

STEPPING UP

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BizEd



**SCHOLARS,
TEACHERS,
LEADERS...**

B-SCHOOL FACULTY ARE TAKING ON A WIDER RANGE OF ROLES **P. 16**

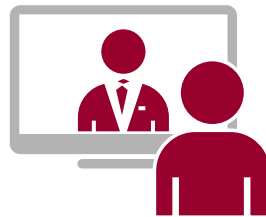
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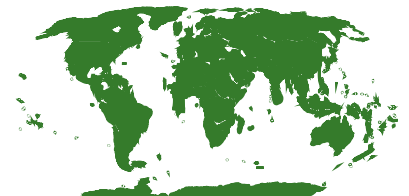
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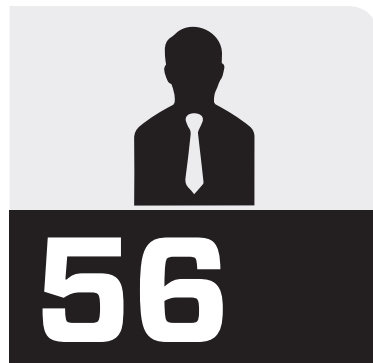
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studies adjuncts as a research specialty, not only chronicles those climbing numbers, but suggests that overreliance on adjuncts can result in poor student outcomes unless schools deploy that segment of their workforce with thoughtfulness and intention. In “Adjusting for Adjuncts,” we talk to her and many others to get a comprehensive picture of how some business schools are incorporating nonacademic, non-tenure-track faculty into their programs—and how they could do it better.

In this issue, we also examine the changing roles of business professors and what business schools are doing to support, reward, and motivate their faculty. In “All Facets of Faculty,” administrators describe how they are expanding their faculty development programs to make sure their professors have the skills to become “better educators, better researchers, and better leaders.”

And the industry will need these multifaceted faculty, says IE Business School’s Santiago Iñiguez, AACSB’s new board chair. In “The Next Phase of Business Education,” he acknowledges that management education is a mature industry, but one that is ripe for rejuvenation. While higher education is in a period of “deep-rooted change and widespread disruption,” he writes, management education will flourish if its leaders innovate and adapt their approaches to teaching tomorrow’s leaders.

These future leaders will draw their inspiration from a wide range of faculty, whether they’re scholars undertaking complex research or practitioners fresh from launching their own startups. The classroom might change and the global environment might radically transform, but if students are going to learn how to navigate the complex business landscape, we’ll always need great teachers.

Sharon Shinn

Sharon Shinn
Co-Editor

Faculty Examined

I ATTENDED JOURNALISM SCHOOL in the late ’70s, when half the students in class had been inspired by Woodward and Bernstein and a hefty percentage of the professors were tough daily newspaper editors who treated us all as annoying cub reporters. On the first day of one class, a craggy white-haired *Chicago Tribune* editor—our teacher for the course—grimaced in our general direction and said, “There. I’ve smiled at you. It’ll be the last time.”

My teacher for the weekly three-hour writing lab was the Midwest bureau chief for *Newsweek*, who had a friendlier style and a sly sense of humor. He would hold mock press conferences, where he would pretend to be a politician or crime victim; we would swarm around, calling out questions about the manufactured crisis of the day. “What’s your name?” someone would always ask. He’d always reply, “Frank Maier. The usual spelling.” Keep in mind that anyone who got a name wrong received an F on that particular assignment.

These were the “practitioner professors” of my major, the adjuncts of their era. They weren’t academics, and they didn’t spend their whole lives teaching. They were the experts who came in from the field to show us how the work was really done. None of their classes were easy, but all of their lessons have proved valuable to me at every point in my career.

Adjunct and practitioner professors have always been part of collegiate education, but in recent decades their numbers have risen dramatically. Adrianna Kezar, a USC professor who

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- Trends, successes and lessons from online programs.
- Business schools from the perspective of CEOs.
- Curriculum innovation.

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Rick Levin, CEO, Coursera and past President, Yale University

Richard Lyons, Dean, Haas School of Business, U.C. Berkeley

Barbara McFadden Allen, CIC Executive Director

Jeff Selingo, former editor of *The Chronicle of Higher Education*, speaker, and author: "College (Un)Bound, MOOC U, & There is Life After College"

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OCTOBER 16–18

Europe, Middle East & Africa Annual Conference

Madrid, Spain

#AACSBemea

Administrators and educators from across the region will discuss challenges related to achieving impact, fostering innovation, adapting to changing business and faculty models, implementing new technologies, and promoting responsible management and sustainable business practices.

