As I reflect on the first six weeks of my first semester as a graduate student in the Business and Workplace Education program, I can confidently exclaim that, boy, what a whirlwind it has been thus far! It now seems so long ago that I had my introductory meeting with the program director, Professor Bridget O'Connor, after a quite fortuitous connection with a recent alumna, Adrienne Blanks. I remember thinking that this program was everything I wanted, but never knew that I needed, after searching for the right direction for a few years post undergraduate.

I feel so fortunate to be part of a community of learners, dedicated to the ultimate goal of supporting adult learning. Whether it is in the corporate sector, higher education, or in the non-profit world, we will be able to apply the theory, enriching classroom discussions, guest speakers, and moments of personal discovery to the workplace. To that point, I can already say that I am speaking from experience. Amidst working full-time, going to school part-time, and other personal commitments, I was able to secure a career opportunity as a Business Analyst for change management initiatives at NYU, which will allow me to apply what I have learned in the program thus far, by supporting adult learners through organizational change.

The ability to combine business practice with adult education gives students in our program competitive advantage. Stay tuned to learn more about how students, alumni, and friends of the Business & Workplace Education program are making an impact in the adult learning space.
A Message from the Program Director
Bridget N O’Connor

As the semester comes to a close, our thoughts turn to Spring!! …and wondering where the 2014-2015 academic year has gone! It’s been a busy time for our students and alumni, who have been exemplars of fine scholarship and service to not only NYU, but also our profession and our communities. You’ll find examples of their successes throughout this newsletter.

We like to think of ourselves as a community of learners. This community is supported every year by leaders in the field who take the time to share their ideas and time with us. Examples are included in this newsletter. You’ll see how we’ve expanded our professional network that keeps us ever-so-current!

And speaking of networks, Australian Professors Marg Malloch (Victoria University) and Len Cairns (Monash University), two of my co-editors on the Sage Handbook of Workplace Learning (2011), visited NYU in April. They spoke to my doctoral seminar class and master’s class in Informal Learning. They were here, too, to work on our next Sage book: Teaching and Learning in Higher Education.

Our NYU Community has announced a new president. Andrew Hamilton will be NYU’s 16th President. Dr. Hamilton’s academic background is in chemistry and biology. He has served as the Provost at Yale University, and most recently is the Vice Chancellor of Oxford University.

So communities change and grow and we change and grow with them. Check out the list of individuals who have had a special impact on our program this past year. You’ll find them in the section entitled “We get by with a little help from our friends.”

2014-2015 Graduates

Congratulations to the class of 2014-2015! Students, alumni, and faculty came together to celebrate the accomplishments of the graduates.

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<th>Fall 2014</th>
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<td>Maria Kalogerou</td>
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Scholarship and Graduation Awards

Audrey Schmidt Rubin Scholars:
Mary Kate O’Leary
Thiago de Carvalho

Adrienne Frosch Scholars:
Angela Sommese
Peter Wai Chan

Peter L. Agnew Scholars
Mary Kate O’Leary
Peter Wai Chan
Ellen Bartley

Peter L. Agnew Award (Master’s) for scholarship and leadership in Business and Workplace Learning
Shalini Shroff

Shalini Shroff has been an active partner of the Association of Talent Development (ATD) NYU Higher Education Special Interest Group (SIG) since October 2013. As the current Co-Chair of the SIG, she has worked with other NYU alumni to organize On-Site Practitioner speaker series with many Fortune 500 companies such as Google, Marsh & McLennan and Deloitte. During the course of the program, she has worked as an E-Learning Intern and as an Organizational Development Intern at Visiting Nurse Service of New York, where she designed online compliance courses for over 4,500 employees and conducted an extensive process analysis in an IT implementation change management initiative. Shalini also holds an MBA in Human Resources from India, and has worked as an HR Business Partner and as a Recruiter for an IT company, and a healthcare company respectively in India. Currently, she is working as a Training Media Specialist on the ESMITS Teaching & Learning Initiative at NYU’s Global Technology Services Unit (within ITS). She was selected to serve as Banner Bearer for the Department of Administration, Leadership, and Technology’s Valedictory Ceremony. This is an honor for Shalini…and for our Program!

