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BizEd

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BizEd is the world's leading source for authoritative information, ideas, and insights related to international management education.

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For Your Turn op-eds, we accept submissions of approximately 1,300 words that explore a personal viewpoint on an issue that is important to management education.

A photo of the author is also required.

For departments such as Research & Insights, Ideas in Action, or People & Places, schools can submit information and images that highlight recent research, new books, news announcements, industry events, or specific aspects of their programs. Digital images must be saved at a high resolution (300 dpi or higher in JPEG or TIFF format) and at a size of 3" x 4" or larger.

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Lives of Impact

IN 1987, A SIX-YEAR-OLD SUDANESE BOY named Deng Adut was conscripted into the People's Liberation Army. He received military training and served as a soldier before he escaped and was smuggled out of the country. In 1998, he received asylum in Australia as a teenaged refugee. After working for a few years and learning English, he studied accounting before deciding to become a lawyer and enrolling at Western Sydney University. He is now a defense lawyer who helps other Sudanese refugees receive legal advice and support.

Adut's story pretty convincingly answers the question: How much impact can education have on one person's life? His journey is captured in a dramatic ad released by Western Sydney University last fall as part of the school's "Unlimited" campaign, which tells the stories of students who have followed incredible paths. The videos can be seen at www.westernsydney.edu.au/unlimited/stories_of_unlimited.

Education can be a powerful force for societal change, and we use this issue of *BizEd* to consider the many ways universities in general—and business schools in particular—can make a deep and genuine impact on the world. Not just through the classes and degree programs that equip students for meaningful careers, but through the outreach efforts that transform communities and the scholarly research that encourages new ways of looking at old problems.

In "Transformations Through Education," we look at ten

schools that are making an impact through wildly different initiatives that include collaborations with other universities, entrepreneurship programs designed for distressed communities, and free web-based applications with social implications. While each approach is unique, the goal in every case is to dramatically improve a classroom, a community, or a life. The schools profiled here are among those who submitted details of their programs to AACSB's "Innovations That Inspire" initiative.

We explore a specific kind of impact in "Turning Academic Research Into Public Engagement." Here, three scholars from Jönköping International Business School describe how a faculty blog enabled the school to foster public dialogue on critical issues and helped turn some of the school's professors into thought leaders on major topics.

Finally, in "The Innovative, Connected, Nimble Business School of Tomorrow," we take a look at what kind of impact business schools might have in the coming years—but only if they radically transform themselves to meet the evolving needs of society. In the article, AACSB's vice president of knowledge development, Juliane Iannarelli, lays out the results of AACSB's Visioning Initiative, which identifies five key roles business schools will need to play in the future if they want to stay relevant.

As money becomes tighter for educational institutions, and as critics become louder, universities must be certain they can offer excellent metrics on the value they provide. They must justify the very reason they exist. But when that *raison d'être* is, in fact, to save a life—or many lives—the justification becomes obvious. Universities exist to change individual students into the people who will transform the world.

A handwritten signature in black ink that reads "Sharon Shinn".

Sharon Shinn
Co-Editor

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Teaching Effectiveness Seminar

Online

Delivered synchronously and asynchronously over the Blackboard Learn and Collaborate platforms, this new six-module seminar will explore methods to engage and motivate online students; integrate synchronous and asynchronous elements; and increase the instructor's online presence. Other topics will include policies of academic honesty and strategies for assurance of learning.

May 29–31

Annual Accreditation Conference: Europe, Middle East & Africa

Milan, Italy

#AACSBemea

Hosted by SDA Bocconi, this conference is designed to help attendees better understand AACSB's accreditation standards and network with colleagues in their region. This event has been moved to Milan from its original location in Istanbul, Turkey.

June 13–14

Co-Lab: Connecting Business Schools with Practice

Atlanta, Georgia

#AACSBcolab

Responding to the growing need for collaboration between academia and the private sector, this new event will bring together educators and practitioners to explore ways to establish robust and mutually beneficial partnerships that support curriculum design, inspire new research, and drive social impact.

September 18–20

Annual Accreditation Conference

Minneapolis, Minnesota

#AACSBaccreditation

This event will address issues related to technology selection and implementation, online education, executive faculty development, research impact, globalization, financial strategies, and accountability as they relate to a school's continuous improvement and accreditation. Sessions will cover ways to engage with business and pursue innovation, as well as tools to support accreditation activities.



Leading in the Academic Enterprise Series: Developing Leaders and Impactful Communication

Tampa, Florida

This seminar series focuses on ways that business schools can better support their leadership succession planning. Attendees will learn how to recruit, develop, evaluate, and retain faculty and staff more effectively, as well as how to coach individuals to help them advance into leadership roles. During the 2016–2017 academic year, offerings in the Leading in the Academic Enterprise Series will be held at sites in both the United States and Europe. Visit AACSB's online event listings for updates on dates and locations.

► For a complete listing of AACSB International's seminars, conferences, and webinars, visit www.aacsb.edu/events.

ALSO CONSIDER:

May 12–13

Positive Business Conference

Ann Arbor, Michigan

At this event on ways business can achieve positive social change, speakers include Jim Miller, VP of worldwide operations at Google; Vincent Stanley, director of Patagonia philosophy at Patagonia; and Shannon Schuler, chief purpose officer at PwC. Visit www.positivebusinessconference.com.

May 23–27

IEEE International Conference On Communications

Kuala Lumpur, Malaysia

Panel and keynotes will focus on next-generation IT such as 5G, Internet of Things, forensic computing, and cloud computing. Visit www.ieee-icc.org/2016.

June 12–14

2016 EFMD Annual Conference

Rome, Italy

This event on "Collaboration, Creativity & Change" features speakers such as Coursera's Jennifer Mazzone and Singularity U's David Orban, among others. Visit www.efmd.org/events/conferences.

June 19–22

SHRM 2016 Annual Conference & Exposition

Washington, D.C.

Presentations will highlight trends, regulatory changes, and new strategies and innovations in human resource management. Visit annual.shrm.org/.

June 27–30

Academy of International Business Annual Meeting

New Orleans, Louisiana

Attendees will have opportunities to network, share research, and explore trends in international business. Visit aib.msu.edu/events/2016/.

August 1, 2016

GBSN Experiential Learning Summit

Phnom Penh, Cambodia

The National University of Management will host this one-day summit on experiential learning in management education. The event precedes the Academy of Business and Emerging Markets conference August 2–4. Visit www.gbsonline.org/events.

MODERNIZING THE WORKPLACE

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Faculty at the C. T. Bauer College of Business are producing applicable research that can have big returns for businesses.

Dejun Tony Kong, an assistant professor in Bauer's Department of Management, studies organizational behavior, trust and distrust in negotiations, teams, leadership and management, and workplace diversity. His latest research examines how businesses can profit from taking a more customized approach to employee relations by personalizing work arrangements and compensation to make employees feel valued and competent and thus, go the extra mile on the job. He also has a soon-to-be published paper on the negative long-term impact of employers using anger in negotiations with employees. Kong's research underscores the need for businesses to build a positive and considerate work environment and adjust practices that were once the norm in order to suit a modern workforce that is anything but "one size fits all."

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Widespread adoption of “shared responsibility” could protect human rights in global supply chains.

Human Rights and The Supply Chain

WHY COOPERATION IS KEY TO IMPROVING LABOR PRACTICES

A REPORT RECENTLY RELEASED by the World Economic Forum’s Global Agenda Council on Human Rights wants to change the way global businesses view their supply chains. Its authors propose recommendations they hope will spur business leaders, lawmakers, and suppliers to address human rights challenges in global supply chains—an overall approach they describe as “shared responsibility.” The report’s authors include Mike Posner, co-director of the Center for Business and Human Rights

at New York University’s Stern School of Business and chair of the Global Agenda Council, and Marcela Manubens, global vice-president of social impact at Unilever and member of the Global Agenda Council.

The report divides that shared responsibility into four areas: adopting industrywide practices, increasing visibility of human rights violations, assessing costs, and encouraging cooperation among key industry stakeholders. Its authors call for collective action at the industry level, with attention to “a fair allocation of the ... costs and commitments necessary to achieve it.” While no company should have to take on the sole responsibility of addressing human rights issues in its industry, the authors note that some companies have more power—and more responsibility—than others to effect change.

They point to the Apparel Industry Partnership as an example of the successful implementation of a shared responsibility model. In the 1990s, the AIP brought manufacturers, labor unions, consumer groups, and NGOs together to eliminate sweatshops and improve working conditions in the clothing and athletic footwear industries. Their efforts led to the formation of the Fair Labor Association in 1999.

For industries to improve their global supply chains through shared responsibility, the authors write, it will require “the audacity to recognize when existing approaches are not working and to take bold action under a self-generated mandate to create new solutions that practically improve the lives of the workers and communities that make globalization possible.”

■ **A link to the report “Shared Responsibility: A New Paradigm for Supply Chains” is available at www.weforum.org/agenda/2015/11/why-human-rights-is-a-shared-responsibility.**

Good for All

WHILE CORPORATE philanthropy benefits a business by enhancing its reputation, does it do anything to benefit employees? Yes, according to four researchers, who analyzed the effects of corporate philanthropy on the attitudes of 14,577 employees in 53 offices. They found an overall positive impact on employees of businesses that practice corporate giving. They also found that the way firms choose to deploy charitable funds has a huge impact on the degree to which giving affects employees.

“Specifically, the impact is stronger when firms donate to a few big and visible targets rather than to a wider range of charities chosen by the employees themselves,” says Emily Block, assistant professor at the University of Notre Dame’s Mendoza College of Business in Indiana. She conducted the research with Michael Mannor, also an associate professor at Mendoza; Ante Glavas, now at Kedge Business School in Marseille, France; and Laura Erskine, director of the MPH programs in health policy and



management at the University of California, Los Angeles.

“We thought, wrongly, that self-interested employees would look for ways to pay for their own pet projects,” says Block. “However, that was not what we found empirically. Employees care about impact.” Employees have even more positive reactions to corporate philanthropy, the researchers discovered, when their organizations couple

charitable donations with opportunities for employees to volunteer.

► [“Business for Good? An Investigation into the Strategies Firms Use to Maximize the Impact of Financial Corporate Philanthropy on Employee Attitudes”](#) appeared online November 3, 2015, in the *Journal of Business Ethics*. An abstract of the study can be found at link.springer.com/article/10.1007/s10551-015-2930-8.

Tuition and Perception

Do business schools ever raise their tuition after they’ve dropped in the media rankings so they will appear more elite to potential students? Yes, say Noah Askin, assistant professor of organizational behavior at INSEAD in Fontainebleau, France, and Matthew Bothner, professor of strategy and Deutsche Telekom Chair at the European School of Management and Technology in Berlin, Germany.

Askin and Bothner determined that colleges and universities in the U.S. that took this approach did improve slightly in the rankings in the following two years, but there was not enough data to indicate whether the approach would be effective over the long run. This technique has been described as the “Chivas Regal strategy,” named after a brand of whiskey that purportedly doubled its sales after doubling its price without making any changes to the product.

Colleges that used this strategy tended to be those whose peer schools were already charging higher prices, the authors note. They also say that these schools tended to achieve rankings in the *U.S. News & World Report* listings that were not among the elite, but still high enough that they faced intense competition.

“We found that this strategy is reserved for the more widely known schools, and for those whose rivals already price high,” says Bothner. “Even in an arms race for status, no school wants to be seen as pricing unfairly.”

► [Read “Status-Aspirational Pricing: The ‘Chivas Regal Strategy’ in U.S. Higher Education, 2006–2012” at \[asq.sagepub.com/content/early/2016/01/29/0001839216629671.full.pdf+html\]\(http://asq.sagepub.com/content/early/2016/01/29/0001839216629671.full.pdf+html\)](#).

‘Near Misses’ Hold Valuable Lessons

WHEN AIRLINES EXPERIENCE ACCIDENTS, they pull out all the stops to determine what went wrong and why in order to avoid similar accidents in the future. But “near-miss” incidents, where potential accidents have been avoided, don’t receive nearly as much scrutiny.

That means that airlines are missing opportunities to learn, according to research by Peter Madsen, an associate professor of organizational behavior and human resources at Brigham Young University in Provo, Utah; Robin Dillon-Merrill, a professor of operations and information management at Georgetown University’s McDonough School of Business in Washington, D.C.; and Catherine Tinsley, a professor of management, also at the McDonough School. When the researchers examined safety data from 64 U.S. commercial airlines from 1990 to 2007, they found that airlines did examine near-miss incidents stemming from factors known to have caused accidents in the past, such as fires and ice buildup on wings. But they did not do the same with incidents that have yet to cause accidents, such as the incapacitation of



crew members, technical issues with cockpit displays, taxiway congestion, or false alarms.

“Studies show pilots or crew members make at least one potentially hazardous error on 68 percent of commercial airline flights, but very few of these errors lead to an accident,” says Madsen. However, the researchers argue that just because such seemingly benign incidents haven’t yet caused accidents doesn’t mean they won’t.

For that reason, they recommend that airlines expand their data collection protocols to include all near-misses and work to uncover the root causes of all deviations from the norm—in short, to use them as opportunities to learn.

“It can be hard to learn from near misses because we’re wired to ignore them,” says Madsen. “But the difference between a near miss and a larger failure may only be good fortune.”

“Airline Safety Improvement Through Experience with Near-Misses: A Cautionary Tale” was published online ahead of print October 27, 2015, in *Risk Analysis*.

HIGH MOBILITY = GREAT TALENT

Countries that make it easy for people to move across borders are more likely to attract global talent, according to the latest edition of the Global Talent Competitiveness Index. The report is based on research conducted by INSEAD of Fontainebleau, France, with the Adecco Group and the Human Capital Leadership Institute of Singapore.

In the 2016 edition, Switzerland, Singapore, and Luxembourg are identified as the top three countries in the world when it comes to attracting talent. Rounding out the top ten are the U.S., Denmark, Sweden, the U.K., Norway, Canada, and Finland.

The report highlights the link between the movement of talent and economic prosperity. “Mobility is vital to fill skill gaps; and a high proportion of innovative, entrepreneurial people were born or studied abroad,” according to the report’s announcement. “Top ranking countries have positioned themselves as desirable destinations for high-skilled workers.”

One key takeaway is that countries must manage what co-editor Bruno Lanvin calls the “new dynamic of ‘brain circulation.’” Lanvin, also executive director of global indices at INSEAD, adds, “While the temporary economic

mobility of highly skilled people may initially be seen as a loss for their country of origin ... this translates into a net gain when they return home. The way in which Taiwan built its world-class electronics industry, through returnees from Silicon Valley, is a model that many look to emulate.”

► For information on the Global Talent Competitiveness Index and to read the full report, visit global-indices.insead.edu/gtci/.



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Are Men More Creative?

MEN TEND TO BE perceived as more creative than women even when the work they produce is identical, according to research from Duke University's Fuqua School of Business in Durham, North Carolina. A team led by Aaron Kay, a professor in the area of management and organizations, found that creativity and innovation are more closely associated with stereotypically male traits, and that this belief can lead people to judge men as more creative than women. The findings suggest women could be at a professional disadvantage in workplaces where creative thinking is most valued, such as those in the tech sector. Kay researched the topic with PhD students Devon Proudfoot and Christy Zhou Koval.

In an online study, the researchers randomly assigned 80 participants to read a description of creativity, either as outside-the-box thinking or as a connect-the-dots approach. Then they were asked to rate how central each of 16 character traits is to creativity. Participants rated

stereotypically male traits (such as decisiveness, courage, and competitiveness) as more important to creativity than stereotypically female traits (such as sensitivity, sympathy, and the ability to be nurturing).

In another study, 125 participants read one of two descriptions of a manager with a business plan. In the first, the manager's plan took greater risk, reflecting a stereotypically male quality; in the other, the manager's plan took less risk. Male managers with risky plans were rated as more creative than those with less risky plans. Men with risky plans also were rated as more creative than women with the same plans. There was no significant difference between the women in these scenarios.

The researchers also examined professional evaluations of 134 senior executives, 100 of them men, enrolled in an MBA program. Though their subor-



dinates rated men and women as equally innovative, their supervisors judged men as more innovative than women. Such attitudes

could limit opportunities for women in business, the researchers conclude. "Creativity is becoming the dominant form of personal capital," Kay says. "If we think creative behavior is more desirable, then it's even more important to be aware of stereotypes about creativity."

► **"A Gender Bias in the Attribution of Creativity: Archival and Experimental Evidence for the Perceived Association between Masculinity and Creative Thinking" was published online in *Psychological Science*. Purchase it at pss.sagepub.com/content/26/11/1751.**

'BEST COUNTRIES' RANKING RELEASED

With rankings of business schools and other institutions so popular with the public, was it inevitable for a global ranking of countries to emerge? In January, the *U.S. News & World Report* released its first "Best Countries" ranking, based on methodology developed by David Reibstein, professor of marketing at the Wharton School at the University of Pennsylvania in Philadelphia. The report, conducted in conjunction with Wharton and BAV Consulting, a unit of the WPP Group, uses Reibstein's "nation-branding" research to evaluate how 60 nations are perceived around the world across 24 categories.

For instance, Germany took the No. 1 spot as "Best Overall Country," with Canada and the United Kingdom coming in second and third, respectively. Sweden came in No. 1 in the "Best Countries to Raise Kids" and "Green Living" categories, while Denmark was No. 1 on the list of "Best Countries for Women."

The ranking named the United States as the most powerful country in the world; India as the country with the most up-and-coming economy; and Canada as the country with the best quality of life.

The results were based on a survey of 16,200 business leaders and global citizens. The information is now available through the *U.S. News*' "Best Countries" portal. The portal also will include supplemental content such as original reporting and op-eds from experts in a variety of fields, which lawmakers, business leaders, and citizens can use to evaluate how different nations perform in different areas, explains Mortimer Zuckerman, the publication's chairman and editor-in-chief.

► To read the full rankings, visit www.usnews.com/news/best-countries/overall-full-list.

THE VALUE OF B-SCHOOL

HOW DO BUSINESS SCHOOL ALUMNI view their educations three, five, and even ten years after graduation? Most view it very favorably, according to the 2016 Alumni Perspectives Survey released by the Graduate Management Admission Council. The survey aggregates responses from 14,279 alumni of 70 business schools worldwide. These alumni were asked to express the value of their graduate-level business degrees in terms of skills gained, careers achieved, and overall ROI realized.

Of those surveyed, 93 percent noted that they found their graduate management education experiences personally rewarding, and 89 percent found them professionally rewarding. A slightly smaller majority, 75 percent, found their educations to be financially rewarding. When asked if they would pursue graduate management education again, 93 percent said yes.

And while earning graduate business degrees led to higher salaries for most of these alums, a salary boost was not the main reason they pursued graduate business education. Personal development (73 percent) and an expansion of managerial knowledge and skills (62 percent) were the top motivating factors. An increase in salary was the main driver for only 59 percent. A few came to business school so they could increase self-confidence (27 percent), start a business (19 percent), or obtain international job assignments (16 percent).

Another telling finding is that the opportunity cost for full-time MBA programs continues to grow. Graduates of full-time two-year programs see greater ROI than those from other degrees, but they also see greater costs in lost time and wages.

Should Students Be ‘Customers’?

A survey of 608 undergraduates at higher education institutions (HEIs) in England indicates that when colleges and universities treat students as customers, they may be encouraging lower academic performance.

Students were asked to indicate their agreement with “learner identity” statements such as “I always try my best on assignments” and with “consumer orientation” statements such as “I think of my university degree as a product I am purchasing.” The survey found that the less students exhibited learner identities, the greater their

consumer orientation. In turn, the greater their consumer orientation, the lower their academic performance.

The survey was conducted to determine the long-term effects of the 1997 Dearing Report, which drove a movement in the U.K. to treat students like customers and intensified HEI focus on student satisfaction.

However, HEIs that implement changes to satisfy students with higher consumer orientation could “further risk academic standards,” the authors warn. “These students may have a propensity to see their

degree as something that can be bought, not something that requires effort.”

► **“The student-as-customer approach in higher education and its effects on academic performance” was written by psychology professors Louise Bunce and Amy Baird of the University of Winchester and Siân Jones of the University of London’s Goldsmiths College. It appeared January 14, 2016, in *Studies in Higher Education*, and it is available at dx.doi.org/10.1080/03075079.2015.1127908.**

2.5 YEARS

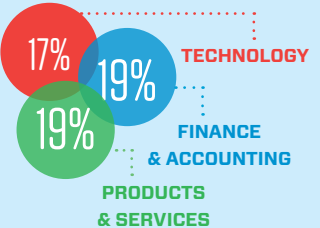
Time it takes alums of one-year, flexible, executive, and online MBA programs to recoup their educational investments



3.5 YEARS

Time it takes alums of full-time two-year MBA programs to recoup their educational investments

Most common career paths of those surveyed



1 in 10 of b-school alums are self-employed. Of these, more than **80%** are happy being entrepreneurs.

Women in senior-level positions earn **\$.81 for every \$1** that men in senior-level positions earn.

“Truly measuring ROI is an art requiring a deep appreciation for the reasons individuals decide to expend the time, energy, and money to accomplish a goal,” the survey authors write.

► **The Alumni Perspectives Survey—which also breaks down median base salaries by gender, job level, organization size, and global region—is available at www.gmac.com/market-intelligence-and-research/research-library/measuring-program-roi/2016-alumni-perspectives-survey-report.aspx.**

Unfair Bias in Standardized Tests?