NOVEMBER 13–17

Business Accreditation Seminar, Strategic Management Seminar, & Impact Forum

Doha, Qatar

Hosted by Qatar University, these three seminars will run consecutively: The Strategic Management Seminar (November 13–14) will focus on directing resources effectively toward a school's mission; the Business Accreditation Seminar (November 15–16) will cover processes related to AACSB initial accreditation and continuous quality improvement; and the Impact Forum (November 17) will present data on impact from AACSB member schools, examine the role of impact in business education, and explore ways to enhance and measure impact in the context of each school's unique mission.

NOVEMBER 14–15

Online & Blended Education Seminar

Tampa, Florida

This seminar will explore best practices in IT deployment, instructional design, faculty training, assurance of learning, funding, and student engagement and motivation. Participants must complete 12 hours of online work prior to the session.

FEBRUARY 5–7

Deans Conference

New Orleans, Louisiana

#AACSBdeans

More than 600 deans and directors from business schools from 50 countries will convene to exchange ideas and innovations related to delivering educa-



Leading in the Academic Enterprise: Leading People and Organizational Change

Amsterdam, The Netherlands

Designed for administrators and faculty who wish to take on leadership roles, this seminar will present attendees with methods for leading change in low-authority environments, thinking strategically and creatively while engaging multiple perspectives, building trust, resolving conflict, and serving as coaches and mentors.

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

tion and improving society. Keynotes and sessions will explore the question "Can business schools be the leading catalysts for innovation and new business creation?"

MARCH 12–14

Assessment Conference

Phoenix, Arizona

#AACSBassessment

Focused on the theme "Driving Accountability and Innovation," sessions at this event will explore trends and best practices in developing and implementing assessment processes and assurance of learning initiatives, particularly in light of AACSB accreditation.

MARCH 27–29

B-School Communications & Development Symposium

New York City, New York

#AACSBbcads

Targeting business development, communications, and external relations professionals, this symposium hosted by the Zicklin School of Business at Baruch College invites participants to energize their strategies for branding, marketing and communications, donor development, and alumni relations.

ALSO CONSIDER:

OCTOBER 23–26

Executive MBA Council Annual Conference

New Orleans, Louisiana

EMBAC has planned its conference around the theme "Redesign & Renewal: Piloting the Waters of Transformation," inspired by New Orleans' own renaissance after Hurricane Katrina in 2005. Visit www.embac.org/conference-location.html.

OCTOBER 25–28

EDUCAUSE Annual Conference

Anaheim, CA, and online

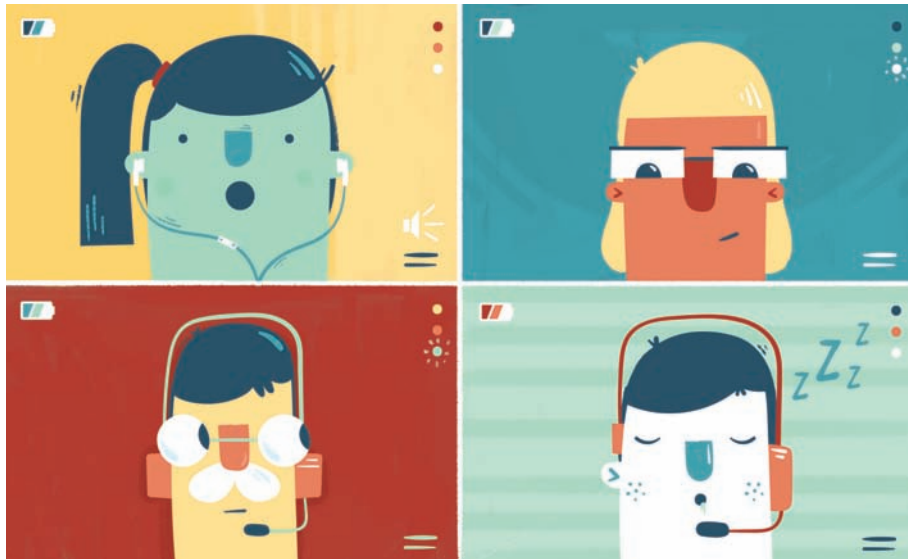
This event will explore issues such as ed tech, digital risk, and the use of digital-based knowledge. It will include online webcasts and interactive sessions. Visit www.educause.edu/annual-conference.