Michael Bronner Award (Doctoral) for scholarship and leadership in Business and Workplace Education
Chunhui Ma

Chunhui Ma (PhD 2014) is currently the Training Program Director of the China Center at the University of Minnesota. She has lived in China, Canada, New York, and San Francisco. She has conducted numerous cross-cultural training and consulting sessions for employees from multinational companies and their families prior to their departure to China and other Asian countries. She received an MBA from the University of Toronto. Prior to coming to NYU, she was Director of the EMBA Program for International Leadership at Roosevelt University in Chicago. She was the Program Graduate Assistant from 2007-2010, and in this role provided many services to the Program and our faculty. Her dissertation, which is provided in this newsletter as an abstract, is an outstanding piece of research. We wish her all the best as she continues her research interest in the transfer of learning, cross-cultural communications skills, and training program development and implementation.
Scholarship and Graduation Awards (continued)

Alumni of the Year Award

Rob Cordova is principal of Rob Cordova Consulting with headquarters in both Salt Lake City and New York City. He has described his consultancy as an “activity-based approach that has empowered thousands of participants in over 20 countries to think more creatively and embrace experimentation and change.” As a consultant for futurethink and Innovation Bound, Rob pioneered new techniques in active learning and adult education. More recently, his Creative Leadership and Creative Intrapreneurship courses have earned him industry praise, including the Top Presenter Award at Interop New York's 2014 conference.” And would you believe he has also performed warm-up routines for comedian and “Late Night” host Seth Meyers. His training video series resembles SNL digital shorts! Rob is an adjunct at Fordham University (working with NYU doctoral graduate, Christine Janssen), contributes to SupportWorld magazine, and has published in the Journal of Education for Business. You can find more information about Rob’s consulting work at robcordova.com

Global Trends in Leadership Development & Internal Coaching
Annlouise Blanc

On Wednesday March 25, 2015, students in the master's level class “Informal Learning in the Workplace,” had a joint meeting with ATD’s (Association for Talent Development) NYU Special Interest Group Workplace Learning. The guest lecturers were Amy Lui-Abel (NYU Phd 2008) and Sherlin Nair (NYU Certificate of Advanced Study, 2011), who presented their findings on leadership development and coaching in the workplace. Amy and Sherlin work for The Conference Board, a global research organization, and recently published a chapter in the book, Coaching in Organizations (see item elsewhere in this newsletter). Their research showed that 40% of leaders were not prepared to answer to business challenges, and 53% of companies struggled with accelerating leadership development curriculum for employees. They also discussed the benefits that came with hiring coaches internally, vs externally in an organization. The highlight of the evening was when we were tasked to work through a scenario exercise in teams of students and ATD members, and create a leadership development plan based on that scenario. Thank you, Amy and Sherlin! What an enriching experience!
University-Workplace Connections

On Thursday, April 2nd, students in the Colloquium in Workplace Education course visited Credit Suisse to learn about their corporate university, learning and development programs, diversity recruiting, and talent management practices. After dinner with senior members of these departments, the students had an opportunity to engage in a facilitated conversation about career paths in these areas. Pictured here are a few students from the course on site at Credit Suisse with Professor Paula Steisel Goldfarb.

Alumni Notes

Tad Wamester (MA 2008), was recently promoted to Director, Regional Growth & Online Programs at Upwardly Global. He has opened up two satellite offices in Detroit and Silver Spring, MD.

Thiago de Carvalho (MA 2014) writes that he has been blogging about business education in Brazil. So far, he has written three articles for a UK-based company. Two of these articles can be seen here: http://www.carringtoncrisp.com/blog. The third will be published soon.

Almerinda Forte (PhD 1993) has been promoted to Full Professor of Administration and Economics at St. John’s University, College of Professional Studies.


Pamela Andrews (MA 2004) is entering her fifth year as the owner of Amela Consulting LLC, (www.amelaconsulting.com), which provides project management and training strategy and support services to large scale IT implementation in the Healthcare industry. After she left the Federal Reserve Bank of New York, she worked as an external consultant providing training support services to hospitals, government agencies, software companies, and academic institutions. She is currently working on an EdD in Organizational Leadership at Pepperdine University.

Kevin McEvoy (PhD 2008), presented “The Toolbox, an Innovation Connecting Marketing Education with Practice” at the Academy of Business Research Conference in New Orleans this semester. It was voted ‘best paper’ for the marketing presentation session.
Paula Steisel Goldfarb (EdD 2012) presented her research findings entitled “Pathways to Business School for Women” at the Yale School of Management in April, and was the inaugural guest speaker at the Cornell University Johnson School of Management “Superwoman Series” in August. She has been promoted to Assistant Dean, Academic Affairs, Graduate Financial Aid, and Admissions at the NYU Stern School of Business. She currently is an adjunct professor in our program, teaching “Colloquium in Workplace Education,” and this coming Fall semester, she will teach “Designing and Managing Organizational Learning Programs.”