THE SCORES FOR STANDARDIZED college admissions tests don't accurately predict students' grade point averages, and differences in predictions are systematically related to students' gender and ethnicity. This means that hundreds of thousands of students are unfairly admitted to colleges, rejected from colleges, or offered scholarships. That's the contention of new research produced by Herman Aguinis, the John F. Mee Chair of Management and a professor of organizational behavior and human resources at Indiana University's Kelley School of Business in Bloomington; Steven Culpepper, assistant professor in the department of statistics at the University of Illinois at Urbana-Champaign; and Charles Pierce, the Great Oaks Foundation Professor of Human Resource Management at the Fogelman College of Business and Economics at the University of Memphis in Tennessee.

The three wrote a paper on the same topic in 2010, in which they suggested that standardized tests had the potential to be biased based on gender and ethnicity and that methods to reveal bias were deficient. The College Board—which administers the SAT and GRE—took issue with their conclusions and published a rebuttal in 2013. That rebuttal paper, written by Krista Mattern and Brian F. Patterson, studied the relationship between SAT data and first-year grade-point averages and found that the relationship between the two was generally consistent across various groups. Both studies were published in the *Journal of Applied Psychology*, which required Mattern and Patterson to make the College Board's data available.

Aguinis, Culpepper, and Pierce based their new paper on that data, which provides information about roughly 475,000 test-takers. These include 257,336 female and 220,433 male students across 339 samples, as well as 29,734 African American and 304,372 white students across 264 samples. All samples were collected from 176 colleges and universities from 2006 to 2008.

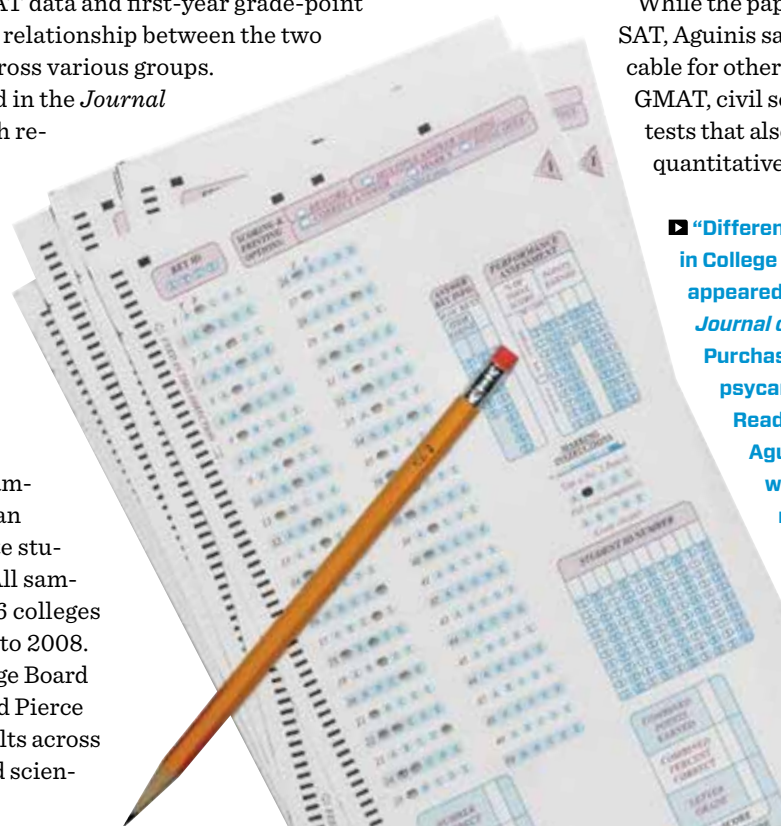
After analyzing the College Board data, Aguinis, Culpepper, and Pierce found the same average results across colleges as the College Board sci-

tists. However, they also found much variation when data for each college was studied individually. They argue that admissions policies, grading approaches, and academic support resources differ greatly between institutions and even within them. They believe this raises questions about how useful and fair standardized tests are as predictors of student success across gender and ethnic groups.

Aguinis and his colleagues offer a closer look at the numbers based on the approximately 1,368,500 SAT takers who enroll in college annually. Their results suggest that 221,697 students attend institutions where there is bias toward men or women based on the math component of the SAT. In addition, hundreds of thousands of students are likely to attend institutions where there is a bias in prediction based on a student's ethnicity such as black compared to white. That's true for approximately 265,489 students taking the critical reading component of the SAT test, 183,379 taking the math component, and 221,697 students taking the writing component.

"Tests do not work the same way across colleges and universities, and we have found that hundreds of thousands of people's predicted GPAs based on SAT scores were under- or overestimated," Aguinis says.

While the paper focuses on data for the SAT, Aguinis says its findings are applicable for other exams, such as the GRE, GMAT, civil service, and pre-employment tests that also measure intelligence and quantitative skills.



► **“Differential Prediction Generalization in College Admissions Testing”** appeared January 21, 2016, in the *Journal of Educational Psychology*. Purchase it at psycnet.apa.org/psycarticles/2016-03221-001. Read the original 2010 paper by Aguinis, Culpepper, and Pierce at www.apa.org/pubs/journals/releases/apl-95-4-648.pdf. The College Board's rebuttal of the original research also can be purchased at psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2012-29189-001.

new projects

MEASURING FOR HEALTH

As more people use wearable devices to monitor their well-being, how can they use that information to maintain healthy lifestyles? **Michael Segalla**, professor of management at HEC Paris, has launched a study in collaboration with technology company Intel to discover the answer.

Since January 2016, executives enrolled in TRIUM EMBA—a consortium of schools that includes HEC Paris, New York University's Stern School of Business, and the London School of Economics and Political Science—have been wearing devices that measure movement, sleeping patterns, pulse rates, blood oxygen levels, blood pressure, skin temperature, and galvanic skin response. Researchers will determine how changes in those metrics can identify potentially stressful situations that can lower personal performance. At the conclusion of the experiment, HEC Paris will release a white paper on the project.

UNBANKED SOLUTIONS

Researchers at **Lagos Business School** in Nigeria have begun a project to study barriers that exclude many low-income Nigerians from using banks and other financial service providers. Supported by the Bill and Melinda Gates Foundation, the project will develop sustainable digital financial solutions and government policies for "unbanked" Nigerians—especially those among the rural poor. The project also will include a student case competition focused on digital financial services.


The project will support the government's plan to improve the percentage of Nigerians served by financial institutions from 60 percent now to 80 percent by the year 2020—the equivalent of 18 million new financial services users.

"Financial inclusion is a catalyst for economic development and growth," dean Enase Okonedo told Nigeria's *Premium*

Times. "Access to financial services can improve the lives of the poor."

WORLD ALLIANCE

Arizona State University in the U.S., **King's College London** in the U.K., and the **University of New South Wales** in Australia have formed the PLuS Alliance to expand access to learning and develop research to solve global challenges. This fall, the PLuS Alliance universities will begin offering more than 20 degree programs, including bachelor's programs in sustainability, global health, community health, whole person care, business, and global logistics

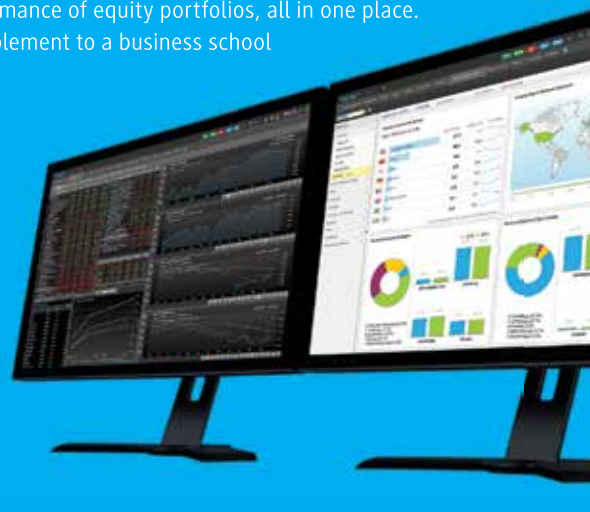
management; and master's programs in science of healthcare delivery, infectious disease intelligence, and sustainability leadership. Eventually, program coordinators hope to allow students to attend different courses with each school—online or in person—to earn degrees certified by all three schools. Additionally, the PLuS Alliance has named more than 60 inaugural alliance fellows—professors from a range of disciplines who will work together on research projects focused on tackling global challenges. The alliance partners plan to increase that number to 100 by the end of the year. Visit plusalliance.org. 

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MATTERS ENOUGH EDUCATION

BY SHARON SHINN

ILLUSTRATION BY TRACI DARBECKO

Ten schools that are changing the world through technology, education, and entrepreneurship.

CAN STUDENTS AT A BUSINESS SCHOOL IN MICHIGAN change the lives of women in Kenya—without even stepping past the shores of the Great Lakes? Through the innovative use of web-based technology, they certainly can. And b-school students in Pennsylvania can offer aid to high school kids in Bolivia without ever laying eyes on their counterparts.

Business schools have an extraordinary capacity for creating impact in many different ways and in many different arenas. Through outreach programs, they can nourish communities; through scholarly research, they can transform industries; and through educational programs, they can equip students with the skills to change the world.

In the following pages, we look at ten schools that have created programs that improve educational opportunities, business models, and the quality of people's lives. Some achieved their goals through technology, some through entrepreneurship, and some through educational upgrades. All of them were drawn from entries submitted to AACSB International for its "Innovations That Inspire" initiative. All of these examples show not only how business schools can make demonstrable positive impact on the world, but also how their efforts could inspire other schools to do the same.



INNOVATIONS THROUGH TECHNOLOGY

1 CALIFORNIA STATE UNIVERSITY,
NORTHRIDGE (CSUN)
DAVID NAZARIAN COLLEGE
OF BUSINESS AND ECONOMICS
IN NORTHRIDGE, CALIFORNIA

THE INNOVATION: A large-scale automated follow-up system that provides benchmarks on student earnings, employment, and industry over a ten-year period.

THE SITUATION: While the public continues to debate about the ROI of higher education, CSUN has developed an approach that could settle that debate once and for all. The university has created a digital tool that tracks the careers of 95,000 CSUN students—20,000 of them from the business school. CSUN launched the project three years ago by tapping a state-level database that is part of the unemployment insurance system.

The school used records for all entering students from between 1995 and 2005 and looked up their earnings from 1993 to the present. When they exited the school, the school started to follow them quarter by quarter, tracking their inflation-adjusted earnings and industries of employment. The school then aggregated the data into usable measures—and disaggregated it to program level to allow comparison between undergraduate and graduate students according to major, career path, and other variables.

To account for everyone, researchers assigned each student to one of six categories: those who earned bachelor's degrees from CSUN, those who attended CSUN but earned bachelor's degrees elsewhere, those who earned graduate degrees from CSUN, those who attended CSUN but earned graduate degrees elsewhere, those who enrolled as undergraduate students but never completed degrees, and those who enrolled as graduate students but never completed degrees. To date, the project has released two waves of data, which have been used for program review and accreditation self-studies.

The Nazarian College has used some of the data in its 2014 AACSB review to show the impact the school is having on students and the local economy. The university has used the data in federal grant proposals, in programs designed to spur faculty development, and in efforts to demonstrate to policymakers the value the campus produces for the economy.

"Perhaps most important, the data are available to help students choose a major, decide if going on to graduate school is worth the cost, and understand the industries they are likely to work in if they choose a particular major," says Richard Moore, professor of management at the Nazarian College.

CSUN plans to make the results available to the public in every state so

that any U.S. school can launch similar programs. And the system is drawing some attention, says Moore. The model has been presented at the California Association of Institutional Research, and the project team is collaborating with the California State University Chancellor's Office to explore how working while enrolled affects graduation rates, time to degree, and earnings after graduation. The team also is exploring how to expand the project to all 23 CSU campuses.

Unlike the media rankings, which focus on salary metrics, "we don't even look at earnings until two years after students graduate, as it takes time for people to settle into a spot in the labor market," Moore says. "What really matters is the pattern of earnings and employment over time. The gap between college graduates and others gets larger as time goes by. Getting an education puts you on a whole different trajectory. Even if you don't earn a huge salary, you are likely to have more interesting work and be unemployed much less. You lead a different life if you have an education."

▣ [irqry.csun.edu:8080/openweb/csunnumbersindex.html](http://See a data overview at <a href=). For more technical information on how the project was run, visit www.cshe.berkeley.edu/publications/yes-can-they-earn-living-methods-creating-effective-system-measuring-labor-market.

2 GRAND VALLEY STATE UNIVERSITY SEIDMAN COLLEGE OF BUSINESS IN GRAND RAPIDS, MICHIGAN

THE INNOVATION: t3, an interdisciplinary group that creates open-access computer programs with social impact.

THE SITUATION: In 2008, business law professor Star Swift saw the need to make information about arbitration more available to the general public, so she recruited students to help create a usable and useful website. Over time, the group evolved into the initiative called Teaching Through Technology, or t3, which includes students, alumni, and faculty working together to create open-source technology products that are free for everyone globally. All projects are web- or mobile-based, chosen for need and impact, and focused on reaching users who can benefit most.

The group finds new clients by advertising with Google AdWords, using an annual Google grant of US\$500,000 that funds free web-based ads. Students comb analytics to determine who's seeing the ads, who's using the website, and what key words will attract more users. Says Swift, "We've learned that the use of our products goes up when we have creative ads that lead users to excellent content. This may seem like a simple concept, but it took us a bit to put the idea into practice." Today, she says, t3 sites have more than 2 million impressions per month.

Everyone on the team votes on whether to accept new projects. Once a project is accepted, some team members start designing the app, some research keywords and designs for the ad campaign, and some analyze data to determine which cities and countries would be most receptive to the ad campaign.

In the past year, t3 has created a range of projects from the ambitiously global to the intensely local. For instance, one project was "A Midwife's Guide," avail-



Star Swift (center) poses with current members of t3.

able as both a mobile application and an e-book. It was created after a physician practicing in Malawi, Africa, requested a guide to teach women the basics of delivering babies.

"She didn't even know what a mobile app was, but she knew women needed to be able to download medical information onto a cell phone because they did not have Internet service except in the big city," says Swift. To date, almost 52,000 users have downloaded the app and 34,000 have accessed the e-book. The largest concentrations of users have been in India, Pakistan, the Philippines, Ghana, Sri Lanka, Nigeria, South Africa, the U.K., Bangladesh, and Kenya.

On the other end of the spectrum was the anyBody's App, created at the request of the Equity and Inclusion Department of the university. The purpose was to provide a guide that would allow anyone on campus to find a single-stall bathroom.

For their work on t3, students receive at least three credits and as many as six if they are part of the Honors College program and required to have a junior and senior project. They must pay for the credits, though they do the t3 work for

free. Swift also tries to make sure each student speaks at one conference and writes one paper for journal publication.

Currently the group comprises seven students (from majors ranging from finance to MIS), five alumni, the director of the digital studio on campus, and Swift. To replace students who graduate, Swift invites students from her classes to think about joining; group members vote on which applicants to accept.

Students in t3 develop skills in technology and teamwork, as well as "an appreciation for the need of an integrated focus to create solutions," says dean Diana Lawson. Just as valuable, they learn the power of creating measurable value in the real world. As one alum who recently joined a team meeting put it, "I like my work but I miss the passion of t3. Even after you graduate, you will find that you are always thinking about the projects."

► [Learn more about t3 and its recent projects at www.gvsu.edu/arbitration/other-projects-64.htm](http://www.gvsu.edu/arbitration/other-projects-64.htm). See a video about t3 made for a Google Conference by a film student when he was a member of the team at youtu.be/mhgJ6SuS124.

3 SAINT JOSEPH'S UNIVERSITY ERIVAN K. HAUB SCHOOL OF BUSINESS IN PHILADELPHIA, PENNSYLVANIA

THE INNOVATION: An advanced analytics program that allowed undergraduates to identify impoverished secondary school students in Bolivia.

THE SITUATION: Since 2003, Saint Joseph's University has had a strong relationship with Fe y Alegría, a Jesuit-sponsored network of more than 400 schools in Bolivia. Early in the fall 2015 school term, SJU received a request from the organization, asking for help analyzing a survey in which nearly 300 Bolivian students answered 22 questions about their lives. Based on this data, the organization wanted to identify the most impoverished high school students so it could gear its outreach efforts to those in greatest need—for instance, students who were living without electricity or water and who only had minimal daily meals. The organization also wanted the analysis to be ready in six weeks.

It was the perfect project for the introduction to data mining course in SJU's Business Intelligence & Analytics program. While the class exposes students to data mining tools through textbooks, problems, videos, and case studies, the Fe y Alegría survey provided a real-world case study that allowed students to make connections between topics they'd covered in the classroom and techniques for working with actual data.

To provide the analysis, students critiqued the survey, cleaned the data, identified the most helpful questions through principal component analysis, tested different socio-economic grouping levels using cluster analysis, calculated a dependent variable based on the clusters, defined coefficients for the most meaningful questions, and tested

the model. They presented their final model to members of the Fe y Alegría organization during a full-class Skype session, which was translated into Spanish by a bilingual student who was a Business Intelligence major. Other bilingual students provided written and verbal translation throughout the project.

By analyzing survey data in this way, students got a chance to apply concepts they'd learned in class to a real-world case study. "Whenever new concepts were taught in class, students quickly made connections between these topics and the Bolivian survey projects," says assistant professor Kathleen Campbell. "Students were energized by the opportunity to work with real data and by the realization that their efforts could help impoverished children in need. They were so engaged in the initial analysis that they requested the opportunity to follow the project through to its conclusion."

Follow-up is occurring on a number of fronts. Student Christine Wolf is using an independent study class to refine the initial predictive model and hopes to write about it in an academic paper. In addition, students in successive Business Intelligence classes will continue to work on the project as Fe y Alegría provides them with updated data. The school also is investigating other possible applications of the methodology.

Says Joseph DiAngelo, dean of the Haub School, "This program ties closely to our mission as a Jesuit university and brings a special type of impact that 'makes the world a better place.'"

► **An article about the partnership appears in *International Transactions in Operational Research* at onlinelibrary.wiley.com/doi/10.1111/j.1475-3995.2011.00821.x/full. For more information about the organization, visit www.feyalegria.org/en.**



1 THE UNIVERSITY OF QUEENSLAND UQ BUSINESS SCHOOL IN BRISBANE, AUSTRALIA

THE INNOVATION: The Social Economic Engagement Program (SEEP), a co-curricular program that enables MBA students to work with community organizations on strategic projects.

THE SITUATION: Through SEEP, MBA students at UQ have a chance to apply their professional expertise and classroom learning to real-life projects that benefit not-for-profits and community organizations. In the past, SEEP projects have included a growth strategy and succession plan for OzHarvest, which gathers excess food and redistributes it to other charities; a feasibility study for RETREDS, a recycling project; a fundraising and community awareness strategy for the Queensland Branch of Save the Children; and a business plan for Mummy's Wish, geared toward families where mothers have cancer.

In the past five years, 170 MBA students have worked on 45 projects for about 35 different organizations, says associate professor Neil Paulsen, director of SEEP. They work in teams of three to five students each; some students work on multiple projects. SEEP finds new projects mainly through word-of-mouth, including referrals from alumni working with organizations with social missions.

INNOVATIONS THROUGH ENTREPRENEURSHIP

One recent project came about when students began working with the Terrace Timor Network (TTN), a nonprofit organization that supports long-term independence in Timor-Leste, a small country in southeast Asia. Their goal was to help coffee farmers determine whether vanilla—which can be grown at the base of existing coffee trees—would be a viable and profitable secondary crop and, if so, to create an implementation and marketing plan. Students also had broader goals: to break the poverty cycle of coffee farmers and support sustainable economic development in the region by helping to launch businesses that would not need long-term external funding.

Operating mostly autonomously, six students worked with TTN leaders over four months, visiting Timor-Leste to observe and interview farmers and other members of the community. Ultimately the student team developed the Vanilla Roadmap, a five-year strategy that would allow farmers to bring a vanilla crop to harvest in a timeframe that would supplement existing coffee production. The report considered planting, harvesting, production, training, markets, feasibility, and risk.

Today, the TTN's Vanilla Coordinator is working with local farmers to implement the Vanilla Roadmap. The group has engaged experienced vanilla harvesters to train the coffee farmers, and two area farmers are currently

growing crops. That number is expected to expand as additional farmers have expressed interest in being part of the pilot program.

School officials believe SEEP is having an equally great impact on the students themselves. To prove it, the school is gathering longitudinal data on students to learn how, and to what extent, SEEP projects are helping students improve their empathy, global perspective, self-awareness, resilience,

and practical skills. In addition, the school has developed a similar program for undergraduate students, in which MBA students mentor undergrad teams completing their own SEEP projects.

► [Read about the SEEP program at UQ Business School at www.business.uq.edu.au/social-economic-engagement-program-seep.](http://www.business.uq.edu.au/social-economic-engagement-program-seep) [Read an interview with Paulsen at www.uq.edu.au/uqcontact/index.html?page=225137&pid=195813.](http://www.uq.edu.au/uqcontact/index.html?page=225137&pid=195813)



SEEP students visit a coffee factory as they prepare to develop a marketing and distribution strategy in partnership with the Terrace Timor Network coffee program in East Timor. This coffee project later led SEEP students to the Vanilla Roadmap project.