NOVEMBER 2–4

GBSN & EFMD Joint Conference

Accra, Ghana

Hosted by the Ghana Institute of Management and Public Administration, this event will explore ways to deliver quality management education in the developing world. Visit www.gbsn.org/africa2016.



Who Should Be on The Virtual Team?

THE MIX OF PERSONALITIES MAKES A DIFFERENCE

ARE YOU GETTING the most out of your virtual teams? It depends on what kinds of people are on each team and how inclined they are to indulge in “social loafing.”

Researchers surveyed 455 individuals—mostly nontraditional MBA students and upper-level undergrads—who were using some level of virtual community to work on 140 team projects. They wanted to determine which team combinations worked best together and allowed the least amount of social loafing, or “the tendency of individuals to contribute less in a team setting.”

On virtual teams, “you need people to hold you accountable, to prevent the virtuality from letting you stray or ‘loaf,’” says Sara Perry, assistant professor of management at Baylor University’s Hankamer School of Business in Waco, Texas. She co-authored the study with Emily Hunter, associate professor of management at Baylor; Natalia M. Lorinkova, assistant professor of management at the McDonough School of Business at Georgetown University (formerly of Wayne State University); Abigail Hubbard, clinical assistant professor at the

Bauer College of Business at the University of Houston; and the late J. Timothy McMahon of the University of Houston.

The researchers identified four team combinations: busy teams made up of individuals with high family responsibility or nonwork obligations; carefree teams made up of people with few outside obligations; teams made up of both carefree and busy individuals, a majority of whom are carefree; and teams made up of both carefree and busy individuals, a majority of whom are busy. They found that the two types of teams with the least amount of social loafing are carefree teams and mixed teams with a majority of carefree individuals.

The researchers speculate that carefree teams benefit from virtual work modes because they experience “higher cohesion and psychological obligation to one another and lower levels of social loafing.” Mixed teams with many carefree teammates work well because busy teammates may “feel more socially connected as virtuality increases. ... The ‘busy’ teammates learn from their ‘carefree’ teammates in making effective use of the flexibility afforded by virtuality.”

But when teams include many busy teammates, the carefree individuals might not feel socially connected to the busy ones and even feel that the busy ones don’t contribute as much as they should. And when busy individuals make up the entire team, they tend to form close social bonds—but often give family demands more priority than work.

The researchers suggest that managers overseeing virtual teams should establish clear accountability practices among teammates; provide tools to help employees separate their work and family lives; and pair busy individuals with teammates that are more carefree.

“When Does Virtuality Really ‘Work’? Examining the Role of Work-Family and Virtuality in Social Loafing” appeared in the February 2016 *Journal of Management*.



Conversation Better Than Social Media

Despite the popularity of online marketing, consumer buying behavior is more likely to be influenced by word-of-mouth conversations between people sharing strong social ties than by any other form of communication. That's the conclusion of new research conducted by three marketing professors: Andrew Baker of the College of Business Administration at San Diego State University (SDSU), and Naveen Donthu and V. Kumar of the Robinson College of Business at Georgia State University in Atlanta.

"Even with the billions of dollars spent each month on online advertising, blogging, and other internet messaging, direct conversation has the greatest impact on influencing intentions to purchase a particular brand," says Baker. "A lot of social media marketing today tends to emphasize triggering online brand conversations between people who may not be closely connected. Our results underscore that marketers shouldn't lose sight of the importance of real-world conversations because, ultimately, people focus more closely on specific brands when the dialogue is offline."

"Investigating How Word-of-Mouth Conversations About Brands Influence Purchase and Retransmission Intentions" was published in the April 2016 issue of the *Journal of Marketing Research*.

DON'T IGNORE MEAN TWEETS

ANYONE WHO HAS been on social media knows that online discourse can be less than civil. But when social media users post negative tweets about an organization, a poor response—or worse, none at all—could result in a firestorm of unwanted media attention. Companies that know how to offer measured responses to “mean tweets” fare better in the long run, say Kelly Hewett, assistant professor of marketing at the University of Tennessee, Knoxville; William Rand, assistant professor of marketing at the University of Maryland’s Smith School of Business in College Park; Roland Rust, professor of marketing at the Smith School; and Harald van Heerde, research professor of marketing at Massey University in Palmerstown, New Zealand.