Micah Lasseter (MA 2013). In his new role, Micah is primarily responsible for making sure Booking.com’s business goals are aligned with the development, implementation, and delivery components of the company’s learning and talent programs. As a trainer, he delivers various skill module workshops such as: Communication for Impact, Coaching for Success, Delivering Constructive Feedback, and Interviewing Techniques. Micah trains employees from all levels within the organization and travels throughout the company’s offices located in North and South America and to the company’s headquarters located in Amsterdam. He is very excited to train in October in the Sao Paulo office and is appreciative of the opportunities that have come about after studying in the MA in Business and Workplace Education Program.

Elaine Choo (MA 2012) writes from Singapore that she is leading the Organization Effectiveness function in APAC for PPD. PPD is a leading global contract research organization providing drug discovery, development, lifecycle management, and laboratory services. Their clients and partners include pharmaceutical, biotechnology, medical device, academic and government organizations. Her responsibilities include designing and rolling out learning interventions, leading or participating in global project teams focused on people and culture, providing consultative services to the business in APAC on identification of skill gaps or culture issues, and recommending or implementing solutions to resolve these issues.

Shawn O’Riley (EdD 2012) was promoted to Dean of University College in September of 2012 - just before he defended his dissertation. He continues to present his research at various conferences. This past July he gave a presentation at the Noel-Levitz National Conference on Student Recruitment, Marketing and Enrollment in New Orleans. He is working on his first journal article submission and hopes to continue researching young adults and higher education in the future. Shawn, his wife Sara, and their cat Leroy live in Huntington.

Christina Walsh (PhD 2014) has accepted a position as Director of Associated Students and Student Leadership Programs at Lane Community College in Eugene, OR. She describes her new job as a new position in which she will be working with a very vocal student body actively engaged in the college governance system. The abstract of her terrific dissertation appears later in this newsletter.

Nancy Sardone (PhD 2008), has been promoted to Associate Professor of Education with tenure at Georgian Court University. She writes that she just returned from two weeks in Ecuador on a short study abroad with students from GCU and Rutgers. The group visited three different schools and taught lessons in economics/social studies. She conducted a research study on how young students (6 years old) develop constructs of peace.
Alumni Notes: Continued

**Everett Myers** (PhD 2008) was awarded a Fulbright Scholarship to Vietnam for the Spring 2015 academic semester. His Vietnamese host institution is Vietnam National University-University of Economics and Business in Hanoi, the nation’s political capital. He will be working with both the Faculty of Finance and Banking and The Faculty of Business Administration. Duties include teaching Finance and Strategic Management, guest lecturing in sundry other business courses, conducting workshops at the Department and University level and making several presentations to government, business, and civic groups both in-country and within the Asia Pacific region. Additionally, he is working with a consortium of Vietnamese researches investigating financial literacy in Vietnam with the intent to develop a financial literacy curricula that would be implemented at educational institutions and the financial services sector in Vietnam.

**Sabra Brock** (PhD 2007) is Interim Dean at the Graduate Business School of Touro College in New York City, Berlin, and Moscow. Her most recent book, *At the Intersection of Communication, Marketing, and Transformation*, was published by Academic Studies Press in 2013. Her chapter, “Learning and Transformation,” appeared in Li and Zhao’s *Exploring Learning and Teaching in Higher Education*, Springer-Verlag 2015. Prior to entering academia, Dr. Brock held global leadership positions at Citicorp, Colgate-Palmolive, DuPont, Young & Rubicam, as well as various entrepreneurial ventures.

**Josephine Stacey** (MA 2004), Director of the Leadership Curriculum at Johnson & Johnson’s Center for Leadership and Learning in New Brunswick, NJ, spent 2014 launching several global leadership programs across the globe including trainer certification events in the UK, Hong Kong, Argentina and the U.S.; expansion will continue across the globe in 2015. Her organization was awarded the 2014 Brandon Hall Silver Award for Best Use of Blended Learning.