2 UNIVERSITY OF VICTORIA PETER B. GUSTAVSON SCHOOL OF BUSINESS IN BRITISH COLUMBIA, CANADA

THE INNOVATION: Northwest Aboriginal Canadian Entrepreneurs (NW-ACE), a partnership between the Gustavson School and Tribal Resources Investment Corporation.

THE SITUATION: Innovation and social responsibility are two of the main pillars of the Gustavson School of Business; the school also specializes in entrepreneurship in both teaching and research. It combined these focus areas to create the NW-ACE program as a way to increase the school's engagement with indigenous communities by teaching aboriginal students to become entrepreneurs.

"Aboriginal businesses and communities across Canada hold the key to revitalizing regional economies and promoting prosperity on local, provincial, and national scales," says Brent Mainprize, a teaching professor of entrepreneurship and director of the NW-ACE program.

The program not only targets students of aboriginal ancestry who reside in northwest British Columbia, but also delivers its content on-site, rather than

requiring aboriginal students to leave their rural communities. As much as possible, classes are held at community cultural centers, youth centers, or at indigenous-owned businesses. All classes host a maximum of 18 students ranging in age from 18 to 54. Programs are funded through provincial and federal programs, and students do not pay tuition.

While most entrepreneurship courses focus on business plans and feasibility reports, says Mainprize, NW-ACE helps students hone specific skills such as identifying opportunities, negotiating, networking, selling, and strategic planning. The working hypothesis is that "incorporating aboriginal culture and symbols into the entrepreneurship curriculum enhances student learning," says Mainprize. In fact, the Gustavson School worked closely with aboriginal leaders and artists to incorporate visual images of an eagle and salmon into illustrated concepts of entrepreneurship.

The program begins with a nine-week in-class component, which is followed

by a 12-week mentorship phase that draws mentors from the community as much as possible. While coordinators prefer that participants meet face-to-face, students and mentors connect via Skype and phone when necessary.

Since its launch in Prince Rupert in May 2013, NW-ACE has been highly successful—enough so that the school is planning to expand to other parts of the province. The program also has

become an important link between the university and the larger community. It has led to offshoot programs such as the NW Canadian Aboriginal Management Program, which works with the

employees of aboriginal financial institutions and managers of villages and bands of First Nation people.

In addition, the program has been a catalyst for new business ideas and employment opportunities. As of February 2016, 91 students have graduated from the first six cohorts of the program. At that time, 49 percent were completing their business plans, 27 percent were employed in the field of their business plans, and 15 percent were pursuing additional education.

In addition, 23 percent have launched new businesses, including Aboriginal Press. Founded by Noah Guno, a member of the Nisga'a First Nation, the press provides news and lifestyle articles from an aboriginal perspective and acts as a conduit for information and opportunities to people of northwestern British Columbia. For success stories like this one and others, NW-ACE received the Partnership and Collaboration Visionary Award from the Industry Council for Aboriginal Business in 2014.



This photo: Student Barbara Duncan (left) and professor J. Brock Smith discuss product placement during an NW-ACE class held on a reserve in Prince Rupert. **Above:** Visual images of an eagle and salmon are incorporated into a graphic that shows the steps students must take to "earn their entrepreneurial wings." The original illustration was created by aboriginal artist Richard Shorty.

► For more details about NW-ACE, visit onlineacademiccommunity.uvic.ca/gustavson/tag/nwace/ and www.nwace.ca/.



FMS fellow Coreyell Stout (center) on assignment in Kenya with energy company One Degree Solar.

STUDENTS ARE TRAINED TO WORK FOR SOCIAL VENTURES IN EMERGING MARKETS.

3 MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES (MIIS) AT MONTEREY GRADUATE SCHOOL OF INTERNATIONAL POLICY & MANAGEMENT IN MONTEREY, CALIFORNIA

THE INNOVATION: The Frontier Market Scouts program, which trains students for careers in social enterprise management and responsible investing.

THE SITUATION: In 2010, thought leaders at a social impact investment summit identified the need for a program that would provide training for entrepreneurs in emerging markets. The focus would be on the “missing middle,” those social enterprise ventures that are too large to receive microfinance funds but too small to attract traditional venture funding.

In 2011, MIIS launched Frontier Market Scouts (FMS), intended to connect social impact investors with entrepreneurs who had business models but who needed help polishing business plans, improving operations, and connecting to the right networks. FMS provides intensive two-week certificate training sessions that include lectures, creative projects, and experiential learning opportunities that focus on

early-stage social venture and impact investing management.

“Much of the currency and practicality of the program is delivered by leading practitioners, seasoned entrepreneurs, and impact investors,” says Yuwei Shi, professor at MIIS’ Graduate School of International Policy and Management and director of research at the Center for Social Impact Learning. “For instance, faculty of the current program include principals and senior managers from the Cordes Foundation, the Calvert Foundation, the Omidyar Network, Accion Venture Labs, First Colorado Capital, Pi Investments, and Unreasonable Institute. The practitioner faculty also participate in curricular development.”

Students who complete the training can become candidates for two- to 12-month fellowships in global hot spots for social enterprise, with the school facilitating paid internships. “Although we have only a modest fund for limited scholarships, our fellows have covered at least a significant part of their total expense through paid internships,” says Shi. Of the 20 students in the first class, ten went on to six-month fellowship placements with partner organizations in India, Nigeria, Vietnam, and Tanzania.

Since its launch, the program has trained more than 300 professionals and

served more than 100 different social enterprises in 20 countries. Training sessions have been offered in Monterey; Salt Lake City, Utah; Washington, D.C.; and Amsterdam, the Netherlands. Plans are underway to continue to expand globally and offer location-based training in other key regions for social enterprise development. For these off-campus training sessions, the school chooses “cities that are hot spots for impact investors, who in turn attract social entrepreneurs,” says Shi.

The success of FMS also has led to curriculum innovations within the school’s MBA degree. In the fall of 2015, MIIS launched the Fisher MBA in global impact management, which became the flagship program for the school’s new Center for Social Impact Learning. The global impact MBA includes an emphasis on social enterprise and finance as one of three key tracks. Students in this track may use the FMS fellowship as a basis for a field report capstone experience. In 2013, FMS won a Cordes Innovation Award from AshokaU. This year, it was honored with the Cordes Innovation Hall of Fame Award from AshokaU.

► [Read more about the FMS program at www.miis.edu/academics/short/frontier-market-scouts.](http://www.miis.edu/academics/short/frontier-market-scouts)

4 UNIVERSITI UTARA MALAYSIA (UUM) IN JITRA, KEDAH DARUL AMAN, MALAYSIA

THE INNOVATION: A recycling project that turns discarded coconut shells into salable charcoal.

THE SITUATION: The coconut trade is the fourth-largest industry in Malaysia. While vendors use the juice of the coconuts to create products such as coconut milk and coconut drinks, they usually just discard the shells. However, the shells can be sold to factories for RM72 (about US\$18) per metric ton—or they can be recycled into charcoal.

In 2014, the coconut industry became the focus of a group of students from the UUM branch of Enactus, an international nonprofit that brings together students, academics, and business leaders who use entrepreneurship to improve the quality of life for people in need. About 80 UUM students participate

annually in the extracurricular activity. For this project, students surveyed coconut vendors in nearby small towns and learned that most of them simply burn the shells or leave them to rot on the ground.

To prove it was feasible to make charcoal from the shells, the students formed a company called Co&Coal. To support their efforts, they procured a Sustainable Development Grant worth approximately US\$2,000 from Shell Malaysia, as well as grants worth about \$500 each from Global Cycle and Perfectwood Resort Builder, both UUM Enactus sponsors. UUM also covered many of the students' expenses.

Ten students spent five months conducting experiments in an open space on UUM's Agrofarm, using discarded shells that vendors provided for free. They conducted their experiments in three steps. First, they placed the shells in a small barrel and heated them for two hours over a larger barrel filled with hot wood scraps. They ground down the

resulting charcoal, using a machine they had purchased with their grant money for the equivalent of \$175. The finely ground charcoal was placed in a special mold that shaped it into a solid cylindrical tube about 6 inches tall and 1.5 inches in diameter. Then the charcoal was left to dry for three days.

Because the best coconut charcoal emits very little smoke, the students conducted additional tests to make sure their products were high-quality. Pieces of charcoal that passed the stringent smoke test were packed into one-kilogram packets that could be sold for RM10 (US\$2.50) per pack.

Throughout the process, students collaborated with a micro-entrepreneur named En Shukri, a coconut seller with plenty of shells at his disposal. For proof of Co&Coal's impact on the community, the students only need to point to Shukri. He gained valuable entrepreneurial skills while increasing his monthly income from RM72 (US\$18) to RM440 (US\$110). He joined with five partners to gain a continual supply of raw materials and has begun producing 132 kilograms of charcoal a month.

The impact on students was equally striking. Not only did they gain deep knowledge in a specialized industry, they enhanced their skills in the areas of entrepreneurship, teamwork, leadership, and communication. They also developed the confidence to make presentations to big corporations. Finally, by reclaiming waste and turning it into a salable product, they contributed to sustainability in their corner of the world. Students plan to remain involved with Co&Coal as long as they have a supply of shells, the participation of entrepreneurs, and a market demand for the project.



Co&Coal creates tubes of charcoal from the shells of discarded coconuts and sells them in one-kilogram packets.

Information about Enactus is at enactusuum.org/. Information about Shell's sustainability grants in Malaysia can be found at www.shell.com.my/environment-society/shell-in-the-society/malaysia/sd-grants.html.



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INNOVATIONS THROUGH EDUCATION

1 UNIVERSIDAD DEL PACÍFICO (UP)
FACULTAD DE CIENCIAS
EMPRESARIALES AND
ESCUELA DE POSTGRADO IN
LIMA, PERU

THE INNOVATION: A collaborative program with Peruvian Public Universities Faculty that aimed to strengthen their capabilities in several fields, including business, economics, and public management.

THE SITUATION: El Programa de Intercambio Educativo (PIE)—also known as the Academic Exchange Program—was devised as a way for Universidad del Pacífico to have a positive effect on the socioeconomic development of the country.

Through the PIE program, professors from throughout the region apply for one-month residential programs in business, economics, and public management on the UP campus. Each program includes approximately 100 hours of lectures, seminars, and field visits to private and public organizations. Because UP faculty train fellow teachers from public universities, PIE is considered a peer-to-peer collaboration.

Through the program, participants

are exposed to innovations in teaching methods, discover new ways of disseminating knowledge, and learn to develop research capabilities anchored in local needs. Many have returned to their own schools and instituted new instructional methods, including hands-on learning experiences and collaborations with local businesses.

A mix of junior and veteran faculty are selected for PIE every year, and they all receive grants that cover tuition, transportation costs, and living expenses while they're in Lima. The school also offers students scholarships to its social investment management master's program.

The PIE program is funded to a large degree by the university's Patronato, or association of benefactors who are both corporations and individuals; group members also help identify the major national and regional needs the PIE program should address.

Currently, the school is looking for additional funding from sources such as the Ministry of Education and the National Council for Science and Technology, which support teacher training programs. It also is considering presenting the PIE training model to international cooperation programs,

says Cecilia Montes, director of institutional relations.

The school offers follow-up activities that include an annual academic conference, where selected professors present research papers. In addition, the school holds an innovation contest, where participants submit descriptions of their teaching innovations. The winning professor is invited to the next course to receive an award and share his innovation with the new class.

"This motivates more faculty to take part in future editions of the contest," Montes notes.

While the school is still designing methodology that will measure the program's impact, it's clear that it has attained far-reaching success. Originally launched with fewer than ten participating universities, PIE now is nationwide: It has spread to all 25 regions of Peru and trained more than 400 public university faculty members.

▣ Details about the PIE program can be found at www.up.edu.pe/pie. A Spanish-language paper describing the impact PIE has had on participating faculty over the years is available at www.up.edu.pe/fondoeditorial/SiteAssets/El-campus-es-el-pais-PIE.pdf.



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THE INNOVATION: The Innovo Scholars Consulting program, which pairs instructors with students to innovate business school courses and programs.

THE SITUATION: Although flipped classrooms, blended instruction, and experiential learning are transforming the educational experience, some faculty and administrators are uncomfortable using new technologies and teaching methods. Not only that, redesigning courses takes time and money, and some schools don't have many resources to pour into this crucial task.

The Smith School created the Innovo Scholars Consulting program in 2015 as a high-impact, low-cost way to support undergraduate curriculum innovation by targeting faculty and administrators who want to participate but don't know where to begin. Faculty who are interested in innovating their courses recruit top students, describe the program, and ask if the students will become their Innovo Scholars. "There also have been some instances where students have reached out to professors to inform them of the program and offer to be their Innovo Scholars," notes Sandra M. Loughlin, the school's director of learning and innovative instruction.

Students who want to participate enroll in a semesterlong, three-credit course where they learn the fundamentals of design thinking, the ways college students learn, and the principles of management consulting. They then conduct research to assess the needs of stakeholders—instructors, students, alumni, and employers—and to identify the strengths, challenges, and opportunities of existing courses and programs.

Midway through the semester, Innovo Scholars present an analysis and recommendations to their faculty members, and then they work with the

professors to identify the deliverables, called Teaching Tools. Innovos spend the rest of the semester prototyping and refining their ideas so that, at the end of the course, they can deliver plug-and-play Teaching Tools that professors can implement in future offerings. Throughout the program, Innovo Scholars receive professional coaching from management consultants to help them act professionally, address problems quickly, and communicate effectively.

Within the first two semesters of the Innovo program, more than 20 undergraduate courses were revitalized. Teaching Tools developed by Innovo Scholars include curated videos for flipped classroom instruction, anchors and prompts for online discussion boards, projects that apply course concepts to current events, and resources that help students develop a global mindset during faculty-led global programs.

Students generally work alone or in pairs, says Loughlin, although sometimes projects dovetail, which allows students with different faculty clients to collaborate on an innovation. For instance, last semester Innovo Scholars worked with faculty in five quantitative core courses to design a coordinated, flipped instruction model that emphasized active learning in class; as part of this project, Innovos developed and implemented an electronic student response system called Clickers.

The program has gotten high marks from students, administrators, and industry partners. Faculty appreciate the fact that problems in their courses aren't just identified, but also solved. Employers and recruiters appreciate the fact that the Innovo Scholars program helps them identify top students who have mastered problem-solving skills in complex environments. Students like having the opportunity to receive professional coaching, build relationships with faculty, have an impact on the school, and act as consultants who solve real problems, thus gaining experience for jobs after graduation.

The university has recently decided to expand the Innovo Scholars concept beyond the business school by adding a course on innovating higher education to UMD's Academy for Innovation and Entrepreneurship. The academy offers a series of "Fearless Courses" led by multidisciplinary teams of faculty who teach students to attack tough problems through innovation and entrepreneurship.

■ **For more information about the program, visit www.rhsmith.umd.edu/programs/undergraduate-programs/academics/fellows-special-programs/innovo-scholars and www.rhsmith.umd.edu/news/smith-school-shakes-higher-eds-model. To read about Fearless Courses, visit innovation.umd.edu/learn/fearless-ideas-courses/.**

COURSE CORRECTION

The School of Business at Providence College in Rhode Island has developed a similar Fellows Program in which undergrads and MBA candidates work through the Business Education Innovation Center to make improvements to selected courses. Students, who receive a small stipend for their efforts, work with instructors throughout the academic year to implement the improvements; they also meet with fellow students to share ideas. One student innovation created so far is a library of video tutorials that illustrate classroom concepts and spark class discussion. Read more at business.providence.edu/fellows-program/.

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For more information on the Haub School of Business rankings, visit sju.edu/hsrankings.

3 DUBLIN CITY UNIVERSITY BUSINESS SCHOOL IN DUBLIN, IRELAND

THE INNOVATION: The delivery of two undergraduate degree programs to a Saudi Arabian university for women.

THE SITUATION: Princess Nora Bint Abdul Rahman University, constructed in Riyadh in 2011, was designed to cater to 60,000 female students. In 2012, Dublin City University Business School entered into a collaboration with PNU to design and deliver two undergraduate degree programs: one in international finance, the other in marketing, innovation, and technology. Graduates earn degrees from both institutions.

“Contextually, the transfer of knowledge and pedagogy to any international university—and to Saudi Arabia in particular—can be challenging,” notes Anne Sinnott, executive dean of DCU Business School. “Many aspects of course design and delivery must be meticulously created so the material is culturally sensitive and appropriate for Saudi nationals between 18 and 20 years of age.”

While the degrees were based on existing accredited programs offered by DCU, they were redesigned to suit the needs of PNU, particularly because the responsibility for teaching them ultimately would be transferred to PNU staff. A team from Ireland and Saudi Arabia collaborated to ensure that course material was sensitive to culture-specific issues such as gender, religion, and access to role models; that the content matched curriculum and quality standards for both countries; and that the language used was suitable for the content, the professors, and the learners.

At its height, the project will involve more than 20 DCU staff teaching for a full semester in Riyadh. Eventually more than 600 Saudi students are expected to take classes; currently, classes are full and there is a waiting list of participants. The program also has

COURSE MATERIAL AND LANGUAGE HAD TO BE SENSITIVE TO CULTURE-SPECIFIC ISSUES SUCH AS GENDER, RELIGION, AND ACCESS TO ROLE MODELS.

garnered interest from business. To date, more than 80 companies have participated in student projects, and a growing number of firms have indicated interest in hiring the first graduates, who will earn their degrees in 2017.

The DCU programs have included educational elements that are common in the West but new to Saudi Arabia, such as peer learning, industry field trips, global virtual teams, serious gaming, and telepresence robots. “While these elements occasionally have been challenging to PNU faculty and stakeholders, the innovations have been embraced and extended,” notes Theo Lynn, professor and associate dean of industry engagement and innovation. He adds, “Numerous other universities in the Arab world are seeking to replicate the approach PNU has taken at an institutional and business school level.”

And success has come in other forms as well: The program has been nominated for several teaching and learning awards, and it recently won the Bronze Award for the Middle East region at the



Dublin-based DCU researchers collaborate with Riyadh-based peers using telepresence robots at PNU.

Wharton-QS Stars Awards 2015. It also has been the subject of presentations at conferences and workshops, and research papers relating to the programs will be published this year. Just as important, the programs have led to research collaborations between PNU and DCU personnel at the doctoral and post-doctoral levels.

► To learn more about the program, visit connected.dcu.ie/princess-nora-bint-abdul-rahman-university.

ADDITIONAL IMPACT

More than 200 schools submitted information about their programs and outreach efforts to AACSB's "Innovations That Inspire" initiative. Thirty of these innovations were spotlighted at AACSB's Deans Conference in Miami earlier this year; they're described in detail at www.aacsb.edu/Innovations-That-Inspire. Members can see the full portfolio of submissions at www.aacsb.edu/knowledge/data/datadirect. ◻

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For more information on HSB's Pedro Arrupe Center for Business Ethics, visit [sju.edu/pedroarrupe](https://www.sju.edu/pedroarrupe).

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LOCAL FOCUS

BY TRICIA BISOUX

ILLUSTRATION BY TRACI DARBECKO

Three programs combine experiential learning with community service to make a positive, measurable, and sustained impact close to their home campuses.

THE WORD “IMPACT” HAS GRAND CONNOTATIONS. Where business schools are concerned, it often implies programs that have global reach and that make a tangible difference in the lives of individuals around the world.

But for many schools, impact doesn't have to be global to make a real difference. By focusing their social initiatives and experiential learning projects on needs close to home, business schools can make their resources go farther, establish stronger relationships, and amplify the good they achieve. That's the case for these three business schools that are making a difference in their local communities—all within a few miles of their campuses.

SEEDS OF SERVICE

The Neighborhood Prosperity Initiative at Santa Clara University's Leavey School of Business in California aims to have lasting impact on a nearby community by sending its students out into the field to help small businesses prosper.

COMMUNITY OUTREACH and experiential learning go hand-in-hand for the Leavey School's Neighborhood Prosperity Initiative. For the last three years, NPI has set out to improve the operation and prosperity of small businesses in a disadvantaged Hispanic neighborhood in San Jose, just five miles from the Leavey School's campus. NPI includes an undergraduate course that meets over two quarters, from January to May; and a community project with local business owners, which student teams complete in conjunction with the course.

NPI was created by Jackie Schmidt-Posner, professor of practice and community engagement, who came to Santa Clara after spending 20 years at Stanford University arranging community service projects for its students. Schmidt-Posner also teaches the NPI course, which enrolls 21 students in each offering. Because space is limited, Schmidt-Posner speaks to all students who express interest in enrolling before she makes the final selection. She makes certain that students understand that although the course meets formally for two hours each week, most course activity takes place off-campus outside of class hours as students work directly with Latino business owners.

She also makes it clear that students who enroll in the course's first quarter

must enroll in the second to see their projects through. Otherwise, they will receive failing grades for the first quarter course. "When they start working with businesses," says Schmidt-Posner, "it's not OK for them to flake out in the middle."

BUILDING BUSINESSES AND TRUST

The course content is straightforward. During each weekly meeting, students discuss assigned readings that tackle topics such as poverty and income inequality. They also form three to four teams; each team will work with a different business. At the end of the semester, after each team has finished its work, students give presentations in which they reflect on what they've learned about social justice issues within struggling communities.