The group analyzed more than 60,000 articles, 18 million tweets, and 5,000 press releases—related to companies in the banking industry—from 2007 to 2013. The researchers measured the tenor and tone of each message to get a sense of how the interdependence between an organization’s traditional and social media-based communications affected consumer sentiment and business outcomes. They coined the term “echoverse” to describe the interactions between social media, news coverage, and traditional forms of promotional communication.

Of the banks they studied, Bank of America emerged as the one that managed its social me-

dia presence most effectively—it posted consistent, moderately toned, and often personalized tweets in response to negative feedback on social media. As a result, the company was more successful at mitigating the effects of negative feedback than firms that sent out one-fifth the number of tweets or that posted tweets with a more positive yet promotional tone.

In fact, a bank’s lack of response to negative feedback often led to mounting negative media coverage, which in turn led to consumers making fewer deposits. The co-authors also found that while advertising increased levels of consumer deposits, it had no significant effect on traditional media coverage, social media tone or volume, or brand perception. Positive press releases, on the other hand, resulted in fewer negative customer tweets and better business outcomes.

In the early days of Twitter, the researchers note, positive messages were more likely to go viral and affect consumer sentiment than negative ones.

But that’s no longer the case. “The media has not always been stuck in a negativity loop,” says Hewett. “In 2010, negativity started to take precedence, and correspondingly the volume of company tweets began to be more important.”

“Brand Buzz in the Echoverse” was published in the May 2016 issue of the *Journal of Marketing*.





Analytics and Business

HOW WILL DATA analytics affect the businesses of the future? That was the question during the Wharton Customer Analytics Initiative (WCAI) conference held last April at the Wharton School of the University of Pennsylvania in Philadelphia. Analytics leaders from companies such as American Apparel, Comcast Spectacor, Google, The Michael J. Fox Foundation, and Microsoft shared detailed insights on how to maximize sales, retain customers, and measure returns on marketing investments with the well-informed use of analytics.

Wharton dean Geoffrey Garrett emphasized the importance of analytics in the business world. He noted that “better leaders make better decisions by analyzing data.” His observation was echoed throughout the event by speakers such as Sandra Nudelman, head of customer and marketing analytics across Chase.

Nudelman spoke about the evolution of the analytics field from simple and straightforward channels such as billboards and magazine ads to complex channels such as social media. She also noted how much the audience has diversified and how analytical capabilities have expanded in the short time since data analytics have been in place. Nudelman said that, to stay competitive, Chase is striving to get a 360-degree view of customer behavior by collecting data across a range of media, including its website, mobile apps, and brick-and-mortar branches.

Closing speaker Ian Di Tullio, vice president of customer relations management and loyalty at Qatar Airways, described how his company has shifted to “customer centricity” by using data to learn everything it can about its best customers. This allows the airline to make accurate, data-driven decisions that keep its customers coming back, he said.

This year’s conference included an audience of more than 200 industry practitioners and 90 unique organizations from across a wide range of business sectors. Video content and speaker presentations are available at wcai.wharton.upenn.edu/.

CAUSES & EFFECT

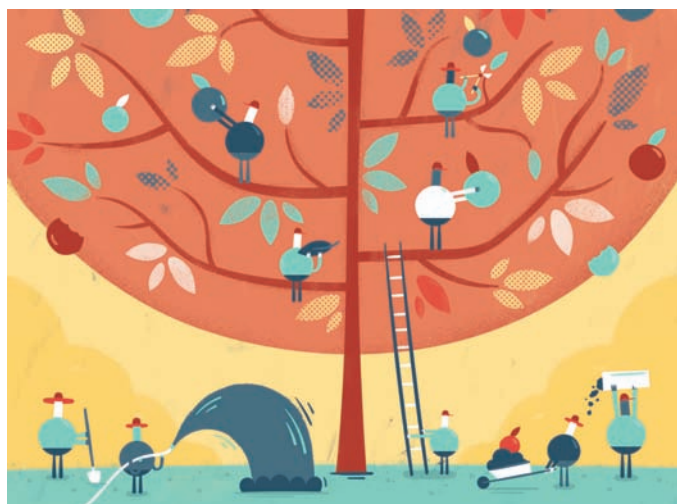
People who volunteer for charitable causes might harm their reputations at work if their colleagues think they’re only doing it to get ahead. Since social media makes it easy for co-workers to keep up with each others’ activities, today’s workers are at the mercy of their colleagues’ appraisal, says Jessica Rodell, an associate professor of management at the University of Georgia’s Terry College of Business in Atlanta. Rodell researched the topic with John Lynch, a former UGA graduate student and current assistant professor of managerial science at the University of Illinois-Chicago.