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**Lifelong Learning in Retirement**

**Professor Emeritus Michael Bronner**

Well, Professor O’Connor asked if I had any thoughts on ‘lifelong learning’ since I’m now retired and ‘living the lifelong learning experience.’ And since that was the case, why not write about your experiences to warn/alert our students of what’s ahead of them some 40-50 years down the road. Yeah, I know, it’s a looooooong time coming .. .but if you’re lucky, it WILL come! So here are a few pointers from the trenches, and one who’s been there and IS currently there—

First of all, when you DO decide to ‘pack it in’ and retire, make sure you have a number of your bases covered—and remember, really, really, really remember that you are retiring TO something and not AWAY from something. The obvious bases, of course—include being able to retire and live on your income (and it will cost more than you think, of course!!). Social Security (and yes, it will be there for you, so make sure you max out your 40 quarters beforehand) will cover only about 30-40% of your expenses so don’t count on THAT to live in the lap of luxury.
Lifelong Learning in Retirement (continued)
Professor Emeritus Michael Bronner

Your retirement benefits, if you’re lucky, should also be maxed out (if you can do so!) so it will provide the financial cornerstone for your retirement future. Next, make sure you have plans to occupy your time and energy with those hobbies, interests, travel, classes, etc. that will keep you occupied and happy during your ‘now-free’ hours. By thinking about this now and developing those wonderful hobbies, you’ll be able to focus on them with enthusiasm when you find you now have enough time to deal with them.

This now brings me to my ‘lifelong learning’ topic—continuing education. You’ve spent the better part of your life being a student—a learner—not only at NYU and elsewhere, but also on your job(s). Take advantage of this and the opportunities out there to continue your education . . . this doesn’t have to be in your career field, either! What passions did you have as a Freshman? As a Sophomore? A Junior? Astronomy? Literature? Music? Architecture? Art? Math? (OK, I just tossed in that last one to see if you were paying attention!) Take classes at your local Y or at NYU’s Continuing Education Division (which I do every semester) or at your local college or university. Learning is fun—especially when it’s a ‘not for credit’ option and you can sit and just LEARN rather than work on papers or reports or . . . It’s one of the most enjoyable experiences you can have, believe me.

For example—and excuse me for being personal here—Since my (official) ‘retirement’ in 2007, I’ve taken literature courses, photography classes, current and international events, global politics, NYC architecture, a wide variety of art at the Met, etc. Some even more than once! They’ve all been enlightening and exciting AND I’ve actually learned something!

Now for hobbies—I’m working on two major projects—the completion of that earlier-mentioned two-volume book considering the history of our Business Education Program and the ‘next generation’ of our leaders at NYU, AND reacquainting myself with the vast array in the fascinating hobby of stamps—philatelist work. And then, of course, are the ‘fun things’ remaining on my learning bucket list—flying (more), sailing (more), playing piano (a lot more—and better), golf (a whole lot more!), reading (also more), and travel (a whole bunch more!) So there you have Professor Bronner’s introduction to what (may) lies ahead for you. Think long term—strategically, not necessarily tactically—and you’ll have a wonderful and ample post-work career called ‘retirement.’

Yeah, I know . . . there’s a lot more here; however, Professor O’Connor said ‘keep it to less than two pages . . . ’ so perhaps in the next installment . . .
We get by With a Little Help from our Friends!

A number of distinguished professionals--local, national, and international--have helped us this year. We thank them for their support!

**Patti Phillips, PhD**, is President of the ROI Institute, Inc., and author of publications on the value of accountability and ROI, including *The Consultant’s Scorecard: Tracking ROI and Bottom-Line Impacts of Consulting Projects*. Dr. Phillips was a guest lecturer via Skype in our graduate class, Designing and Managing Organizational Learning Programs, last Spring.

**Rebecca Ray, PhD**, who chairs our Advisory Committee, is Executive Vice President, Knowledge Organization, for the Conference Board, headquartered in NYC. She leads research for planning and development in Corporate Leadership, Economy & Business Management, and Human Capital. Look for her two ATD publications: *Measuring the Success of Leadership Development: Case Studies*; and *Measuring Employee Engagement*.