Students spend ten to 12 hours a week—often during the evenings and on weekends—in the community and with their business owners. In the spring of 2015, student teams worked with owners of a grocery store, cell phone store, perfumery, and tacqueria. In the first quarter, students traveled to the neighborhood several times to become familiar with the environment. They also visited their assigned businesses to study their operations, as well as competing businesses within a two-mile radius. They then completed competitive



analyses, which identified changes they thought the business owners could make to build and improve their operations.

Generally speaking, NPI students focus their efforts on planning, marketing, and promotion; if business owners are tech savvy, students also will help them establish an online presence through social media, websites, and Yelp pages. Last spring, for example, the team working with the grocery store recommended that its owner incorporate a coffee bar to attract students from the high school across the street, while the team working with the perfumery recommended that its owner build more attractive displays for her products.

But students don't delve into the finances of their partner businesses, says Schmidt-Posner. Because most of the students are freshmen and sophomores, they do not yet have experience in managing the financial aspects of a business; furthermore, many participating business owners are wary of opening their accounting books to outsiders—if they keep formal books at all. "Projects that involve the finances will require a level of trust that's going to take longer for

"I WANT THEM TO
PUT A HUMAN FACE ON
SOCIAL ISSUES."

—JACKIE SCHMIDT-POSNER, SANTA CLARA UNIVERSITY



the two groups to get to know each other better,” she says. “They really learn a lot when they interact face-to-face. This year, we plan to get the instructor for the construction program more involved as a general manager for our projects.”

At the end of the course, Schmidt-Posner arranges a community celebration. Last year, the event was held outside the tacquería, which provided food paid for by course funds. The students distributed fliers to promote the celebration and hired a local mariachi band to play. The celebration, attended by nearly 200 people, attracted local media attention on both English- and Spanish-speaking news programs.

The celebration is a “thank you” to the community for working with Santa Clara students, says Schmidt-Posner. It also helps build visibility, familiarity, and trust between local business owners and the university, which helps ease the way for the next group of students.

Each year, the school also hires six students as NPI Fellows, who can continue working on independent projects in the neighborhood with their compensation funded by the business school. So far, student fellows have held résumé-writing workshops and mock interviews for fifth graders to help them get into private middle schools and worked in the San Jose mayor’s office to support business development projects. However, many more students who have completed the NPI course have expressed interest in continuing their work with their businesses via independent study. Unfortunately, says Schmidt-Posner, the school does not yet have systems in place to support that scale of work. But she hopes to expand the program over time.

“NPI is an evolving program, and each business presents different dynamics and different kinds of relationships,” she says. “I want to be able to follow through on any commitments we make. As we continue working in the community, I hope we can get to the point where we can form more sustained relationships or work with larger businesses.”

OPENING EYES

NPI already has shown results. The improvements one team of students helped make to the interior of the tacquería, for instance, inspired its owners to repaint the outside of the building and add an awning. Another team of students had recommended that the market add a mural to its exterior, but they were not able to find a muralist before the end of the course; however, after the project ended, the market’s owner was able to find a muralist to complete the job.

Most important, the experience can transform students’ views of the world and the realities of income inequality, says Schmidt-Posner. “One student told me that she used to think that people were only poor if they didn’t want to work. But by the end of the class she realized that the cycle of poverty is more complicated than that,” she says. “These students gain a lot of respect for these business owners and how hard they work.”

Schmidt-Posner realizes that most of her students will accept jobs with for-profit companies after they graduate. Even so, she believes that courses such as hers make a long-lasting impact, in a way that supports Santa Clara’s Jesuit mission. She wants the course to set her students on a path of community service for the rest of their lives.

“I want to plant seeds in the hearts and minds of talented young people, so when they go into the world they’ll look for opportunities to get involved in communities that might be different from their own. I want them to understand policy and social issues and be able to put a human face on them,” she says. “If they’ve worked in these communities, they can picture Maria and Martine working hard in their tacquería, and that will affect whom they vote for, how they spend their time outside work, and how they will support others.”

► For more information about NPI, visit www.scu.edu/business/undergraduates/community/npi.

us to build,” she says.

In addition, most of these projects involve some element of interior or exterior renovation, which the students don’t have the skills to complete and the business owners don’t have the funds to afford. For that reason, Schmidt-Posner works closely with Santa Clara’s Center for Employment Training, which trains hard-to-place populations—such as former inmates—in eco-friendly construction skills. NPI students collaborate with the center’s construction students, who provide free labor to complete repairs and renovations within the NPI businesses. Each team receives grants of \$3,000 from Wells Fargo to spend on everything from small renovations such as paint, new flooring, and fixtures to new point-of-sale technology.

The collaboration with the center presents a challenge, says Schmidt-Posner, because the construction students are only on campus for their classes from 8 a.m. to 5 p.m. Monday through Friday—a time limit that can make it difficult for them to coordinate their work with her students’ more flexible schedules. “There is still untapped potential for

PROOF OF POSSIBILITIES

The University of Stellenbosch Business School's Small Business Academy in Cape Town, South Africa, makes a difference in the community by improving the entrepreneurial skills of local small business owners.

A KEY PART OF THE MISSION for University of Stellenbosch Business School (USB) is to promote meaningful engagement with society—in 2012, the school launched its Small Business Academy Development Program to support that goal. Through the SBA, the business school wanted to make a difference in the lives and businesses of small business owners in low-income communities, by developing their business skills through the efforts of students, alumni, faculty, and other stakeholders.

Small business owners from disadvantaged communities are allowed access to the program, provided that they have earned educational certificates from recognized schools and have existing businesses that have been running for at least two years. The SBA is supported by two large corporate sponsors as well as other businesses.

Since the program's launch, the school has seen an annual growth of 30 percent in inquiries from interested small business owners, who hear about SBA through the school's advertisements in local newspapers and on local radio stations. "We also host open events in targeted areas, and we have built a word-of-mouth awareness," says Heinrich Wyngaard, manager of media publicity, social media, and e-publications at USB. In the beginning most participants came from the nearby township of Khayelitsha, but the program has since attracted participants from five others, including Mitchells Plain, Guguletu, Phillipi, Blue Downs, and Langa.

"These townships are situated on the so-called Cape Flats, a mostly desolate, and dangerous, part of Cape Town," says Wyngaard. "These areas are all characterized by similar socioeconomic

challenges, such as low income status, unemployment, low schooling, high crime levels, poor infrastructure, a lack of available business premises, and a need for business management education. Access to computer facilities and the Internet are two other needs faced by the business owners."

The SBA consists of four parts: a training program, a mentorship program, practical workshops, and consulting assistance provided by current MBA students. The training program takes place over a nine-month period and includes four modules that cover business essentials, marketing, finance, and business plan writing and presentation. Four USB faculty help direct and deliver the program; the school also brings in six external faculty to teach courses, local experts to present practical workshops on areas such as self-esteem and social media skills, and alumni mentors to assist SBA participants with the practical aspects of their businesses. Faculty and trained mentors, who are mainly USB alumni, also continue to support participants after the program is over to better ensure their success.

As part of a compulsory course called "Business in Society," MBA students work closely with the business owners to help them build websites, create standard contracts, and learn more about banking and crowdfunding. After completing the program, participants receive certificates issued by the University of Stellenbosch, which they can use as a building block to enroll for a program at a higher level.

Over the past three years, owners of more than 60 small businesses have completed the SBA. Their businesses are wide-ranging, including a mobile vehicle window fitting center, an educational toy store, a women-run football club, a laundry, a beauty salon, a food-to-compost service, a swimming school,



Participants attend a Small Business Academy study session at the University of Stellenbosch Business School, which has seen interest in the program grow by 30 percent each year.

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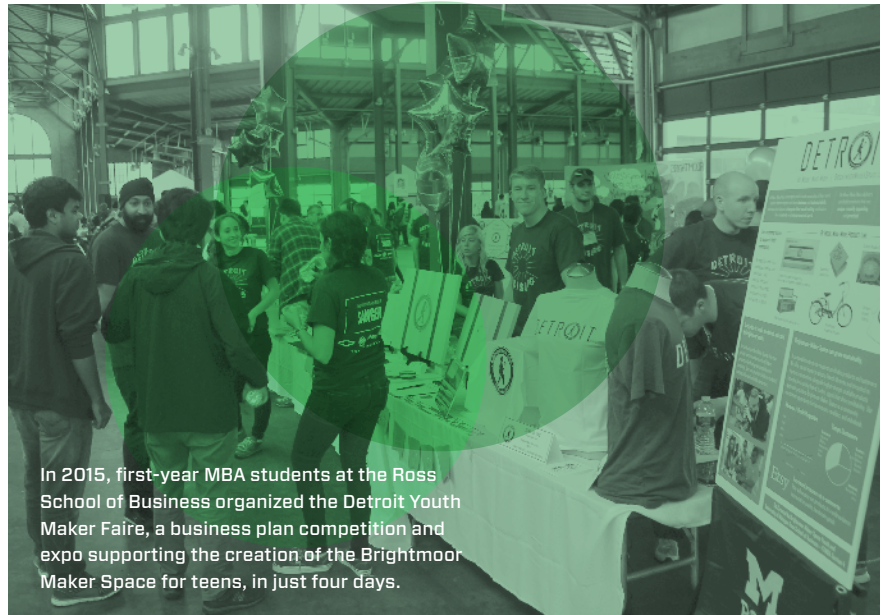


and even a male singing quartet. Many already have seen positive results, Wyngaard says. For example, the owner of the mobile vehicle window fitting business was able to secure funding from a multinational company to establish a storefront. The owner of the swimming school, who had started her business in her front yard with just 35 swimmers, has since expanded her clientele to 600 swimmers. She also has purchased a new vehicle, appointed more staff, and expanded her offerings to include water aerobics; she now is buying property to build a larger swimming pool.

The school now plans to expand SBA to other geographical areas outside the Cape Town region and even beyond the South African borders. In addition, its faculty have begun research studies to analyze program results, quantify the program's impact on the local economy, and track which methodologies are most successful. These studies will continue over the next ten years; the school expects the first results in 2017.

The school hopes the impact of the SBA will only continue to amplify over time. SBA graduates "are contributing to their communities through their unique offerings, empowering people through creating jobs, ensuring exposure for their communities through media coverage, and sharing their newly acquired business knowledge and skills with other local business people," says Wyngaard. "Together, they are proof of the possibilities that exist."

► **To learn more about the University of Stellenbosch Business School Small Business Academy visit www.usb.ac.za/sba. To read more about the owner of the swimming school, who was able to improve and expand her business through the program, visit www.littlemermaids.co.za.**



In 2015, first-year MBA students at the Ross School of Business organized the Detroit Youth Maker Faire, a business plan competition and expo supporting the creation of the Brightmoor Maker Space for teens, in just four days.

A POSITIVE FORCE FOR GOOD

An immersive MBA leadership program at the University of Michigan's Ross School of Business in Ann Arbor partners with community leaders and local entrepreneurs to improve Detroit nonprofits and neighborhoods.

THE OBJECTIVE of the Ross School's annual Impact Challenge is simple: Give students opportunities to serve the community, in multiple ways, throughout their educational programs. Organized by the Ross School's Sanger Leadership Center, the Impact Challenge has been held the first week of the fall semester for the last five years. The challenge requires the entire class of approximately 400 first-year full-time MBA students to work together to complete a single, large-scale project that will make a positive difference in the community. The catch? They need to complete the work in just four days.

To run the challenge, the Sanger Leadership Center enlists up to eight faculty, 20 to 30 staff members, and even

many second-year MBAs. The event costs between \$150,000 to \$200,000, mostly to fund food and transportation. The center also reserves resources such as large event spaces or donated supplies that students would not be able to obtain in such a short time.

In one of the first Impact Challenges, students developed and launched a business that gave back to the community. In another, students raised more than US\$65,000 for the Make-A-Wish Foundation. In 2014, the students planned and executed a back-to-school fair featuring products, services, and activities to help give more than 3,000 Detroit elementary school children and their parents a great start to the school year.



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“YOU CAN’T SIMPLY CREATE THE EXPERIENCE FOR STUDENTS. YOU MUST ALSO SURROUND THEM WITH SUPPORT MECHANISMS THAT WILL ALLOW THEM TO LEARN AND GROW.”

—SCOTT DERUE, UNIVERSITY OF MICHIGAN

For the 2015 challenge, however, the school wanted to redefine the initiative to make a more sustainable impact on the community, explains Scott DeRue, director of the Sanger Leadership Center. So, those organizing the challenge decided to focus on an entrepreneurial endeavor already underway in Detroit: the Brightmoor Maker Space, a proposed community workshop and incubator for business ideas generated by teens and community residents.

For four days, teams of MBA students traveled to Detroit to help nearly 60 high school students develop business plans, conceive products, and build prototypes as a way to promote the Maker Space’s mission. At the same time, the MBA students also organized the Detroit Youth Maker Faire, where the teens highlighted their innovations and participated in a pitch competition. Held at Detroit’s Eastern Market, the event attracted 1,000 attendees from the community. Executives from Deloitte and General Motors, which sponsored the event, not only judged the competition, but also awarded seed funding to help teens with winning ideas to pursue their entrepreneurial efforts.

“Ultimately, our mission is to create transformational leadership challenges for our students,” says Brian Flanagan, managing director of the Sanger Leadership Center. “But we also want them to leave something truly valuable, which has genuine and sustained impact on the community.”

COORDINATION & COMMITMENT

Flanagan admits that a four-day challenge is not enough to achieve truly long-term impact. That’s why the Sanger Leadership Center recently developed a second phase for the Impact Challenge. In 2015, it created the Ross Leadership Academy (RLA), for which it chooses 20 to 25 MBA students to work from September through April on projects that stem from the original four-day challenge. “The Ross Leadership Academy will be a venue where we can sustain partnerships in the community from year to year and allow our students to dive into some really difficult issues,” says Flanagan.

Through the RLA, students form five-person teams, which together have the capacity to work on ten different projects at a time; they also work with two executive coaches, several entrepreneurship faculty, and a trained facilitator who helps them reflect regularly on what they’re learning throughout their projects, says DeRue. “We’ve learned that you can’t simply create the experience for students. You must also surround them with the support mechanisms that will allow them to learn and grow from the experience.”

In the months after the Youth Maker Faire, RLA students worked with neighborhood organizations, including Detroit Public Schools, to help make the Brightmoor Maker Space a reality. Construction is set to begin this winter in a now-vacant 3,200-square-foot building

on the campus of Detroit Community Schools. Once completed, the space will be a community workshop where high school students from the Brightmoor neighborhood will learn skills such as woodcraft, metal work, printmaking, screen printing, and multimedia design. It also will house nonprofit organizations such as the Brightmoor Youth Garden, an urban farm spanning six city blocks where children and teens can grow and sell their own produce, and B’Moor Radio, a community radio program created and produced by high school students.

“We are engaged in a collaborative design and implementation effort to produce saleable products on behalf of the community,” says Bart Eddy, co-founder of Detroit Community Schools and director of the youth program called Entrepreneurship in Action. “In this movement from the ‘probable’ to the ‘possible,’ we are making a collective impact on the neighborhood while discovering the hidden resources of inspiration and enthusiasm via social entrepreneurship.”

INSPIRED GROWTH

Although the Impact Challenge is primarily designed for first-year full-time MBAs, over time it has inspired related projects that involve students across many programs, including students from the weekend/evening MBA, master of management, and BBA programs. This year, most of these programs have their own individual Impact Challenges to give more students immersive experiences in the community.

In addition, the Sanger Center partners with the school’s student-run Detroit Revitalization & Business (R&B) club to complete a number of Detroit Impact Projects that stem from the Impact Challenge. Carried out throughout the year, these projects involve students from across the university, from disciplines such as public health, architecture, and engineering. This partnership provides another avenue for sustained

engagement with the community and opens the door to other students who want to volunteer, says DeRue.

“Our mission at Ross is to educate students to make a difference in the world, and the Impact Challenge helps students establish that mindset from the

very start of their two-year experience,” Flanagan adds. “We want all of our students to be asking, ‘How do I leverage my skills to do something for the community? How can I be a good citizen?’ We want them to use business to be a positive force for good.” **D**

D Follow the activities of the Sanger Leadership Center’s Impact Challenge activities on both Twitter and Instagram using the tag #RossImpact. Learn more about the learning objectives for the challenge at michiganross.umich.edu/sanger/impact-challenge.

MAKING EXPERIENCES THAT MATTER

The representatives of the three schools featured here note that it has taken years of effort to design programs that don’t just provide meaningful learning experiences for students, but also support sustained engagement with the community. However, they hope that what they’ve learned along the way could help other schools achieve similar success:

Get the community involved. No outreach program will be successful if it’s planned without direct input from those it’s designed to serve, says Heindrich Wyngaard of the University of Stellenbosch. To that end, the business school made sure to include representatives from the local business community on the steering committee of the Small Business Academy, so that their voices would be heard throughout the planning process. “It is also important to go into the community and learn firsthand about the specific needs that exist. The program’s content should be designed in line with those needs,” Wyngaard adds. By incorporating neighborhood leaders into the planning process, schools can establish a relationship of trust between the institution and the community right at the start.

Recruit local champions. Jackie Schmidt-Posner of Santa Clara knew that students participating in the Neighborhood Prosperity Initiative would face barriers of both culture and language as they worked with store owners. That’s why she found an ally in a 30-year-old bilingual Latino—a small business consultant who has lived his whole life in the San Jose community. “It takes a while to build trust with business owners, and he can explain who we are and what we want to do for them,” she says. “Near the end of the class, when all the on-site construction gets done, he visits every business to troubleshoot.” For instance, during one renovation the owners thought that the students weren’t using the paint color they had chosen, which led to a disagreement that the students weren’t sure how to handle, she recalls. “He was able to go in and quickly smooth that over,” she says. “His involvement and connection with the community have been key to our success.”

Come in with a “beginner’s mind.” Students and faculty must be flexible enough to understand the real-life circumstances of the community they’re serving, says Schmidt-Posner. For example, in one NPI project, a student team wanted a business to install

better lighting to create a more inviting retail environment, only to meet unexpected resistance from the store owner who feared she would not be able to afford her electricity bill. When another team asked a store owner to remove a large jukebox to free up valuable square footage, he refused because he believed the music drew the community together.

Brian Flanagan of the University of Michigan echoes this advice wholeheartedly, noting that business school faculty and students should approach communities as partners who want to enhance what already exists, not as experts bent on creating something new. “In developing our Impact Challenge, we’ve learned that we have to go in with the humility of beginners, who want to understand and champion the great entrepreneurial things that are already happening,” he says.

Appreciate different measures of success. Understand that businesses in disadvantaged neighborhoods often have goals that are different from those of other businesses. “For many of these businesses, increased profit is *not* their bottom line,” says Schmidt-Posner. “What matters to them is building relationships and being of assistance to their community.”

Create opportunities for sustained, long-term engagement. For schools to make true impact, they can’t think in terms of a single day, week, or course, emphasizes Flanagan of the University of Michigan. If they want to see their work pay off, they’ll need to coordinate efforts across courses, clubs, and semesters. At the Ross School, for instance, the Sanger Leadership Center serves as that coordinating force.

“If universities have a lot of community service activities that last only for short periods of time, they can get reputations for being scattered,” says Flanagan. “They need to pay more attention to the nature and duration of these relationships, so they can be viewed as sustained partners with their communities. That’s what we’ve been working on for the last few years at the Sanger Leadership Center. We want the Ross School and the University of Michigan to be long-term citizens. We’ve learned it takes time to develop the kind of trust, rapport, and relationship with neighborhood organizations that enable us to do something meaningful together.”

THE INNOVATIVE CONNECT NIMBLE BUSINESS SCHOOL OF TOM

BY JULIANE IANNARELLI

POWERFUL DISRUPTIONS IN HOW PEOPLE LEARN and how business is conducted are leading to potentially massive transformations in the way universities and business schools operate. If business schools are going to thrive in a wholly new learning environment, they must change the narrative about the role business education plays in both business and society. They have to become drivers of change, not casualties of it.

To help prepare business schools for a radically reimagined future, AACSB International has been leading a Visioning Initiative, which draws insights from hundreds of articles and thousands of hours of debate about the shifting roles of business and business education. Conclusions of the initiative were unveiled earlier this year at AACSB's Deans Conference in Miami in February and at its International Conference and Annual Meeting in Boston in April.

For business schools to thrive in the future, they should concentrate on five key roles: They must become **catalysts** for innovation, **hubs** of lifelong learning, **co-creators** of knowledge, **leaders** on leadership, and **enablers** of global prosperity. These five roles not only play to the existing strengths of today's business schools, but they are broad enough to allow each school to interpret them individually, according to its own mission and context. Each role offers business schools tremendous opportunity for creating impact in their communities and the wider society.



CATALYSTS FOR INNOVATION

Business schools can drive economic development around the world by doing all they can to support innovation and new business creation. That includes contributing to the body of knowledge about the processes, practices, and environments that spark innovation. They can educate the next generation of innovators, whether they're entrepreneurs launching small businesses or C-suite executives leading their companies through transformation. They also can build platforms and networks that will connect individuals with training, with mentors, with each other—and with fresh ideas.