While volunteering is generally seen as pro-social behavior, it can have negative repercussions when colleagues find the volunteers to be smug or superior, when they feel volunteers forsake office work in order to volunteer, and when they think volunteers just want to get credit for the work. Colleagues have more positive attitudes toward employees who seem to have personal motivations for volunteering, and they hold these individuals in high esteem.

“If you have two people who have the exact same performance ratings at their job, but one of them volunteered for what appeared to be good reasons, that person would be more likely to get a raise or promotion because that volunteering positively affects their reputation at work,” Rodell says.

Some people might not like the notion that co-workers could get promoted for doing non-work-related activities, she notes. “That’s why this finding is important. Employees should know that if they’re going to volunteer, it’s going to have consequences depending on how they manage it. And, if done for the right reasons, it’s ultimately going to benefit them.”

“Perceptions of Employee Volunteering: Is It ‘Credited’ or ‘Stigmatized’ by Colleagues?” was published in the April 1, 2016, edition of the *Academy of Management Journal*.



It Takes a Village To Raise a Startup

WHEN IT COMES TO STARTUPS, entrepreneurial founders often get all the glory, but a recent study looks more closely at what it calls “venture advocates”—those key players who work together behind the scenes to make startups successful. More specifically, the study explores the elements that promote positive venture advocate behaviors (VABs) and ways to identify advocates in entrepreneurial ecosystems.

The study was conducted by associate professor of strategy and entrepreneurship Todd Saxton and clinical associate

professor of marketing Kim Saxton, both of Indiana University’s Kelley School of Business in Bloomington, and associate professor of management Curtis Wesley II of the University of Houston’s Bauer College of Business in Texas. They examined past scholarship on helping behaviors to determine how to best identify, encourage, and build on VABs. They also looked at the characteristics of dynamic entrepreneurial communities, such as clubs for venture advocates and founders, angel investor networks, and regional champions of entrepreneurship.

The researchers identified one VAB that is especially crucial to startup success: a shared belief in reciprocity. In many cases, they note, venture advocates do not expect a payoff from their contributions. Rather, they might want to give back in exchange for help they received early in their careers, or pay it forward in ways that encourage young entrepreneurs to help others in the future. “It is almost like karmic credit,” says Todd Saxton. “We invest effort in each other to help the whole ecosystem survive and thrive. But these exchanges are not accompanied by dollars or equity.”

He adds that because entrepreneurs face so many obstacles in the early stages of their startups, they must know how, and where, to seek guidance from entrepreneurial veterans. Similarly, cities that want to promote entrepreneurship should sponsor startup programs and networking events that enable venture advocacy efforts. “Venture advocates could be the ‘X factor’ in why some regions—and cultures internationally—successfully establish and sustain their venture ecosystems, leading to new companies, jobs and wealth.”

► **“Venture Advocate Behaviors and the Emerging Enterprise”** was published online March 21, 2016, by the *Strategic Management Journal*. The study is available at onlinelibrary.wiley.com/doi/10.1002/sej.1212/pdf. A video abstract of the research is available at www.youtube.com/watch?v=dfYV9k5phy4.

REASONS TO STAY

When students leave developing regions to pursue—and pay for—their studies in more developed nations, their home countries take a financial hit. To avoid this “exodus of funds,” institutions in emerging economies must improve student perceptions of their offerings, say Husain Salilul Akareem, a PhD student at Queensland University of Technology in Brisbane, Australia, and Syed Shahadat Hossain, a professor at the Insti-

tute of Statistical Research and Training at the University of Dhaka in Bangladesh.

They surveyed more than 400 students from five top Bangladeshi universities to identify the demographic and background characteristics that shape students’ perception of quality education. These include their ages, scholarship status, previous educational success, extracurricular activities, and parents’ education levels.

