Even one or two years out of school, your professional insight is more valuable than you realize,” he says.

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Money also is important, Rogers adds. “Give what you can. Anything helps. The number of alumni who give—not the total dollar amount given—is a variable in national rankings for colleges and universities. So whether you give $5, $500, or $5,000, your gift makes a big difference. And when your school’s reputation is enhanced, you’re increasing your own value.”

Graduates, he says, should consider the school part of their community for the rest of their lives.

“We all have a need for community and relationships,” Rogers says. “The Simon School can be both a relationship and a hub for relationships.”

“…”There’s so much in it for you when you host or attend an alumni event,” Rogers told graduates. “I’ve met very prominent alumni and connected with spectacular people with whom I continue to build relationships.”

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Additions to Simon’s Leadership Team

Winter 2018

by John Magee

Angela Petrucco ‘01W (MS)
ASSISTANT DEAN OF CAREER MANAGEMENT AND CORPORATE ENGAGEMENT

Angela received her BSc in human resources management and economics from Ithaca College and her MS in counseling from the Warner School of Education at the University of Rochester. Angela Petrucco joined Simon in October 2018 as assistant dean of career management and corporate engagement. A University of Rochester alumna, Angela has over two decades of experience working for nationally ranked business schools, including leadership roles in advancement departments. Angela’s strengths include her outcome-driven approach and dedication to creating strong partnerships with internal and external stakeholders. Angela’s experience in career management began at Simon, where she rose from director of corporate relations to executive director over nine years. Angela then joined Syracuse University’s Whitman School of Management where, over 10 years, she served as executive director, then assistant dean, of the Whitman Career Center and was a member of the dean’s leadership team. Angela later became executive director for the SC Johnson College of Business Career Management Center at Cornell University. Most recently she was director of development: corporate and foundation relations and School of Business at SUNY Geneseo, where she set direction for private, public, and corporate funding to support the college’s mission and goals. SB

Julie Walker
EXECUTIVE DIRECTOR OF ALUMNI AND ADVANCEMENT

Julie received her BA in English literature from Boston University and her master’s degree in education from Tufts University. She resides in Honeoye Falls, NY, with her family.

In late October 2018, Simon hired Julie Walker as executive director of alumni and advancement. Julie succeeds Jim Newton in managing Simon’s robust philanthropy and engagement program. (In April 2018, Newton began his new role as assistant dean of administration.) Julie brings to Simon 25 years of advancement experience—working with senior leadership, key donors, and volunteers in fundraising and external relations—and demonstrated success in program management, campaign implementation, and transformational philanthropy.

Julie spent her first 10 years in higher education advancement at Bates College, serving as the director of leadership gifts and donor programs. She then led the major gift program at Franklin University Switzerland as advancement officer. For the past five years, Julie has worked for Wellesley College as a senior development officer, where she has raised awareness and financial support for the president’s key initiatives. These include advancing women in science, career education, and inclusive excellence as part of the campaign to advance the Wellesley Effect, which raised more than $500 million for the school and concluded a year ahead of schedule. SB

Network in Your Neighborhood

Catch us at upcoming events near you.

New Delhi, India
December 4, 2018

Mumbai, India
December 8, 2018

Shenzhen, China
December 14, 2018

New York, NY
April 4, 2019

See the places we’ve been this year.

Austin, TX
Charlotte, NC
Houston, TX
Mumbai, India
Palo Alto, CA
Seattle, WA
Boca Raton, FL
Chicago, IL
London, UK
New Delhi, India
Pittsburgh, PA
Washington, DC
Boston, MA
Denver, CO
Los Angeles, CA
New York, NY
Rochester, NY
San Francisco, CA

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