**Andrew Rothstein, Ph.D.**, is Vice-President for Programs at the National Academy Foundation, a network of 81,765 students in 667 career academies in 38 states, Washington D.C. and the Virgin Islands. Dr. Rothstein oversees the development and implementation of NAF’s materials and services, including curriculum, professional development, assessments, research & evaluation, and higher education relationships. Dr. Rothstein served as a senior consultant with the National Urban Alliance. He is co-author of *Writing- As- Learning, Write for Mathematics* and *English Grammar That Works*. His degrees are from Northwestern University, the University of North Carolina at Chapel Hill, and New York University. He taught at the International School of Brussels and the United Nations International School and led Morley School and Henry Viscardi School.

Dr. Rothstein was a guest lecturer in our graduate-level class, “Curriculum Development in Higher and Postsecondary Education” last Fall. Of interest, his degree is from Steinhardt (Ed Leadership), and Professor Michael Bronner was on his dissertation committee!

**Efrain C. Azmitia**, NYU Professor of Biology, Neural Science, spoke to our classes on “Aging, Learning, and the Brain,” this Spring semester. Dr. Azmitia covered topics ranging from how the brain works to issues related to memory, gender differences, marijuana, drugs, alcohol, body rhythms, and stress. He has been a guest lecturer in our classes for well over a decade.

**Preston Lathrop, MA 1997**, is Manager, IT Knowledge Management, for The Segal Group, Inc. Preston discussed issues related to developing and implementing online learning in his organization, and challenged our class to help develop solutions. His interactive, personal style of presentation was a terrific action learning approach. Preston received our Program’s Alumni of the Year’ Award in 2010.
The Three Dimensional Learner

On April 22, 2015 these distinguished guests lectured students in the graduate class, Informal Learning. Their topic was “The Three Dimensional Learner,” which they conceptualized as “life-long, life-wide, and life-deep.” They were informative and charming!

Associate professor Len Cairns is an experienced Teacher Educator and former President and a Fellow of the Australian Teacher Education Association and until late 2013 was Associate Dean (Engagement and International) in the Faculty of Education at Monash University in Australia. Len taught in Distance Education mode for many years and has, in the past few years, utilised both Blackboard and Moodle in his University subjects with Podcasts and interactive classes. Len researches and writes on Online Learning as well as Workplace Learning and has a particular focus on the Psychology of Learning and Teaching. With his UK colleague, John Stephenson, Len has applied and developed the concept of Capability culminating in their joint book Capable Workplace Learning, (2009).

Dr Margaret Malloch is the Director Research Training, College of Education, Victoria University, Australia where she also coordinates the research degrees programme. She is the current Chair of the Workplace Learning Special Interest Group of the American Educational Research Association and is also the Link Convenor for the Vocational Education and Training Network for the European Educational Research Association. She is lead editor of the SAGE Handbook of Workplace Learning, (2011) with Cairns, Evans and O’Connor. Her current research is on the preparation of Vocational Education and Training teachers/trainers. She is a fellow of the Royal Society for the encouragement of the Arts, Manufactures and Commerce.
**Doctoral Abstracts**


**ABSTRACT**

Teamwork skills training and development in MBA programs may not guarantee their transfer afterward because transfer is a conscious personal choice. This study explored MBA students’ intention to transfer teamwork skills to the workplace using a conceptual framework from the theory of planned behavior (TPB) (Ajzen, 1985, 1991). The relationships between intention to transfer teamwork skills and the three TPB determinants (i.e., attitude toward teamwork, perception of work environment for teamwork, perceived teamwork self-efficacy), as well as teamwork knowledge were explored using hierarchical regression analysis. Additionally, several background variables such as gender, age, racial and country background were added to the model to explore their potential interaction effects with attitude toward teamwork in impacting intention to transfer. Data were collected from part-time MBA students (N=196) who were also working professionals enrolled in an MBA program in a large private university in the United States. The multiple imputations (MI) technique was utilized to treat the missing data. Results showed that MBA students’ attitude toward teamwork and perception of the work environment for teamwork positively impacted their intention to transfer teamwork skills to the workplace, while perceived teamwork self-efficacy did not. When teamwork knowledge was added to the model, it was significant in affecting intention to transfer, along with attitude toward teamwork and perception of work environment for teamwork, whereas perceived teamwork self-efficacy remained non-significant. Attitude toward teamwork and perception of the work environment for teamwork exhibited more pronounced influence on participants’ intention to transfer than their perceived teamwork self-efficacy. No interaction effects between the selected background variables and attitude toward teamwork in affecting intention to transfer were detected. Since two determinants were significant in the TPB-relationships and one determinant was not, findings from this study partially supported the theory of planned behavior (TPB).
**Doctoral Abstracts Continued**


**ABSTRACT**

This research examines the lived experiences of adult female undergraduates enrolled full-time and living on campus at a liberal arts women’s college. The majority of adults aged 25 and older enrolled in higher education are women. While most adult students attend college part-time, commute, are employed, and have family obligations, some adult students attend full-time and live on campus among traditional age students. The participants in this study came to their college student lives with past experiences that impacted how they understood and perceived their college experience.