The study notes that when institutions understand these characteristics, they can better encourage students to study at home and help better their regions financially.

► **“Determinants of education quality: What makes students’ perception different?”** appeared in the *Open Review of Educational Research*. It is available at tandfonline.com/doi/full/10.1080/23265507.2016.1155167.



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Finding Admissions Fraud

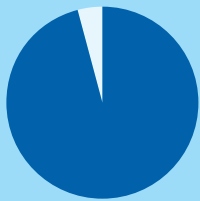
How comfortable are b-school admissions offices in their ability to detect application fraud? Not very, according to Kira Fraud Report 2016, a survey of 50 business schools:



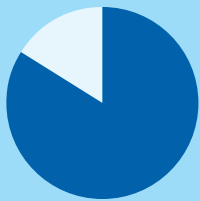
Only **30%** have processes in place to prevent and detect admissions fraud.



50% see admissions fraud as a problem at other schools, but unlikely to happen at their own.



96% of the schools surveyed have applications with writing requirements, but only **17%** use plagiarism detection software such as Turnitin.



Even so, **84%** agree that some b-school applicants plagiarize essays or fabricate information. In fact, in 2010, one school discovered that 29 applicants had plagiarized the same article.

fact, in 2010, one school discovered that 29 applicants had plagiarized the same article.

► For more information, visit blog.kiralent.com/kira-admissions-fraud-report-2016/.

What We Don't Know About Body Language

WHAT PEOPLE SAY in the workplace might not be nearly as informative as what people do, say four professors at the University of Ottawa's Telfer School of Management in Ontario, Canada. Even so, in a recent paper, they note that scholars have yet to develop a deeper understanding of nonverbal communication and body language.

In a review of existing literature, associate professor of workplace psychology Silvia Bonaccio, assistant professor Jane O'Reilly, associate professor Sharon O'Sullivan, and associate professor François Chiochio find that while many researchers have emphasized the significant impact of nonverbal behaviors (NVBs) on interpersonal interactions and workplace performance, little is known about how to use them strategically. They cite American anthropologist and linguist Edward Sapir, who described nonverbal communication as "an elaborate secret code that is written nowhere, known by none, and used by all."

The paper then outlines different types of NVBs, including body gestures, facial expressions (or lack thereof), eye contact, touch, vocal pitch, proximity, and even one's body odor or choice of perfume. The co-authors then identify five ways that NVBs can have implications within organizations: They allow individuals to display personal attributes, exercise social control and establish hierarchy, and display emotional expression.

NVBs also promote social functioning and foster high-quality relationships.

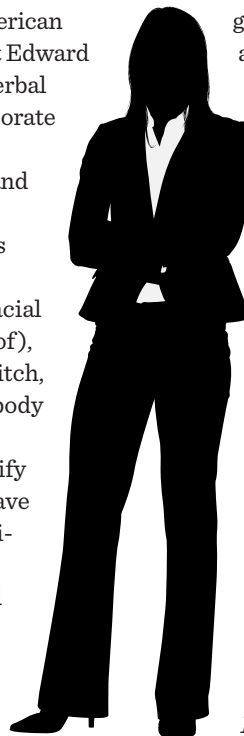
The paper provides a list of potential questions that are ripe for further exploration. For example:

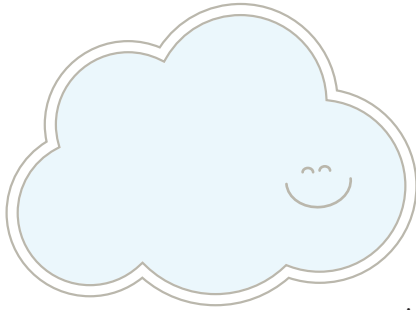
- How might assessors best be trained to discern deception?
- To what extent do hostile NVBs affect organizational climate?
- How might NVBs influence ascriptions of charisma, credibility, and persuasiveness?
- How do NVBs support verbal communication to produce emotional contagion?

They call for scholars to go beyond anecdotal treatments of body language to develop a more comprehensive body of knowledge on such questions. Such research could inspire training programs to help people develop a broad understanding of nonverbal communication.

"If nonverbal behaviors are indeed ubiquitous and pragmatic, then it is reasonable to assume that they do have a functional role in personnel decisions," the co-authors write. "The goal should be to build an understanding of which behaviors are relevant, how the context might influence nonverbal cues, and how to best distinguish between genuine versus inauthentic nonverbal behavior."