AACSB unveils a vision for the business school of the future—and the five distinct roles it must be ready to play.

they also must innovate themselves from a philosophical standpoint by re-examining long-held notions about what constitutes a university education.



HUBS OF LIFELONG LEARNING

Business schools need to position themselves as institutions that will support students throughout their careers. Many factors are contributing to the need for lifelong education, including the accelerating pace of change in business, the increased tendency of workers to switch careers, and the fact that older employees are working longer. Business schools need to create courses that are suitable for every kind of business student, from the freshman just learning the basics to the mid-level manager seeking a specific credential to the top CEO wrestling with ethical dilemmas.

As individuals find themselves needing new skills in new jobs, they will rely on education that is modular, fragmented, targeted, and just-in-time. It's likely that they will consume their education from a variety of providers—for instance, joining MOOCs to learn basic skills, and enrolling in specialized courses to gain the knowledge they need for a specific job or career. As individuals amass a wide portfolio of credentials, employers will care less that they have received their training at traditional four-year universities, and more that they have the desired skills.

That means business schools will have to collaborate with other schools on campus, with other business schools, and with organizations in the public and private sectors. In fact, they will need to look beyond employers as the ultimate consumers of business education and instead regard them as partners in the shared goal of training a skilled and knowledgeable workforce.



CO-CREATORS OF KNOWLEDGE

Business schools are not just centers of learning. They're also centers of scholarship, and intellectual capital is the lifeblood of today's knowledge

economy. But to create research that explores critical social issues as well as management problems, universities must partner with academics in other disciplines and with practitioners in the field. Many of these collaborative partnerships will be made possible by web-based portals, social media, and open publishing forums that bring ideas to the widest possible audience.

In the future, business school research must be as focused on practice as it is on theory. And schools themselves must reach out to industry to become *conveners* and *partners* in knowledge creation, rather than simply being *suppliers*. As business schools work with industry partners, they might create better platforms for incubating ideas or better methods for mining big data. They will almost certainly develop tools and approaches that lead to better learning.

It will be just as essential for business schools to create connections with other business schools and other disciplines. As diverse, global, multidisciplinary teams work together, they will provide leadership insights that can be applied in a wide range of cultural, economic, and regulatory contexts and communicated to a global audience, thus enhancing their value and impact.



LEADERS ON LEADERSHIP

While a great deal of literature about leadership already exists, too much of it is anecdotal and inspirational. For the future, business schools will need to promote an understanding of leadership that is grounded in evidence and rigorous analysis and that can be applied in a wide range of contexts. And they will need to impart that understanding to aspiring leaders who want to make a positive impact on their organizations and communities.

Business schools have multiple roles when it comes to leadership: They can conduct research on how to lead, create environments that nurture effective leaders, and connect to other institutions that support leadership training and development. They also can help frame leadership as something that

TED

RROW

Business schools already are making themselves centers for innovation. They're launching incubators that support and commercialize inventions; they're creating multidisciplinary programs that give students the broad skill sets they need to turn ideas into reality. But to become hubs of innovation, they'll have to accelerate their efforts, putting more emphasis on interdisciplinary collaborations and creating niche opportunities through partnerships with other professional schools on their campuses.

First, however, business schools must innovate themselves. Practically speaking, they must accommodate new ways of learning, from online delivery to short-form educational modules. But

supports ethical business and serves the common good.

Business schools can position themselves as the go-to sources of leadership training for industry partners as well as other professional schools on campus. This means that business schools will need to offer diverse approaches to leadership development, from traditional classroom settings to on-the-job training sessions. Leaders are needed within every field and organization, and business schools should be ready to educate them all.



ENABLERS OF GLOBAL PROSPERITY

Business schools contribute to global measures of well-being that go far beyond wealth creation. Together with the disciplines of engineering, medicine, public administration, and social sciences, business schools produce graduates who can address global challenges such as poverty, hunger, health, climate change, and energy.

Lamentably, many people have negative impressions of business and its contributions to society. It's important that business schools help alter this view by showing how the benefits of business can extend to all members of the global population, regardless of their gender, race, socioeconomic status, or citizenship. Business schools must generate research that outlines the benefits of cultivating a diverse workforce, running sustainable businesses, and operating in an ethical manner. They must share this research—and other relevant pieces of scholarship—with policymakers and government organizations that oversee public health and jobs creation. At the same time, business schools must graduate students who know how to generate wealth, consume resources, and create innovation in ways that are responsible, inclusive, and humanistic.

Finally, business schools must prepare students for careers that go beyond big business. Many business schools already offer programs designed for students who want to work in the nonprofit, public, and social entrepreneurship sectors. That has been an important

step. But for business schools to truly promote global prosperity, they must do more to broaden their students' understanding of the interconnections in the global economy—among local and global communities, among businesses and governments, between organizations and the social good. Only by helping students understand these interdependencies will business schools truly teach the next generation of business leaders to be aware of the consequences that their actions have on the world.



WHAT LIES AHEAD

As they take advantage of the opportunities represented by

these five areas, business schools will need to redefine themselves in non-traditional ways and lay claim to the areas where they have both expertise and competitive advantage. Administrative leaders also will need to think differently about the ways their institutions create value and the roles they play in society. In the future, business schools must take three key steps:

■ **They must cultivate positions at the intersection of academia and practice.** Business schools need to be more than suppliers of talent; they need to be partners with industry as they co-educate managers, co-create ideas, and co-found new businesses. Some schools will do this by seeking new opportunities to extend the visibility and impact of research, others by strengthening existing relationships with corporate partners.

■ **They must be drivers of innovation in higher education.** Business schools can lead the coming transformation by helping create the new systems, standards, and traditions that will evolve around learning.

■ **They must connect with other disciplines.** The world's challenges will be solved only through partnerships among business, science, engineering, health-care, and other fields. This means that business schools must expand incentives for interdisciplinary research and create structures that facilitate interdisciplinary learning. On a more basic level, it means that business educators must

think differently about how they interact with experts, educators, and innovators from other fields.

As business schools succeed in pursuing these goals, there are likely to be three highly visible signs:

■ **Business schools will be perceived differently by all stakeholders.**

They will be seen as trusted partners in the search for solutions to today's global challenges in the areas of economics, healthcare, the environment, and social justice. And they will be considered as essential partners at every level of business, from the small entrepreneurial venture to the large multinational corporation.

■ **Business schools will be more heterogeneous.** Drawing on their own diverse strengths, schools will experiment with new models of staffing, credentialing, collaborating, and funding.

■ **Business schools will measure their success by a different set of metrics.** Media rankings that prioritize graduates' salaries will be supplemented by metrics that consider the number of jobs schools help create or the number of new businesses they help launch. These new measures of success will give schools the freedom to pursue new strategies and educational models. At the same time, greater transparency in their operations will allow schools to show stakeholders that they are delivering on their promises with positive and demonstrable impacts.

Change is always difficult, and radical change is the most difficult of all. But if business schools are to thrive in the future, they must first envision what that future holds—then reimagine themselves so that they can take their rightful place within it. With the Visioning Initiative, AACSB hopes to provide a framework for schools planning their own transformations. □

Juliane Iannarelli is the vice president of knowledge development at AACSB International in Tampa, Florida. For more information, and to browse through more than 100 articles and reports that helped shape this initiative, visit www.aacsb.edu/vision.



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Turning Academic Research Into Public Engagement

BY JOHAN ROOS, CHARLOTTA MELLANDER, AND EMIL DANIELSSON



THE CHALLENGE:

In the eyes of the public, academic research is not innovative or engaging, nor does it create an impact on society. One renowned 2007 study claimed that 50 percent of academic papers are read only by their authors and journal editors, and 90 percent are never cited, which signifies that no one finds them useful. At Jönköping International Business School (JIBS) in Sweden, we wanted to challenge this perception. We asked, “How can we translate our faculty’s research into information that’s relevant and valuable to the public discourse?” Our answer was to create a new blogging platform called Vertikals.

The three of us played major roles in bringing Vertikals to life. Johan Roos, former dean and now a professor at JIBS, led the project and championed it across the university. Emil Danielsson, who was experienced in entrepreneurship, business development, and media promotion, serves as the school’s marketing and PR agent; as a former “placebranding” consultant for the city of Jönköping, he also was familiar with the role that JIBS and the university play in our city. Finally, Charlotta Mellander, a professor of economics at JIBS and a visiting faculty member at the Martin Prosperity Institute at the University of Toronto, was one of our first and most prolific early bloggers—and, as it turned out, the force behind our first viral post.

THE APPROACH:

Founded in 1994 to help grow entrepreneurship and international trade in our region, JIBS already had social impact embedded in its charter. But while our researchers were productive, we wanted them to make a deeper impact on critical matters in our country. So, in 2012, we decided to “come out of the shadows” as a small school and take bolder steps to bring our faculty’s work into the foreground. We formalized this commitment as part of our new strategy to enlarge our footprint in the broader society.

When we first started talking about expanding the reach of our research, a blog was not the first solution that came to mind. But as we looked at different approaches, a blog platform seemed the most accessible and interactive way for our researchers to explain their work to the public in clear nonacademic language. With that in mind, in 2013 we created Vertikals (www.vertikals.se), which is Swedish for “vertical.” We chose that name because our researchers who would contribute to the blog were experts in very specific fields.

We knew that publishing the blog would be only half the battle. We also needed Vertikals to attract the attention of our stakeholders, the media, and Swedish opinion makers in JIBS’ three primary areas of research—entrepreneurship, urban renewal, and firm ownership. For this, we needed the skills of a knowledgeable marketer and public relations agent, so we selected Danielsson, once a CEO of an Internet-based startup, to serve in this role.

Our next challenge was to find a way to pay for the blog. We had limited resources to finance Vertikals, and we did not want to divert money from existing budgets. Then, we realized that if we treated Vertikals as a research project—one focused on how academic research gets disseminated and utilized to impact public policy—we could look

for a grant to support it. After reconceiving Vertikals in this way, we obtained a five-year grant from the Carl-Olof and Jenz Hamrin Foundation, which focuses on issues related to Swedish media. The grant provided us with enough funds to cover our projected operational budget of roughly US\$20,000 per month, which covered costs such as Danielsson’s salary, small reimbursements to bloggers, media training workshops, and activities such as recording podcasts.

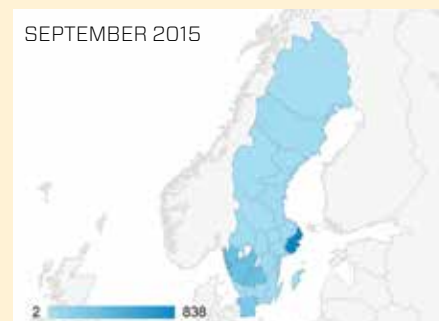
Vertikals went live in September 2013 with a small number of articles—we initially accepted posts written in either Swedish or English. Danielsson contacted newspapers, magazines, and radio stations when a new blog post might capture an editor’s interest. He also sought contributions from all of JIBS’ nearly 140 faculty. These included our doctoral candidates, who are considered faculty in Sweden because they are paid a salary. But despite his efforts, only a handful wrote even one blog post. The exception was Mellander, who has been one of our most prolific bloggers from the start.

On average, we were getting only a few hundred unique “hits” on our blog each week. For the first three months,

Vertikals limped along. However, we knew it would take time to build an audience, so we were committed to keeping the effort going. At this time, we made a slight adjustment to our strategy: We decided to post blogs only in Swedish, so that we could emphasize that we were serious about influencing our country’s own national affairs.

Our patience paid off when Vertikals had its first “viral hit”—in December 2013, one of Mellander’s blog postings exposed a serious economic issue in Swedish demographics. With a PhD in regional economics and a research focus in the area of urban renewal, Mellander had been working closely with practitioners who noted that young people were leaving smaller urban areas in Sweden. But at that time, no research had been done to quantify the trend. She examined Swedish census data to discover that 85 percent of Swedish municipalities were being depopulated at alarming rates. Young Swedes were leaving them for the country’s main cities to find more opportunities for education, jobs, and social life.

More comfortable using social media than most other faculty, Mellander



These maps of Sweden plot the location and number of Vertikals readers. In 2013 (left), most readers were located in Jönköping (darkest blue). By 2015, their number had more than doubled, with most located in Stockholm (darkest blue) and Gothenburg (second-darkest), the country’s two key regions.

Business schools will be required to make their research more relevant to society. The days when it was enough to produce research with little practical application are ending.

writes a few articles every month, participates in Twitter exchanges, and posts to Facebook several times per day. So after she posted her blog about her depopulation findings, she tweeted links to it and Danielsson promoted it via PR channels. Swedish government agencies dealing with urban and rural development policy took notice, and Mellander's blog created a groundswell of interest among Swedish banks and real estate agencies eager to learn what the future trends would be. Suddenly, we had achieved the "lift off" that we had sought.

In just two months, 23,600 people read Mellander's post, and she was interviewed by nearly every radio station in Sweden. More than 150 articles about the trend were published in Swedish newspapers to discuss its impact on their communities. Mellander and Danielsson were approached by a leading Swedish bank, which offered to sponsor a national conference on the topic. In just six months, Mellander and Danielsson orchestrated the two-day event called "250 Opportunities." Held in September 2014, the conference attracted more than 200 government officials, bankers, real estate professionals, social scientists, and academic researchers. Mellander and Danielsson repeated the conference in September 2015, attracting more than 300 attendees and a wide range of academic and nonacademic speakers.

Mellander's research has influenced thinking and policymaking in Swedish government—exactly the kind of impact

we wanted to make. Now perceived as a thought leader among practitioners in her field, she continues to blog about her research, and she is invited to give speeches to Swedish policymakers and industry groups on demographic trends. The number of people following her on Twitter has jumped from 200 in 2013 to nearly 1,500 today.

Many of our faculty were inspired by her success. When Vertikals kicked off its second year in 2014, eight faculty committed to writing a monthly blog. Several others agreed to contribute single articles here and there.

Since then, other Vertikals posts in different fields have sparked conversa-

tions both in print and on the radio. One post discussed the economic benefits that sporting events bring into a region. Another presented research on the economic costs of segregation, a timely topic as the number of refugees immigrating to Sweden from the Middle East is expanding rapidly.

We now offer "newbies" among our cadre of bloggers the opportunity to take a media training workshop over two and a half days. Although we can't know what will make a particular post go viral, we still can present techniques for writing strong blog articles. We invite journalists to lead workshops to teach academics about writing to meet the needs of average readers, and we cover ways to use Twitter to drive traffic to our website and Facebook page. Finally, we've started conducting simulated radio and TV interviews, in which we put our bloggers on the spot by asking them difficult questions in front of a camera or microphone. This way, we can give them practice in case one of their blog articles leads to media appearances.

CONTINUOUS IMPROVEMENT:

We still have challenges to overcome with Vertikals, primarily when it comes to strengthening our bench of regular bloggers. We naively thought we would need fewer than a dozen active contributors to Vertikals, but we now see that "it takes a village" to build the substantive value that the platform needs to be "sticky" for the media. We are working harder to encourage faculty to see the benefits of publicizing their research via short articles.

To multiply our effectiveness, we now record interviews with some of our researchers and make the audio available

as podcasts on iTunes. We're exploring the idea of posting video interviews with faculty on YouTube, which might encourage the participation of researchers who are more comfortable talking about their work than writing about it.

That said, when we started this entire process, we wanted JIBS faculty to gain visibility and have an impact, and Vertikals has delivered tangible results on both counts. First, it has helped us increase the number of page views on our website, the time visitors spend on each page, and our number of Facebook fans and Twitter followers. Our facul-



RESEARCH OUTREACH

A blog such as Jönköping International Business School's Vertikals is just one way for business schools to find much wider audiences for their research. The two schools below have developed their own solutions. Both were recognized as part of AACSB International's "Innovations That Inspire" challenge. (See "Transformations Through Education" on page 18.)

■ **The Smith Brain Trust at the University of Maryland's Smith School of Business in College Park.** Three years ago, the Smith School hired a new director of communications and a staff writer to develop an e-newsletter that translates faculty research for the public and shares faculty insights on current events. The result is the Smith Brain Trust. Sent out every Thursday afternoon, the e-newsletter has 45,000 subscribers, including 30,000 Smith alums. The school also has developed a companion website to allow readers to share content over social media.

Originally, the newsletter was intended to be an all-text publication, but the director of communications, who also is an artist, decided to experiment: For one issue, he produced a hand-drawn animated video to accompany a faculty member's narration. The video was so popular that the school now regularly incorporates video and infographics into the e-newsletter, which can be viewed on a range of devices.

The communications team uses content from the Smith Brain Trust as the basis for not only 30-second radio advertisements, but also op-eds that have appeared in publications such as *The Wall Street Journal* and the *Los Angeles Times*. For the e-newsletter

itself, the school now achieves an average "open" rate of 17 percent, which translates into welcome exposure for the school. Last year, for instance, the Smith School promoted its annual thought leadership conference in the e-newsletter, by including stories about the faculty who would lead panel discussions. The results were striking: Registrations from the business community rose to 175, up from 66 the previous year.

▶ **A sample of the e-newsletter is available at www.rhsmith.umd.edu/faculty-research/smithbraintrust/weekly-newsletter. Find samples of its video and infographics at www.youtube.com/watch?v=uNAnHvHCUzs and at www.rhsmith.umd.edu/files/unicorns-aberman3.pdf.**

■ **The Research Translation Competition at Massey University's College of Business in North Shore City, New Zealand.** Most business schools recognize that the business community rarely reads research published in academic journals. However, they might find it challenging to motivate professors to rewrite their scholarship for larger audiences. Massey University solved this problem with a competition, which encourages faculty and staff to translate selected research papers into formats that nonacademic audiences will use and appreciate.

For the competition, the school invites faculty to summarize their recent research in articles that range from 1,000 to 1,500 words. The judges—who include members of the business community and the school's

communications adviser—read the submissions and respond to each author with feedback on how the article might be improved for nonacademic readers.

The judges then award cash prizes to three winning articles based on the value of the findings to the business community, the quality of the writing, and the quality of the author's oral presentation. Two other winners are recognized with awards for Top Early Career Researcher and People's Choice.

In 2014, the competition received 19 entries. In 2015, it received 30 entries, submitted by faculty from a range of disciplines. The event held at competition's end to recognize the winners was initially meant for faculty, staff, and board members, but members of the business community now also ask to attend. The finalists and their article topics have been featured in videos shown at the Massey School's speaker series event, "Big Issues in Business." With the encouragement of one of the school's advisory board members, one finalist had an article published in Britain's *Institute of Directors* magazine.

The competition is now a national event that attracts media, practitioners, and government representatives. It has become a way for the school not only to showcase its best business research, but also to prove that academic research has great relevance to business.

▶ **To watch a video based on the winning entry from associate professor Valentyna Malnyk, visit www.youtube.com/watch?v=r3ga89sdLnM.**

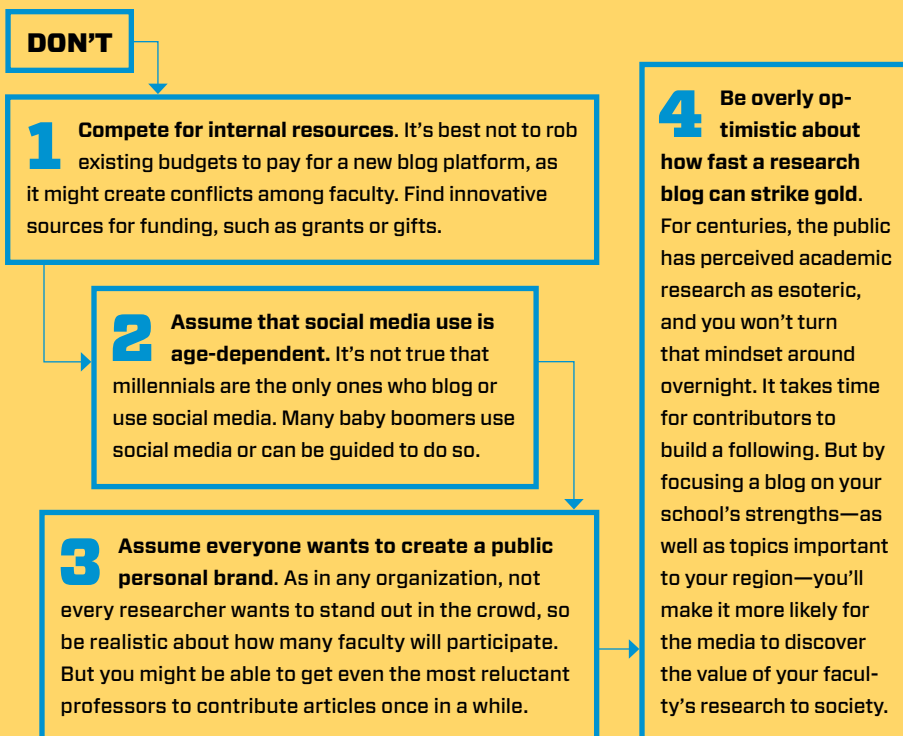
ty's research is more widely known now than it was in 2013; posts on Vertikals are inspiring more discussions on social media and are being read by more people from key regions of Sweden (see maps on page 49). Our visibility

in Swedish media also has increased substantially. Since 2012, the number of articles written about JIBS has gone from 160 in 2012, up to 337 in 2013 (the year of Mellander's viral blog post), to 283 in 2014.