Using the Listening Guide, a voice-centered analysis method, I conducted in-depth, semi structured interviews with six adult female undergraduates who lived on campus at an elite women’s college. I explored how these women understood their life trajectory, how they came to decide to pursue their college degree, why they chose a liberal arts women’s college, how they adapted to living on a traditional college campus, and how they perceived the impact of the experience. My findings suggest that (1) they used different voices to communicate their narratives that indicated a desire to control how their story was told and received (2) their life experiences profoundly influenced when and why they came to college later in life (3) their identities as adults and as undergraduate students were developed through a prolonged process of negotiating their new campus environment (4) despite occasional doubt, they were motivated to achieve and surpass the expectations and limits of their pre-student lives and (5) their emotional lives played a part in how they perceived their abilities, social interactions, and academic achievement. Future researchers could explore the long-term impact of participants having studied for a bachelor’s degree while living on campus, as their understanding of that experience may well change with time. Higher education practitioners could explore ways in which their institutions can create a supportive residential experience for adult women while being mindful that they bring extensive life experience that contribute to their academic, personal, and social lives.
Support Your Program
Contribute to Special Scholarship Funds

The Program in Business and Workplace Education is fortunate to have a number of special scholarships in the name of loyal graduates and retired faculty. We would appreciate your continued support of these scholarships. To donate, simply send us a check payable to NYU along with a note indicating the fund you’d like to support. Here’s some biographical information on these individuals.

Audrey Schmidt Rubin (MA, 1954) was the editor of Today's Secretary, and later, the editor of business texts for the Gregg Division of McGraw-Hill Book Company beginning in the mid-1960s after a successful stint of teaching business subjects on Long Island. Her many contributions to NYU’s Business Education Program include her leadership of Alpha Chapter, DPE and a long and active career in NYU’s School of Education Alumni Association. The Audrey Schmidt Rubin Scholarship is her most recent contribution to our Program.

Adrienne Frosch (MA, 1955) has been active in Business Education activities for decades (she declines to elaborate!), joining the Program in many capacities including--but not limited to--serving on a number of Program advisory boards, leadership posts for Alpha Chapter, DPE, and formerly as a member of the Peter L. Agnew Foundation's Advisory Committee. During her (infrequent) free time she is an active travel agent, more comfortable 'at sea' than at a desk! Adrienne also served as a member of NYU’s School of Education Alumni Association, as did Audrey Rubin.

Karen R. Gillespie (EdD, Columbia Teachers College 1959) was the former Chairperson of the Business Education Department at NYU, with prior experience as an administrator in NYU’s School of Retailing. Her many contributions to the Program (then a Department) was as the long-running Sponsor of Alpha Chapter, DPE as well as serving as the influential leader of the revitalized doctoral curriculum in the Program. Her many awards and contributions included NYU's Great Teacher Award, and numerous textbooks in merchandising and retail management. She also hired Professor Bronner away from his editorial position at McGraw-Hill in 1970. Karen retired from the Program in 1975; however she continued to serve as a ‘Super Adjunct’ with the Program until her death in 1992. Her scholarship fund is supported by her annual royalties and numerous and continuing contributions from alumni.

Michael Bronner (PhD, NYU 1973; NYU Professor Emeritus 2007) retired from ‘active teaching’ after nearly 40 years of service to NYU’s Business Education Program. Originally from California where he began his career teaching business subjects in San Jose in 1958, he served as the Business Education Program Director, the Alpha Chapter, DPE Sponsor, the Director of the Puerto Rico Residence Center, and as the President of the New York Academy for Public Education. His doctoral support fund was initially established by one of his doctoral graduates, and continues to be sponsored by alumni. The Michael Bronner Doctoral Student Support Fund, was aptly named for his service on 100+ doctoral committees as chair or member, many of whom won national recognition and research awards.

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Our graphic designer is Lajune McMillian
For more information on the Program, visit: http://steinhardt.nyu.edu/alt/highered/business