Second, we have succeeded in helping several of our researchers develop their own brands, so that they are now sought-after sources for media outlets. Mellander and Lina Bjerke, another blogger, have multiplied their social me-

HOW TO BUILD A BETTER BLOG

Based on the success of JIBS' blogging platform Vertikals, we offer these do's and don'ts for schools that wish to create similar platforms for disseminating research:



dia followers. Using measurement tools like Twitter analytics, we have discovered that their readers come from important stakeholder groups, including business news media and government agencies.

Third, we have learned that the right blog can strike a nerve in society—so much so that it can launch a national conference. With the success of 250 Opportunities, we are exploring the conference potential of two other topics, based on blog postings that went viral.

Finally, Vertikals has gained credibility in the eyes of JIBS' academic community. Participating faculty now cite Vertikals in their grant applications as an outlet they use to disseminate their research findings. Our most active contributors also talk about how their blogging has inspired them to a higher level of personal development beyond any other research project they've done in the past.

In today's climate, business schools will be required to make their research more relevant to society. The days when it was enough to produce pure academic research with little practical application are ending. We are proud of Vertikals, and we would be pleased if it became a model for using research as a basis for engagement and impact.

Johan Roos is former dean and now professor at Jönköping International Business School in Sweden, as well as chief strategy officer at Hult International Business School in the U.S. Charlotta Mellander is a professor of economics, and Emil Danielsson is Vertikals project leader. They invite readers to contact them for further information about this project on the Vertikals Facebook page and on Twitter under the hashtag #footprint. 

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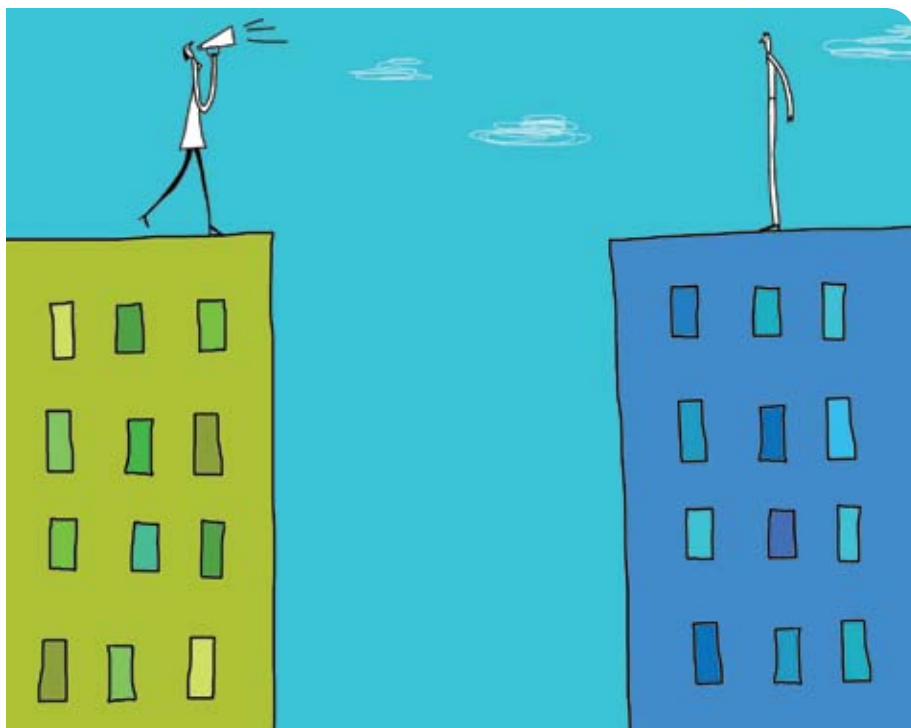
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AACSB.edu/seminars





MBA Gender Parity

FOCUS ON JOBS, NOT ADMISSIONS BY BERNARD GARRETTE

WHILE MOST BUSINESS SCHOOLS CLAIM to be aiming for full gender parity in their classrooms, women currently account for only about a third of students in top international MBA programs. HEC Paris, for instance, has 35 percent women. However, as I see it, the biggest problem for female business students is not the lack of gender parity within their cohorts, but the persistent wage gap they will endure when they rejoin the workforce.

I believe that, instead of trying to increase the percentage of women enrolled in their programs, schools should focus on offering equal career opportunities to male and female graduates. Indeed, if post-MBA salaries and career opportunities were the same for men and women, business schools would achieve gender parity as a market-driven consequence and in a way that would benefit both women and schools.

Now, there's only so much business schools can do to improve parity in the workforce. But we can make sure we support our female students while they're on our campuses, we can partner with firms that are committed to gender parity—and we can start acknowledging that a problem exists.

THE WAGE GAP

Let's take a closer look at the numbers. In *Bloomberg Businessweek's* biennial ranking of MBA programs, women graduating in 2014 reported average annual salaries that were significantly lower than the salaries of their male counterparts. (For details, see www.businessweek.com/features/best-bschools-2014/.)

Some industry observers attempt to explain away these figures by noting that women tend to go into fields that pay less, such as advertising or consumer products. However, a quick study of the *Businessweek* report refutes that argument. The wage gap makes an unwelcome appearance even when it comes to the starting salaries of men and women working in the same industries. The women who are going into finance, consulting, and tech fields—often male-dominated and better-paid industries—also report systematically lower wages.

Other observers maintain that, no matter what industry they are in, women earn less on average because they choose to interrupt their careers to have and care for children. But the evidence doesn't support this argument, either. At graduation, most women have not started families yet, so they should be on an equal footing with men. But even when they have exactly the same degrees, jobs, and experience levels as their male counterparts, they earn less money. Even female career switchers who have the same lack of experience in their target industry as men do make less money than those men.

Therefore, wage discrepancies cannot be glossed over by pointing to choices related to careers and families. Perhaps women are being effectively penalized, or even discriminated against, because employers believe they have the *potential* to disrupt their careers for family reasons. Or perhaps, in order to accommodate other demands

on their time, women accept lower-paid jobs because they offer more flexibility.

The causes may not be simple. But I believe business schools have an obligation to try to change the equation. To do so, they should take three key actions:

1. CHANGE THE RANKING SYSTEM.

Business schools that actually achieve full gender parity will pay a cost: If they have more female graduates, and those graduates make lower average salaries, the school's rankings and reputations could suffer. Why? Because in many rankings, post-MBA income levels play an integral role.

I have a radical idea for addressing this issue: Business schools could urge ranking agencies to consider adjusting post-MBA salary averages to account for the percentage of women graduates. The rankings could give women's salaries a proportional uplift to reflect what their male colleagues in the same positions are earning.

I realize this notion could be controversial, but it isn't unprecedented. For example, in its Global MBA rankings, *The Financial Times* adjusts salary averages based on job sector distribution, inflating salaries for schools that place greater numbers of graduates in industries that offer comparatively lower compensation levels. In the same vein, they also convert salary numbers into U.S. dollars, using IMF purchasing power parity rates. This helps them account for discrepancies that would negatively affect schools that place larger numbers of graduates in countries with weaker currencies. A similar system could be instituted to account for male-female wage discrepancies.

2. ABANDON THE FOCUS ON ADMISSIONS.

For too long, schools have relied on a "bottom-up" approach of trying to admit more women and hoping they will achieve high-level careers. This strategy is dangerous for a couple of

reasons. First, it might lead schools to consider introducing quotas for female students and being more lenient with them during the admissions process. But paradoxically, this kind of positive discrimination ultimately detracts from the cause of equality, especially when it comes to salary. The key objective of an MBA program is to help graduates get great jobs, not to check boxes about student demographics.

Second, this strategy reinforces the notion that our only challenge is to attract more women, which implies that an MBA is the proverbial golden ticket that leads to equally great jobs for men and women. And that's as misleading as it is untrue. While the factors underlying gender inequity are complex, one important way that we can increase the number of women attending graduate business programs is to take steps to assure that women attain better-paying jobs at higher levels within their organizations.

3. STRENGTHEN THE FOCUS ON CAREERS.

I see three ways schools can help women reach better positions and salaries:

■ **They can create an empowering on-campus environment.** As the business school student population is predominantly male, it's important to support the women who are currently enrolled in MBA programs. One tactic to consider is having alumnae visit the campus as role models and speakers. At HEC Paris, we have HEC *au féminin*, a lobby of alumnae who hold conferences and award prizes for the most successful female graduates. We also have the Women in Leadership Club, whose members strive to inspire and empower the women MBAs on our campus, as well as to connect them with business leaders, industry-specific professionals, and alumnae. The Women in Leadership Club also engages male participants in issues pertaining to gender diversity and work-life balance.

■ **They can offer more guidance during the job search.** Schools could partner with companies to match women with lucrative jobs. For example, most leading consulting firms are keen to get more women on board, so they have programs designed to help women make it to the partner level. McKinsey & Company offers training programs for women at every tenure level, as well as women-only programs such as the Path to Partnership Workshop and Engaging with Presence. By collaborating with firms that have a dedicated interest in helping women, schools could channel their female graduates into fulfilling careers.

■ **They can teach women how to negotiate.** Research shows that a key but often overlooked reason for the persistent wage gap is that women are much more reticent about negotiating salary offers than men are. One study reported that only one-eighth of female graduating MBAs negotiated their offers, compared to half of the men. What's more, according to a 2014 article from *Harvard Business Review* (hbr.org/2014/06/why-women-dont-negotiate-their-job-offers/), women who do negotiate often have to deal with a certain level of backlash from potential employers. If business schools truly want women to earn equal pay, they should develop salary negotiating workshops as integral offerings in their career services offices.

Ultimately, business schools can only do so much to help tackle the conscious and unconscious biases that lead to gender disparity and wage inequality. Yet by providing a supportive on-campus environment and helping women find the right job opportunities, business schools can provide a strong foundation for a new generation of top-level female managers. □



Bernard Garrette is former dean of the MBA program and current professor of strategy and business policy at HEC Paris in France.

ideas in action



Inspired Ventures

EMPOWERING WOMEN TO BUILD NEW LIVES THROUGH BUSINESS

THREE PARTNER ORGANIZATIONS based in Paris, France, have created a training program designed to empower women who have experienced violence. Last September, IÉSEG School of Management, ESCP Europe Business School, and the nonprofit Led by Her launched the Led By Her Entrepreneurship Program, which offers customized training to women who have overcome violence or faced marginalization because of religion, gender, or trauma.

According to United Nations data, more than one-third of women around the world will experience violence, which can adversely affect their physical, emotional, social, and financial well-being for years to come, says Janice Byrne, professor at IÉSEG and academic director of the program. Entrepreneurial training, she says, “can help women who have experienced violence develop a sense of financial security and self-confidence.” By supporting their economic empowerment, business schools can have a tremendous impact on their lives.

The inaugural group of 25 participants began attending training modules in September. They meet two to three days a month, com-

pleting two three-hour modules each day. They also attend conferences and other activities, access materials online, and work with dedicated mentors whom they see once a month.

The women will continue attending workshops until June. The goal is for each participant to develop and launch her own business by the end of the program.

The women were recommended to the program by local support groups in Paris connected by the Led By Her network, and each was selected via an application and interview process. “Organizations working with victims are delighted to have a ‘next step’ where they can direct women who are ready to rebuild their lives and create a positive future for themselves,” explains Andrew Miller, press officer for IÉSEG. “The partners were looking for women who were determined to start their own businesses or social ventures.” He emphasizes that this initiative is an example of how business schools can partner with charities and local authorities to make a difference in their communities.

Volunteers, who include IÉSEG and ESCP faculty and external facilitators, are providing the training in finance, marketing and communication, negotiation, management, and business planning. Public and private partners—including insurance company AXA and cosmetic company LUSH—are providing financial, technical, and material resources to the initiative.

This activity reflects the mission of Led By Her, which is to give women in France the freedom and ability to build the lives they desire, says Chiara Chondi, the organization’s founder. She notes that each woman’s new business will be “a powerful source of inspiration for other women, by showing them what is possible starting from where they are today.”

► [Learn more about the Led By Her organization at www.ledbyher.org.](http://www.ledbyher.org)

The Dean's Book Club

BY NANCY BAGRANOFF

In 2011, I had an idea: Why not start a Dean's Book Club for faculty? I thought that starting a book club here at the University of Richmond's Robins School of Business in Virginia could be a way to stimulate ideas among our faculty for curricular and pedagogical change. That same year, the book *Rethinking Undergraduate Business Education: Liberal Learning for the Profession* was published, stimulating much discussion among business educators. It seemed an important book for our faculty to read, particularly to encourage us to think more about how we integrate liberal arts and business education.

So, in 2012, I offered to buy the book for as many faculty members who were interested in reading it, and about two-thirds of our full-time faculty took me up on the offer. We scheduled two separate book club meetings, and I sent an email to faculty with questions to guide our discussion. Faculty who received the books were not obligated to attend the discussion, but those who did agreed that establishing an ongoing book club would be worthwhile.

After that first meeting, we realized that a book club would be an inexpensive way for us to encourage change and help faculty find new ways to improve their teaching. With that in mind, the next year I not only recommended two books on how to teach critical thinking to faculty, but also invited faculty to recommend books on the same topic. Then the faculty voted on the selection and held separate meetings for each book. Once again, the books inspired spirited and thoughtful faculty discussions and provided approaches that could be easily adopted in a classroom.

In 2014, faculty nominated books about academic integrity, with many voting for *Cheating Lessons: Learning from Academic Dishonesty*. Our discussion of that book led us to develop the document, "Best Practices for Creating a Culture of Academic Integrity," where faculty shared approaches to prevent or reduce cheating. In 2015, our selections included *Make it Stick: The Science of Successful Learning* and *Thinking Fast and Slow*.

Our book club meetings offer faculty great opportunities to share ways they are incorporating ideas they've learned from our selections. For instance, Joe Ben Hoyle, associate professor of accounting, was inspired by *Make It Stick* to give his students extra credit if they read the book. His reasoning is that if learners understand the behaviors that will cause them to retain knowledge, they will learn more effectively than if he simply tells them how to study. So far, students have self-reported that they would change the way they studied as a result of reading the book—one noted that he was now doing extra problems to reinforce learning.

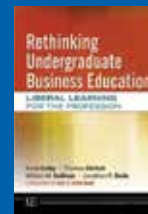
Maia Linask, assistant professor of economics, has revised her grading scheme to include more small, low-stakes assignments, based on *Cheating Lessons* and *Make It Stick*. She allows students to take quizzes twice and to revise problem sets, which could reduce their incentives to cheat and help them learn and retain more information.

Starting a Dean's Book Club is a small initiative for any business school as it requires only a minor investment in time and money. Yet it has the potential to influence organizational culture, help faculty to become better at their craft, and impact student learning. Plus, as we've found, it's a lot of fun.

Nancy Bagranoff is the dean of the Robins School of Business at the University of Richmond in Virginia.

DEAN'S BOOK CLUB SELECTIONS AT THE ROBINS SCHOOL

2012



Rethinking Undergraduate Business Education: Liberal Learning for the Profession by Anne Colby, Jonathan R. Dolle, Thomas Ehrlich, and William M Sullivan

2013



Asking the Right Questions: A Guide to Critical Thinking by M. Neil Browne and Stuart M. Keeley

Teaching for Critical Thinking by Stephen D. Brookfield

2014



Cheating Lessons: Learning from Academic Dishonesty by James M. Lang*

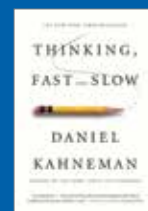
Giving Voice to Values by Mary C. Gentile*

The Shareholder Value Myth by Lynn Stout*

College (Un)Bound by Jeffrey J. Selinger

*Faculty read one among these three.

2015



Thinking Fast and Slow by Daniel Kahneman

Make It Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel

Building an Online Program

BY DANIEL WRIGHT

ACCORDING TO THE National Center of Education Statistics, the number of students taking courses online has grown to 5.4 million—or one in four students—and most schools are offering digital programs to meet that demand. At the same time, some reports show that online course adoption is slowing down somewhat. Thus, it is more crucial than ever for schools to distinguish themselves in the online marketplace.

While the Villanova School of Business in Pennsylvania has been providing specialized online programs for eight years, 18 months ago we decided to broaden our offerings by launching our first online MBA program. During that period, the program has grown from zero to 153 students, while another 106 students have enrolled in our new online master of science in analytics.

We believe the key to delivering excellent online education is to provide the same high standards and commitment to community we offer in a traditional campus program. Here are four lessons we learned that other schools might find useful as they launch their own online programs.

■ **Online education is not an inexpensive proposition.** Universities need to invest in high-quality delivery tools, and the investment is significant. In addition to the technology itself, schools must invest in training for faculty and staff to make sure they can provide a seamless experience for students. At times, an online degree program can be more expensive than its on-campus counterpart for both the university and its students.

For example, technology and delivery costs mean VSB's online MBA costs about US\$240 more per credit hour than the on-campus program.

■ **Flexibility trumps distance.**

Despite the fact that a student from anywhere in the world can sign up for an online course, the “brand radius” for a new online program can be fairly close to home. At VSB, about 74 percent of our online MBA students live within 250 miles of the school. By contrast, our part-time on-campus MBA program, which focuses on working professionals, typically draws people from a 50-mile radius of Villanova. So while we have extended our brand significantly, the majority of students are still from the East Coast.

■ **It's important to provide the same level of services to both online and on-campus students.**

Some schools turn their online programs into watered-down versions of their existing on-site programs. While such a program might provide short-term benefits, it will ultimately have a negative impact on the school's reputation. At Villanova, our online MBA features the same faculty who teach in our campus program, as well as the same curriculum, experiential classes, and admission standards. We make sure that whether students receive their degrees online or on-campus, they receive the same education. We feel we must remain true to our brand if our online program is to flourish.

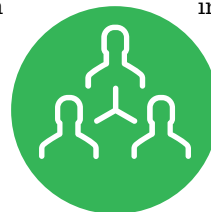
■ **Community still matters.**

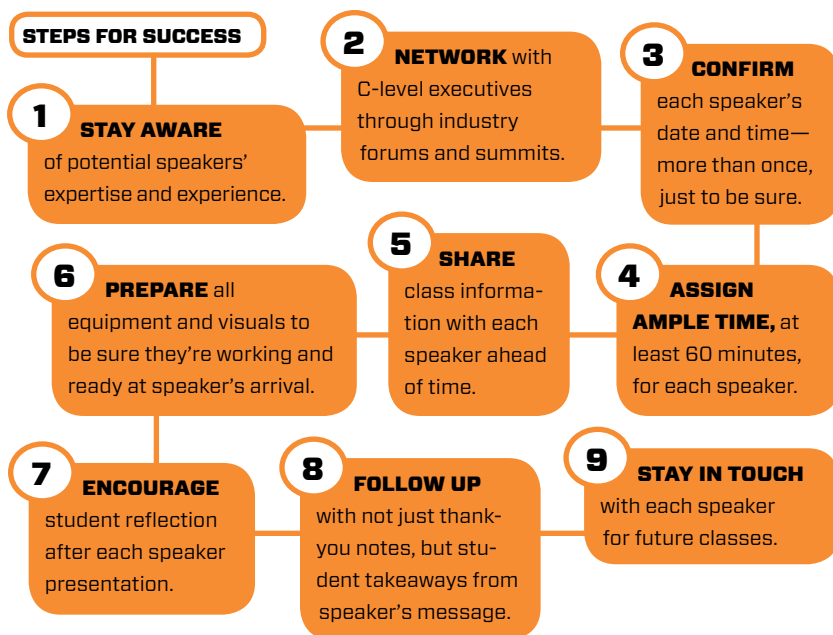
Community building happens naturally in on-campus programs as students spend time with professors and classmates, but it's more difficult to build and sustain a community of learners in online classes.

One way to create community is to bring students together for experiential learning. At Villanova, we've done that through our MBA leadership challenge and our international immersion trips. The leadership challenge brings online students to campus to solve real-world problems and present their solutions as a team. The immersion experience takes students to an emerging economy such as Turkey, Argentina, Chile, Vietnam, and South Africa. There, they meet and exchange ideas with senior executives. Not only do they gain global business perspectives, but they have an opportunity to build relationships with their peers.

Graduate students want their degrees to represent the effort and intellectual capital they spent achieving them. That's why business schools should offer online programs that rely on the same admissions standards, use the same faculty, and follow the same curriculum as their on-campus programs. When schools couple a rigorous education with a strong sense of community, they will make sure their online students become invested in their own success—as well as the success of the program and the university.

Daniel Wright is interim dean of the Villanova School of Business in Pennsylvania.





The Best Executive Guests

HOW DO YOU ENSURE THAT every guest speaker makes a successful appearance in your classroom? At Georgia State's Robinson College of Business in Atlanta, J.P. Shim uses a nine-step process (above) for interacting with executives he brings to class. Before they arrive, Shim provides them with information about class size and students' majors and work experience, as well as instructions for using classroom technology. And he finds that one hour of class time is just right for these visits—it doesn't place too high a burden on the speaker, but still allows 45 minutes for the talk and 15 minutes for questions.

After each guest's presentation, Shim asks his students to write one-page takeaways to make sure they reflect on what they've learned and get the most out of each speaker's message. He posts their responses in the class's online Dropbox file within 48 hours and includes some of those comments in his thank-you letters to speakers to reinforce the impact they've made.

Shim, a professor of computer information systems, chooses speakers who will give students fresh perspectives. Michael Anaya, a supervisory special agent with the U.S. Federal Bureau of Investigation, explained to students that cybersecurity might seem to be about only computers and data, but its most powerful element is the human force controlling the computers. Chris Jeffs, vice president of Verint Systems, detailed how his company uses speech analytics to design accurate transcription tools for recorded conversations.

"The more effort and time we spend bringing speakers to class, the more we sustain the dialogue between our students and the world of practitioners," says Shim. "Considering that a limited number of business faculty have real-world business and consulting experiences, the role of a qualified guest speaker is crucial to business education."

Experience Required

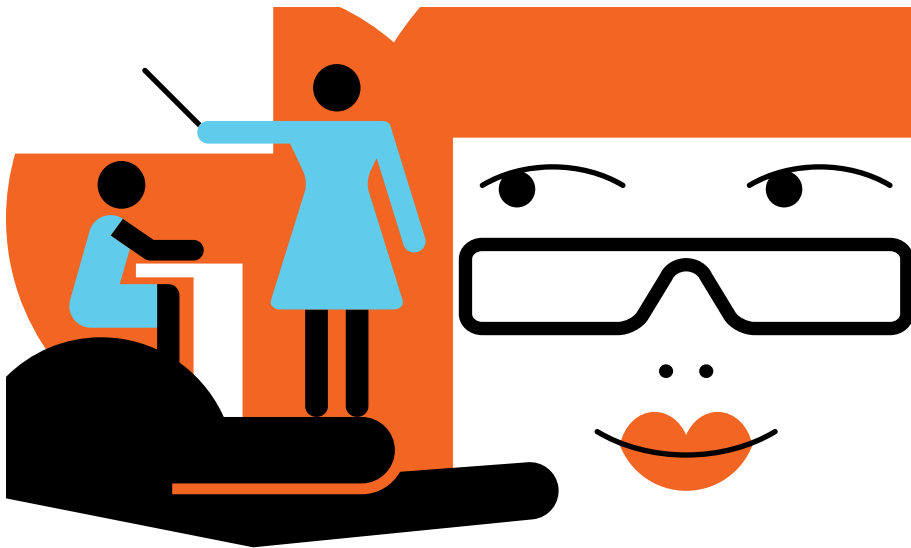
Some activities are no longer optional for business students at the University of Dayton in Ohio. Under the new Business Wisdom Through International, Service and Experiential Education (BWISE) program, the 450 freshmen who started their programs in fall 2015 must complete prescribed levels of activity in two of three areas—international experience, service, or experiential learning—before they graduate.

For the international requirement, students can study abroad, complete international internships, or enroll in international business or language courses. For the service requirement, they must complete at least 50 hours of service. They can satisfy the experiential requirement by completing internships, participating in projects, or launching their own businesses; working as officers for UD's Flyer Enterprises, a student-run business that runs cafes, a storage service, and a convenience store; or working with the student-run Flyer Investments portfolio, which manages US\$20 million of the school's endowment fund.

This year, all freshmen will have to write plans that outline how they will complete these requirements so they start thinking early about their educations and career preparation.

"Business is more than just making a lot of money," says Janet Leonard, assistant dean. She adds that faculty hope that BWISE will both provide students with a more comprehensive set of experiences by graduation and broaden their perspectives about ways they can serve society and design more meaningful lives and careers.

Faculty will evaluate BWISE at year's end, says Leonard. Depending on their findings, it might be expanded for the next incoming class in the fall.



Helping Women Conquer ‘Confidence-Killers’

IN SPRING 2015, the University of Cincinnati’s Lindner College of Business in Ohio offered two sections of a course in professional selling, with a singular twist. For one section, the school heavily recruited women; for the other, the school allowed students to enroll normally. The first section ended up with 25 women, who made up nearly the entire class; the second included a traditional mix of men and women, with men making up the majority.

This experimental approach was the focus of a research project, funded by the P&G Higher Education Grant Program. Its goal was to determine whether women could be encouraged to be more confident when facing failure. Professor of marketing Jane Sojka taught both sections and conducted the research with professor of marketing Karen Machleit and postdoctoral fellow Corinne Novell.

Past research has shown that women exhibit less confidence than men in the workplace, explains Sojka. “Women typi-

cally won’t negotiate a salary on their first job,” she notes. “They’re less likely to run for office unless they’re coaxed into it.”

Research shows that while men rebound and move on from failure more easily, Sojka says, women often fixate on their failures—so much so that they avoid risking failure altogether. She cites two factors as “confidence killers” for women: perfectionism and a fear of failure. However, Sojka and her co-researchers found that the women who attended the Lindner College’s nearly all-female professional selling course exhibited more confidence and experienced less fear of failure than their counterparts in the other mixed-gender course, likely because they simply felt more comfortable.

The researchers also included additional content on overcoming failure in both sections, so that all students—men and women—could develop their resilience. That content included discussion of strategies for dealing with

failure—such as avoiding ruminating on failure, reducing negative self-talk, and sharing their experiences with friends. In addition, students completed a journaling assignment in which they wrote about specific failures they had experienced and strategies they used for handling them.

Student Katie Fisher took the course two years ago as part of a mixed-gender group of students. Last spring, she worked as Sojka’s teaching assistant in the experimental section, and she noticed a difference in the confidence and comfort levels of the women who were members of that class.

“If they ran into any kind of roadblock, they’d have to use resilience-themed messages to move past it,” says Fisher. “I feel that men often think they’re more deserving and that helps them succeed, so moving past these roadblocks for women is really important. I think that goes beyond sales and beyond the classroom. It’s something that’s valuable for women throughout their careers.”

Because of last year’s successful results, this spring the school expanded the project to include two sections, now titled Women in Sales, and one mixed-gender section called Professional Selling. One of the sections for Women in Sales includes 29 women; the other, 23 women and “three brave men,” says Sojka. “The Women in Sales class is so popular that we had to turn students away due to space limitations.” As a result, the school will offer three to four sections of Women in Sales next spring, and will begin offering it in the fall as well starting in 2017.

Sojka, Machleit, and Novell hope to present their research based on the Women in Sales courses at an upcoming conference for the Global Sales Science Institute, and they also plan to share their findings with other schools in a future publication. By helping women overcome fear of failure, business schools set them up for success in all aspects of their future careers, says Sojka. “This is not a case of women versus men. When women win, everyone wins.”

tools of the trade



TRACKING EXPERIENCE WITH EDUSOURCED

As experiential learning becomes a more integrated part of education, business schools are faced with the increased challenge of tracking all student extracurricular activities. That reality led David Comisford, who graduated with his bachelor's in business from Capital University in Columbus, Ohio, to launch **EduSourced** in 2014. The cloud-based platform is designed primarily to help schools of business and engineering track their students' consultancy projects and any course activities with an employer-project component. It also helps them scale their experiential projects, consolidate ini-

from US\$4,200 to \$15,000 based on the number of projects; collegewide licensing is based on how many different programs the school plans to link and track. *Visit www.edusourced.com.*

EXPANDED EXPERTISE

To help more of their members pursue lifelong learning opportunities, the **American Institute of CPAs (AICPA)** and **Chartered Institute of Management Accountants (CIMA)** recently expanded the AICPA-CIMA Competency and Learning website to include learning resources in assurance and in financial accounting and reporting. These topics were added to existing resources related to management accounting, employee benefit plan auditing, and governmental auditing. Other topic areas will be added later this year. The site also debuts a new feature called "knowledge checks," in which users complete multiple-choice quizzes on specific topics. When they answer incorrectly, the site links them to AICPA learning resources on that topic. CPAs also can find nearby conferences

through synchronous and asynchronous learning, tailored discussion groups, and peer-to-peer information exchange. Students can access the platform for free. *Visit www.qsleap.com/.*


PORTFOLIO PORTAL

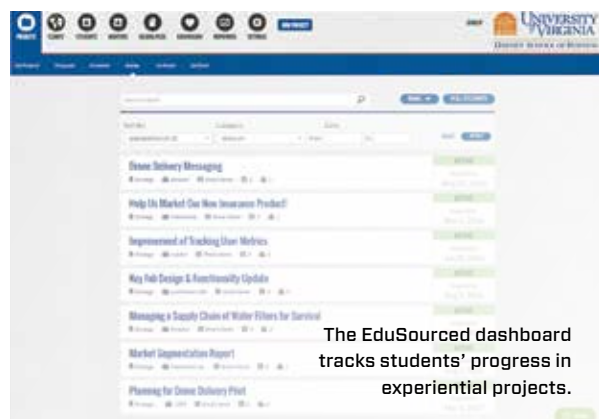
The **International Baccalaureate**, a nonprofit foundation that offers educational programs for schools worldwide, has launched the IB Student Registry. It allows students pursuing higher education to create online portfolios that include personal essays, information about course credits, and more. The service is free to students; universities use a subscription service to connect with students. *Visit www.ibo.org.*

RESEARCH FOR REAL ESTATE

CoreLogic, which provides global property information and data-enabled services, has introduced the University Data Portal. The online self-service website allows academics to access residential and commercial real estate data, run unique queries, and download reports about property characteristics and transactions. The information features the company's combined databases from public and proprietary sources, which cover 99 percent of all U.S. properties. The portal also includes tax information on 144 million parcels. *Visit www.corelogic.com/solutions/university-data-portal.aspx.*

KEEPING UP WITH MOOCS

Class Central, a search engine and review site for MOOCs, has released a "follow" button that enables users to follow universities, subjects, and course providers. The new feature alerts users about new and upcoming online courses based on their follows. Class Central estimates that 600 universities around the world are offering 5,000 MOOC courses, and more are being added every day. The "follow" button allows users to receive a personalized digest of new courses. For instance, followers of the "Artificial Intelligence" subject received a recent notification about Google's Deep Learning course from Udacity, which is one of the sites for which Class Central offers reviews. *Visit www.class-central.com.* 



tiatives across the curriculum, and streamline and coordinate communications among faculty, students, alumni, and corporate partners. EduSourced is currently integrating LinkedIn and GitHub into student profiles.

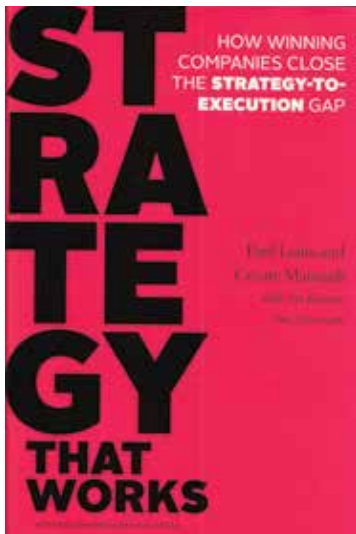
The College of Business at the University of Illinois in Urbana-Champaign began using the platform in 2014 to coordinate 70 projects by 350 students across the university. The projects were submitted by a range of organizations, from startups to non-profits to large companies. The school also uses the platform to track post-graduate placement rates of students who participate in real-world experiences as one way to measure the impact of different types of experiences on student success.

EduSourced can be licensed for a single department or collegewide. Departmental pricing ranges

and other learning opportunities through location-based searches. "Professional education ...is about gaining knowledge and expertise that can take you and your career to the next level," says Clar Rosso, the AICPA's vice president of member learning and competency. "That's why a competency-based approach to professional development makes so much sense." *Visit competency.aicpa.org.*

LEAP AND LEARN

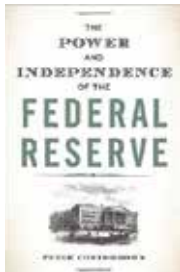
To help students prepare for graduate admissions tests, including the GMAT and GRE, **QS Quacquarelli Symonds** has launched a hybrid learning platform called QS LEAP (Learn and Prepare with Friends). QS LEAP allows prospective applicants to compete with peers and test themselves on exam-style questions



STRATEGY THAT WORKS

“A truly winning company is one that manages itself around a few differentiating capabilities—and deliberately integrates them. When companies accomplish this, we say they are *coherent*.” That’s the premise laid out by Paul Leinwand of PwC and Cesare Mainardi, formerly with Booz & Company, both adjuncts at Northwestern; and Art Kleiner, editor of PwC’s *strategy+business* magazine. A coherent company has closed the “strategy-to-execution gap” because it designs everything around its core goals and attributes. A company becomes coherent by committing to an identity, translating its strategic plan into everyday operations, putting its culture to work, cutting costs for everything not related to the core, and shaping its future through innovations. The authors describe companies such as Apple and Haier that have developed identities that not only permeate their entire operations, but also exert massive influence on their competitors. Their book provides a blueprint for leaders seeking coherence in their own ventures. (Harvard Business Review Press, US\$32)

THE POWER AND INDEPENDENCE OF THE FEDERAL RESERVE



No one really understands the Fed. Even Wharton’s Peter Conti-Brown, who draws on law, history, and politics to write what amounts to a biography of the institution, notes that its core characteristics are “cloaked in opacity.” Nonetheless, he sets out to offer some understanding of how it is structured, who holds authority, and how it has evolved to the point where it can

“influence every individual, institution, or government that interacts with the global financial system.” Not surprisingly, he believes the institution is ripe for reform. “As it stands today, the Fed’s governance is a mess. It can and should be clarified without sacrificing the essential tasks of regulating inflation and employment, free from the overwhelming influence of electoral politics.” While the topic is complex, layered, and labyrinthine, Conti-Brown’s clear analysis and elegant language make the book a fascinating read. (Princeton University Press, US\$35)

LEAD AND DISRUPT

“Fifty years ago, the average life expectancy of a firm in the Standard and Poor’s 500 was fifty years. Today it is closer to twelve,” write Charles O’Reilly III of Stanford and Michael L. Tushman of Harvard. Yet some companies have managed to remain vibrant for more than a century, predominantly by moving into new industries. For instance, W.R. Grace is currently a US\$2.5 billion chemical producer, but when it



launched in 1854, its purpose was to ship bat guano from Latin America to the U.S. What factor allows some companies to adapt and thrive when others stumble and fail? O’Reilly and Tushman are convinced it’s leadership—more precisely, “ambidextrous” leadership exhibited by executives who understand not only what they must do, but how to do it. The authors profile leaders

who seized opportunities, as well as those who squandered their chances to pivot. They also identify the key principles executives must follow to take companies through change. For instance, leaders must rally senior managers around compelling strategies, and they must choose exactly where to strike a balance between exploring new opportunities and exploiting existing strengths. Not easy, they admit—but essential. (Stanford Business Books, US\$29.95)

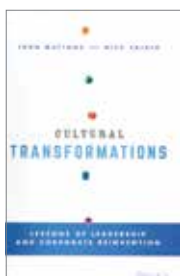
THE THREE-BOX SOLUTION



Like the authors of *Lead and Disrupt*, Dartmouth’s Vijay Govindarajan focuses on how leaders can prepare for the future, but he believes they must do it by dividing their functions into three separate “boxes” of activities. They must “manage their present core businesses at peak efficiency and profitability (Box 1); escape the insidious traps of the past (Box 2); and innovate nonlinear futures (Box 3).” In one intriguing section, he calls these three functions “preservation, destruction, and creation” and links

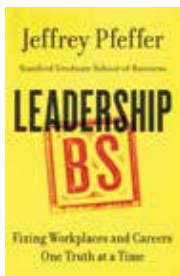
them to the Hindu gods of Vishnu, Shiva, and Brahma; he also describes how analytics firm Mu Sigma actually divides its leadership into three “clans” named after the three gods. He notes that most leaders are good at the Box 1 skills of managing successful operations, but many of them struggle with the Box 3 skills of innovating for the future or the Box 2 skills of distinguishing between timeless and “perishable” company values. He urges executives to think of the tri-part system as endlessly cyclical because “the business models, products, and services you create in Box 3 will at some point become your new Box 1.” (Harvard Business Review Press, US\$32)

CULTURAL TRANSFORMATIONS



Leadership is also top of mind for John Mattone, an executive coach who teaches courses at Florida Atlanta University and ZfU International Business School, and Nick Vaidya, editor-in-chief of *The CEO Magazine*. They note that, in this world of accelerating change, many companies are “launching preemptive transformations, retooling themselves to stay ahead of their competitors.” But they believe companies can only successfully transform when the right leaders are at the helm, creating the right culture. They describe a hierarchy of leadership that evolves from the basic command-and-control approach to an interconnected, collaborative style—and they predict that only companies with that collective approach will achieve radical change. They write, “Thinking different and thinking big are the nonnegotiable prerequisites that will enable any organization to keep pace with rapidly changing reality. This thinking must start with the CEO.” (Wiley, US\$30)

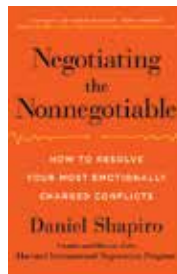
LEADERSHIP BS



The idea that successful leaders are driven by integrity and humility is a myth, argues Stanford’s Jeffrey Pfeffer, who paints a more sinister picture of leadership than the authors of the books reviewed above. While books and b-schools tout the positive attributes of leadership, businesses most often reward ambition and self-interest over integrity and honor, Pfeffer argues—often to their own detriment. As examples, he cites not only high-profile leadership disasters that befell the likes of Lehman Brothers and BP, but also stories from the worker ranks. There’s the woman who built a successful analytics team only for her superiors to hand her team to a more cunning senior colleague. Or Pfeffer’s former student whose own mentor orchestrated his removal from the company he had founded. Successful leaders today, says Pfeffer, are self-interested and willing to

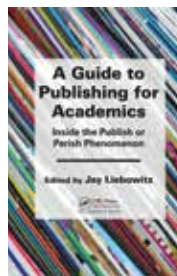
withhold the truth when it suits them. “If we want to change the world of work and leadership,” he challenges, “we need to act on what we know rather than what we wish and hope for. It is also imperative that we understand why we are stuck where we are.” A provocative view bound to inspire conversation. (HarperCollins, US\$29.99)

NEGOTIATING THE NONNEGOTIABLE



Conflict is inevitable—between spouses, between co-workers, between neighboring nations—but it doesn’t have to destroy marriages, workplaces, or international relations. David Shapiro, the founder of the Harvard International Negotiation Program, examines the emotions that charge major disputes and shows that many combatants fight so hard because they believe their very identities are on the line. He calls this the “Tribes Effect,” and he describes workshop exercises he has run that prove how quickly and uncompromisingly people can get attached to the values of their own particular tribes. The good news is that he also has created exercises that help adversaries step back, recognize their emotions, and identify their common goals. As individuals and leaders learn to negotiate, he writes, they can “transform an emotionally charged conflict into an opportunity for mutual benefit.” (Viking, US\$28)

A GUIDE TO PUBLISHING FOR ACADEMICS



With the goal of helping junior academics figure out how to write for publication, international journal editor Jay Liebowitz has assembled 15 essays by the editors of business and technical journals. While he notes that it was both thrilling and cathartic to have a chance to assemble “helpful insights, guidance, and best/worst practices” for doctoral students and young scholars, he’s hopeful that some of the ideas offered will be useful to veteran scholars as well. As you would expect from people who edit for a living, the essays are lively, engaging, and to the point. For instance, Arch Woodside of the *Journal of Business Research* focuses on how to craft the best title to intrigue both editors and readers. Among his suggestions: Focus your title on what your paper can contribute to the theory of your discipline. Use two titles, one quite short—for instance, “The Checklist. If Something So Simple Can Transform Intensive Care, What Else Can It Do?” Come up with three possible titles and ask friends which ones they would rather read. Such common-sense pieces of advice could have far-reaching implications for junior faculty trying to place their first articles. (CRC Press, US\$89.95) [D](#)



Strathmore University deputy vice chancellor of research George Njenga (left) with OUN CEO Gene Wade, whose organizations have partnered to deliver smartphone-based degree programs in Kenya.

Smartphone U

MOBILE PROGRAMS SEEK TO BRIDGE THE EDUCATION GAP

MOBILE TECHNOLOGY IS INCREASINGLY becoming the means through which many people in emerging markets access education. As part of that trend, Strathmore University in Nairobi, Kenya, has announced its partnership with One University Network (OUN), based in Silicon Valley, to develop degree and certificate programs that students will access with their smartphones via OUN's mobile adaptive learning app.

The program, called Strathmore Mobile, will launch later this year to allow students to earn credentials from the university with the guidance of Strathmore faculty. Students will access all course materials—including video, text, and interactive exercises—via the OUN mobile app. Courses “will be priced competitively and will be accessible to students throughout Africa,” according to a university statement.

Students also will be matched with learning coaches who will guide them through their programs. After completing their coursework, students must take and pass a supervised final exam, in person, at a secure testing center before earning their final credentials.

Strathmore Mobile will help the university “bridge Kenya’s higher education gap and deliver on our mission of providing high-quality, outcome-driven scholarship while embracing entrepreneurial innovation as a global leader in higher education,” says John Odhiambo, Strathmore’s vice chancellor. The university will post details about the program as they are available at mobi.strathmore.edu.

AACSB Announces New Board

Soumitra Dutta, dean of Cornell University’s Johnson Graduate School of Management in Ithaca, New York, has been chosen to serve as vice chair-chair elect of AACSB International during the 2016-2017 fiscal year. He will serve as vice chair-chair elect, chair, and immediate past chair in three consecutive one-year terms.

The association also announced other results from its 2016 Officer and Board of Directors election. Three individuals will serve three-year terms as representatives of accredited institutions from the U.S.: John A. Elliott, dean of the School of Business at the University of Connecticut in Storrs; Idalene Kesner, dean of the Kelley School of Business at Indiana University in Bloomington/Indianapolis; and Terry S. Maness, dean of the Hankamer School of Business at Baylor University in Waco, Texas.

Two others will serve two-year terms as representatives of accredited U.S. institutions: Stephanie Mattox Bryant, dean of the College of Business at Missouri State University in Springfield; and Amy Hillman, dean of the W.P. Carey School of Business of Arizona State University in Tempe. All will take office on July 1.

In addition, Jean-Michel Blanquer of ESSEC Business School in Paris has been appointed to the AACSB International Board of Directors. He will fill the remaining term for the position vacated by Jürgen M. Schneider, who resigned in January. Blanquer’s term, which is effective immediately, will run through June of 2018.

Case by Case

WINNERS HAVE BEEN ANNOUNCED in the 26th annual Case Centre Awards and Competition, which recognizes outstanding case writers and teachers from across the globe.

The Overall Winning Case was authored by **Haiyang Yang** at Johns Hopkins Carey Business School in Baltimore, Maryland, and by **Pierre Chandon** at INSEAD in Fontainebleau, France. In addition, Chandon won the Outstanding Contribution to the Case Method Award, while **Anita Elberse** of Harvard Business School in Boston, Massachusetts, won the Outstanding Case Teacher competition. **Iddo Dror, Shreya Maheshwari,** and **Andrew Mude** of the International Livestock Research Institute (ILRI) in Nairobi, Kenya, won the Outstanding New Case Writer Award. **Wolfgang Ulaga** and **Athanasios Kondis** of IMD in Lausanne, Switzerland, took the award for Outstanding Case Writer on a “Hot Topic”—in this case, East Meets West.

Awards also were handed out in nine management categories. This year, Harvard Business School won three category awards; ICFAI Business School in Hyderabad, India, won two; and six schools won one each: INSEAD; HEC Paris; Illinois Institute of Technology in the United States; Institute of Management Technology, Ghaziabad, in India; the University of Western Ontario’s Ivey Business School in Canada; and BTA/Pontificia Universidade Católica de Minas Gerais (PUCMG) in Belo Horizonte, Brazil. A complete list of winners can be found at www.thecasecentre.org/educators/aboutus/news/releases/2016/feb29.

CORNELL INTEGRATES

In January, Cornell University in Ithaca, New York, announced that, starting in the 2016-2017 academic year, it will create a new Cornell College of Business. The college will integrate three schools under a single academic and governance structure, including the School of Hotel Administration (SHA), the Charles H. Dyson School of Applied Economics, and the Samuel Curtis Johnson Graduate School of Management. While each school will continue to operate under independent missions, the College of Business will support more collaborative, cohesive, and cross-disciplinary interactions.

Soumitra Dutta, currently dean of the Johnson School, will become the dean of the College of Business, while each individual school operating within the college will be led by a dean responsible for its admissions and academic programs. The Dyson School will also remain a part of the university’s College of Agriculture and Life Sciences (CALs). Leaders from SHA, Johnson, Dyson, and CALs will continue to develop academic and governance processes for the new College of Business before it opens this fall.

NEW APPOINTMENTS AND TRANSITIONS

Mahendra R. Gupta, the dean and Geraldine J. and Robert L. Virgil Professor of Accounting and Management at Olin Business School at Washington University in St. Louis, Missouri, will conclude his deanship on June 30. Gupta, who was appointed dean in July 2005, will remain on the accounting faculty of the Olin School.

Michael D. Hartline has been named dean of the College of Business at Florida State University in Tallahassee, effective April 1. Hartline, the Charles A. Bruning Professor of Business Administration at Florida State, joined the college’s faculty in 2001. He was associate dean for strategic initiatives from 2011 to 2015 and most recently served as interim dean. Hartline succeeds **Caryn Beck-Dudley**, who left Florida State University to become dean of Santa Clara University’s Leavey School of Business in California.

The College of Business at Florida Atlantic University in Boca Raton named **Roland Kidwell** director of its Adams Center for Entrepreneurship. He will work cross-functionally with other FAU offices and initiatives, as well as industry partners, to broaden the center’s research activities, particularly in family business.

Jay Hartzell has been appointed dean of the McCombs School of Business at the University of Texas at Austin. He also will hold the Centennial Chair in Business Education and Leadership. He was previously senior associate dean for academic affairs and Trammell Crow Regents Professor in the department of finance at the school. Hartzell replaces **Laura Starks**, who has served as interim dean since Tom Gilligan stepped down in 2015.

The University of Arizona Eller College of Management in Tucson recently named **Paulo Goes** its new dean. Goes, who most recently was head of the department of management information systems and Salter Distinguished Professor in Management and Technology, began his tenure in March. Goes succeeds **Jeff Schatzberg**, who has served as dean since January 2015.

Daniel J. Borgia has been named the next dean of the Richard J. Wehle School of Business at Canisius College in Buffalo, New York. Borgia is currently associate dean and professor of finance for the College of Business and Economics at the University of Idaho. He begins his new position on July 11. Borgia replaces **Richard A. Shick**, who has been serving as dean of the Wehle School since 2013 and previously served 23 years in the role.

Anne B. Dries joins Georgia State University's J. Mack Robinson College of Business in Atlanta as assistant dean for finance and administration. Most recently, Dries served as program director of the MBA and EMBA programs at Singapore Management University.

NEW PROGRAMS

Georgia State University's J. Mack Robinson College of Business in Atlanta will launch two dual degree programs in fall 2016. One combines an MS in analytics with a master of actuarial science; the other combines an MS in analytics with an MS in mathematical risk management. Although each individual degree is a three-semester program, the dual degree programs extend coursework by only one semester.

The Neeley School of Business at **Texas Christian University** in Fort Worth has announced a new 48-hour healthcare MBA. The school is partnering with the University of North Texas Health Science Center to deliver the program.

The Sellinger School of Business at **Loyola University** in Baltimore, Maryland, has established the Loyola Business Institute, a five-week program that aims to provide liberal arts, sciences, and social sciences majors with fundamental business knowledge. The business immersion experience is open to undergraduate students and recent college graduates.

Wake Forest University School of Business in Winston-Salem, North Carolina, is launching an MS in business analytics. Using real-time data from retailers, students will analyze large data sets, master technological skills such as data mining and predictive modeling, and formulate actionable insights for corporate partners. The program will hold its first class in July.

In March, the Graziadio School of Business and Management at **Pepperdine University** in Malibu, California, began offering a six-month executive certificate in commercial real estate. The program offers a flexible format, with classes meeting two days per month on Friday and Saturday. Certificate courses are offered across five different Pepperdine locations in California and Dallas; the program also will be available online.

The **Frankfurt School of Finance and Management** is launching two new programs: the Mini MBA, an eight-month executive program delivered via a blended learning format, which will begin in May; and an 18-month online master's program focused on leadership in development finance, which will begin in September.

The **University of Central Florida's** Rosen College of Hospitality Management in Orlando has partnered with the United States Tennis Association (USTA) to offer a new specialization in professional tennis management under its BS in hospitality management. The USTA National Campus is currently under construction in Orlando's Lake Nona.

The College of Business and Economics at **Lehigh University** in Bethlehem, Pennsylvania, is launching the 1-MBA, a one-year MBA similar to the European model. The immersive, full-time curriculum is designed for people with at least three years of work experience. The accelerated format still retains a summer internship; it also pairs students with three mentors, including a faculty advisor, an alumni mentor, and a professional career coach. The 1-MBA will be offered in addition to Lehigh's existing Flex MBA.

Syracuse University's Martin J. Whitman School of Management in New York has partnered with 2U Inc. to launch BusinessAnalytics@Syracuse,



Jay Hartzell



Paulo Goes



Daniel J. Borgia



Anne B. Dries

an online MS in business analytics. The interdisciplinary degree will focus on the use of business applications and analytic tools.

Purdue University's Krannert School of Management in West Lafayette, Indiana, has restructured its Weekend MBA program. The new format remains at 21 months but now features two-thirds on-campus instruction and one-third online work, enabling participants to travel to campus just twice a month for classes. Under the new format, students will take two classes at a time and will have sessions every other Saturday.

The Albers School of Business and Economics at **Seattle University** in Washington will launch an MS in business analytics this fall. The 45-credit program can be completed in one year by full-time students.

This spring, **Cornell University's** Johnson Graduate School of Management in Ithaca, New York, added a seventh offering to its semester-long disciplinary immersions: the Digital Technology

Immersion (DTI), offered in collaboration with Cornell's School of Computing and Information Science. Two-year MBA students who opt for an immersion spend the entire spring semester of their first year taking electives, studying cases, making site visits, and completing semesterlong consulting projects focused on a single area of business. DTI's first run enrolled 15 MBA students and 15 information science students. The immersion included courses in statistical programming, data analytics, and operations management.

COLLABORATIONS

The Satish & Yasmin Gupta College of Business at the **University of Dallas** in Texas is partnering with healthcare provider CHRISTUS Health to make all CHRISTUS associates, as well as their spouses and dependents, eligible for tuition benefits at the university. The benefits may be applied

toward undergraduate, master's, and continuing education courses.

Imperial College Business School in London and Edwardian Hotels London have collaborated to create an executive education program. The hotel company has committed to a ten-year investment to train its hospitality staff through the program, which offered its first course in March.

Deloitte Analytics, a service of Deloitte Consulting LLP, is working with the Robert H. Smith School of Business at the **University of Maryland** in College Park, providing guidance on academic curricula and research in areas related to business analytics.

The Bank of England has joined with **Warwick Business School** in the U.K. to launch a new

postgraduate qualification in central banking and financial regulation. To earn the Central Banking Qualification, students spend the first year of study at the Bank of England's Centre for Central Banking Studies and an additional year at the school.

The **University of Havana** in Cuba and **Rennes School of Business** in France recently signed an agreement to allow for faculty and student exchanges as well as joint research projects, particularly in the areas of innovation management and corporate social responsibility.

GIFTS AND DONATIONS

Brian Ballard and Kathryn Ballard are gifting a building to **Florida State University** in Tallahassee. The building, valued at US\$1.1 million, will serve as the home of the new Jim Moran School of Entrepreneurship, which received a \$100 million



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founding gift in December. The school's faculty will maintain offices in their current colleges and departments on Florida State's main campus, while the three-story, 19,000-square-foot building donated by the Ballards will house the school's staff. Brian Ballard is CEO of Ballard Partners, and Kathryn Ballard is an FSU alumna and member of the FSU Board of Trustees.

The Wharton School of the **University of Pennsylvania** in Philadelphia has received a US\$10 million commitment from alumna Anne Welsh McNulty; in recognition, the school will rename its leadership program the Anne and John McNulty Leadership Program at the Wharton School.

The Monfort Family Foundation has pledged US\$4.2 million to the **University of Northern Colorado's** Kenneth W. Monfort College of Business in Greeley. The donation will be spread over six years and is earmarked to support areas such

as student scholarships, faculty enrichment, and competitive opportunities for students.

OTHER NEWS

The 2015 edition of the Carnegie Classification of Institutions of Higher Education is now available. The comprehensive review of institutional diversity at more than 4,660 colleges and universities in the United States was produced by the Center for Postsecondary Research in the School of Education at **Indiana University** in Bloomington. In 2014, the IU center took over responsibility for the project from the Carnegie Commission on Higher Education, which has published its classification reports since 1973. Information about individual institutions and searchable data showing how they compare to their peers are can be found on a new website, carnegieclassifications.iu.edu.


Apollo Education Group, which owns the University of Phoenix, announced that it is being acquired

by a consortium of investors for US\$1.1 billion. The sale comes as the online university experiences shrinking enrollments. The new chairman of the board will be Tony Miller, who is COO at the Vistria Group, one of the investors acquiring the company. The acquisition is expected to be complete by August 2016.

In West Lafayette, Indiana, **Purdue University** alumni and the Purdue Research Foundation are jointly contributing US\$10 million to help create and grow their startups through the Purdue Start-up Fund. The fund will be managed by the Purdue Foundry, the university's startup acceleration hub, and the University Development Office.

The Anderson School of Management at the **University of California at Los Angeles**, in association with the UCLA Library, is launching the UCLA Anderson Venture Accelerator. It will encourage multidisciplinary collaboration among campus researchers, aspiring Anderson and UCLA entrepreneurs, and students enrolled in the undergraduate minor in entrepreneurship. It also will provide mentoring from alums and business leaders.

Pearson has partnered with game-based learning company mLevel to integrate games into the content of its Introduction to Business course. The course now will incorporate elements of serious games—such as level progression, badges, social interactions, and leader boards—to enhance student engagement and learning. The games will be accessible from most digital devices.

In January, the for-profit online education platform **Udacity** announced its Nanodegree Plus program, which guarantees that students who earn Udacity's Android developer, iOS developer, machine learning engineer, or senior web developer credentials will find jobs within six months of completing their programs. If they do not, the company will refund 100 percent of their tuition. With Nanodegree Plus, students pay US\$299 per month to complete the programs at their own pace, as well as receive career coaching and placement support from Udacity's career services staff. Students also can opt to take these programs under Udacity's regular nanodegree program for \$199 per month, which offers a 50 percent tuition guarantee and no career placement support. 

A MISCELLANY OF MOOCS

Five schools have announced new programming through MOOCs and online platforms:

- The Wharton School of the **University of Pennsylvania** in Philadelphia is offering two new specializations through Coursera: one in entrepreneurship and one in business and financial modeling. Wharton will now be offering a total of four specializations through Coursera.
- The **University of Virginia** Darden School of Business in Charlottesville is launching an online specialization in Agile, a software development methodology. The five-course specialization is hosted by Coursera.
- **IÉSEG School of Management** in Lille, France, has launched its first MOOC in collaboration with UNOW, a French startup specializing in massive online courses. The five-week course, which focuses on infrastructure finance, uses gamification to allow participants to act as consultants in a fictitious consultancy firm. Throughout the course, students will progress through five levels to ultimately raise funds to finance the project.
- **HEC Paris** and AXA Investment Managers are partnering to offer asset management education through a MOOC available through Coursera beginning in April.
- The **University of Michigan** Office of Digital Education & Innovation in Ann Arbor has created its first four massive open online courses for the edX platform, after becoming a member of the free online education platform last October. The university already has created 40 MOOCs for the Coursera and NovoEd platforms. The new offerings on edX include MOOCs in basic finance, which began in April; data science ethics, which began in May; and both social work and learning analytics, each set to begin July 1. The university has set a goal to translate the content of at least 200 courses into MOOC formats by 2017.

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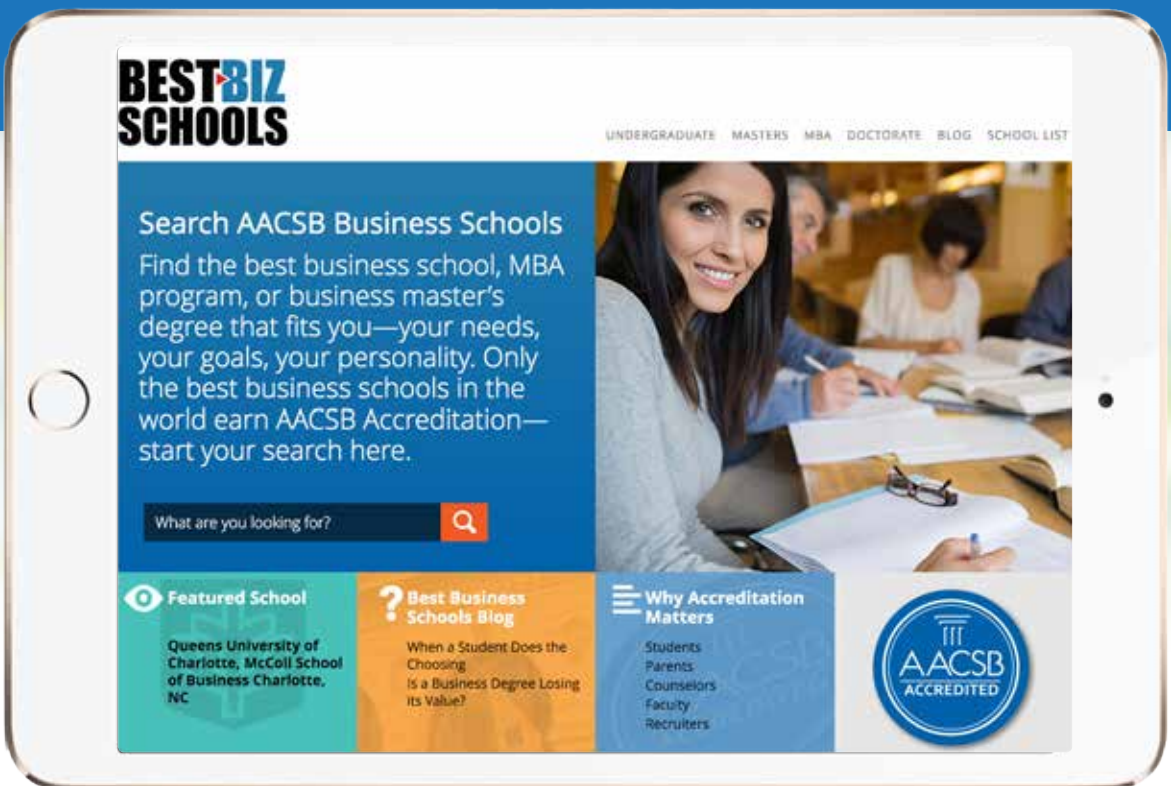
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POWERFUL PARTNERSHIP

“When it comes to business and government, we believe that business schools have a role to play beyond researching and disseminating thought leadership. ...We have a contribution to make in bringing business and government together to facilitate dialogue, create opportunities for joint learning projects, and foster engagement between the two parties. Enabling these relationships results in the co-development of initiatives that will ultimately contribute to inclusive economic development that serves business, government, and society,” says Nicola Kleyn, dean of the Gordon Institute of Business Science at the University of Pretoria in South Africa.

▶ READ THE OP-ED “ENABLING BUSINESS-GOVERNMENT ENGAGEMENT: A VIEW FROM SOUTH AFRICA” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.

80%

The portion of its citizens Nigeria wants to serve with financial services by 2020.

SEE “NEW PROJECTS” ON PAGE 17.

BOOKING IT



A Dean’s Book Club has the potential to influence organizational culture, help faculty to become better at their craft, and impact student learning.

SEE “THE DEAN’S BOOK CLUB” ON PAGE 57.

WIR SIND DIE NUMMER EINS

Germany is the No. 1 country in the world, according to *U.S. News & World Report*.



SEE “BEST COUNTRIES RANKING RELEASED” ON PAGE 14.

BIZ JOB BLUES

Why do so many b-school graduates hate their first jobs? Bill Bergman, an instructor of marketing at the University of Richmond Robins School of Business in Virginia, thinks the “accelerated learning process” at many schools is partly to blame. Because of it, he says, students think that “if they read the material, listen to an authority figure, think critically, and score well on a test, they will succeed and be happy at their first job. Unfortunately, the real world of business operates with more twists and turns, where unreasonable bosses and demanding clients quickly disrupt students’ predictable academic formula for success.”

▶ READ THE OP-ED “BUSINESS SCHOOL SOLUTIONS TO THE GROWING EPIDEMIC OF JOB UNHAPPINESS” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.

3.5 YEARS

How long it takes alums of two-year MBA programs to recoup their educational investments.

SEE “THE VALUE OF B-SCHOOL” ON PAGE 15.

THE BENEFITS OF GIVING

Corporate philanthropy has an overall positive impact on employees, specifically when firms donate to “a few big and visible targets rather than to a wider range of charities chosen by the employees themselves,” says Emily Block, assistant professor at the University of Notre Dame’s Mendoza College of Business in Indiana. She and fellow researchers expected employees to be happier when they were able to donate to their own pet causes, but that was not the case, she added: “Employees care about impact.”

READ MORE IN “GOOD FOR ALL” ON PAGE 11 OF THIS ISSUE.

23,600

The number of people who read a single faculty post on Jönköping International Business School’s new research blog.

READ HOW JIBS USED ITS BLOG TO TRANSLATE ITS RESEARCH INTO VIRAL SUCCESS ON PAGE 48.

-100 TO 100

A school can earn a score of anywhere between those two numbers when it surveys stakeholders by asking one simple question: “How likely is it that you would recommend us to a friend or colleague?” Their aggregated answers form the school’s Net Promoter Score and help the school discover where it needs improvement. IMD in Switzerland has been using NPS since 2009.

▶ READ “USE NPS SCORES TO IMPROVE PROGRAMS” IN THE “IDEAS IN ACTION” SECTION AT WWW.BIZEDMAGAZINE.COM/ARCHIVES/2016/3/IDEAS-IN-ACTION/USE-NPS-SCORES-TO-IMPROVE-PROGRAMS.

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-U.S. News & World
Report, 2016

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in the U.S.

-The Economist, 2015

Top 10

Graduate School for
Entrepreneurship

-The Princeton Review and
Entrepreneur magazine,
2015

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Online MBA
Program for
Military Veterans

-U.S. News & World
Report, 2016

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Global MBA
in the U.S.

-U.S. News & World
Report, 2016

Top 20

Part-Time MBA
in the U.S.

-US News & World
Report, 2016



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