"Nonverbal Behavior and Communication in the Workplace: A Review and an Agenda for Research" appeared online in February in the *Journal of Management*.





THE SILVER LINING OF BAD BEHAVIOR

HOW IS EVERYONE else in a company affected when some workers behave badly? If those other employees identify strongly with the company, they might

be motivated to work even harder as a way to alleviate their own discomfort with the organization's tarnished image.

"The silver lining of organizational deviance may be the efforts of the uninvolved," says Brian Gunia, an assistant professor at Johns Hopkins Carey Business School in Baltimore, Maryland. He researched the topic with Sun Young Kim of the IÉSEG School of Management in Paris, France.

In three separate studies with about 200 participants from the U.S., the researchers found that, when co-workers behaved

badly, employees who identified closely with their companies worked harder, most likely as a way to neutralize a perceived threat to their own sense of self. However, those who didn't feel so closely tied to the organization were less likely to increase their efforts after co-workers indulged in misconduct.

The authors say that business leaders could use this information to strengthen the bond between good employees and the company. Leaders shouldn't blame a "few bad apples" when something goes wrong; instead, they should emphasize that "anyone could have fallen into this trap." This makes the non-deviants feel a sense of association with the crisis and causes them to work harder.

"The Behavioral Benefits of Other People's Deviance" was published March 30 in the online edition of *Group Processes & Intergroup Relations*. [□](#)

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#3 in NC - Best for Vets (*Military Times* 2016)

Few professors can be devoted to research, inspired by teaching, committed to service, and driven to lead—but all have different talents to contribute to an institution’s mission. That’s why business schools are adopting more formal, flexible, and comprehensive frameworks that enhance and reward

FACETS OF ALL FACULTY

FOCUS ON FACULTY

BY TRICIA BISOUX ILLUSTRATION BY EVA VASQUEZ

MARK FEDENIA, AN ASSOCIATE PROFESSOR of finance at the University of Wisconsin in Madison, is first to admit that research is no longer his primary passion. A faculty member at the Wisconsin School of Business (WSB) for nearly three decades, Fedenia believes he now can make his best contributions in the classroom. In that spirit, he works to convert lecture-based courses to active learning formats and tests flipped-classroom techniques. Luckily, he also has the freedom to pursue his passion for teaching: WSB’s new framework for faculty development, introduced in 2014, rewards Fedenia’s efforts to deliver premium learning experiences to students, just as it rewards his colleagues to expand on their strengths in research, teaching, leadership, and industry outreach.

While business schools expect faculty to take on responsibilities in all of these areas, some administrators don’t take the

time to articulate how they want to deploy faculty equitably across all of these areas, says Fedenia. And while mission statements can serve as touchstones, they often aren’t enough to encourage faculty to play to their strengths. “I’ve seen enough mission and vision statements in my day that I don’t want to look at them anymore. They don’t become a part of the organization,” says Fedenia. “What we need is a specific framework that’s well-articulated, that doesn’t come in the form of a memo.”

Fedenia’s experience as a professor, in which he is free to follow his passion for teaching, is becoming more mainstream as more business schools reconsider how they reward a wider range of faculty contributions. In the process, they’re building cultures that value and support the wide range of talents their faculty bring to the table—in areas that extend far beyond scholarship.

Y



'WE WANT FACULTY TO FEEL VALUED'

Like WSB, other business schools also have been adopting more flexible faculty reward systems over the last few years. As early as 2009, Wake Forest University School of Business in Winston-Salem, North Carolina, was following its Faculty Path Model, which offers faculty opportunities to pursue one of six career tracks. (See "Paths to Performance" in *BizEd's* January/February 2010 issue, page 42.) These include four for tenured faculty: research-intensive, research-focused, teaching-intensive, or teaching-focused. They also include one for tenure-track faculty, and one for non-tenure-track professors such as practitioners and instructors.

Wake Forest's model allows faculty to decide where they want to focus the bulk of their efforts; approximately every three years, professors can choose to move to a different path or continue on their current one, depending on their evolving ambitions. In 2015, Wake Forest's Faculty Path Model was selected as one of AACSB International's Innovations That Inspire (www.aacsb.edu/about/awards/innovations-that-inspire/recipients/wake-forest-university).

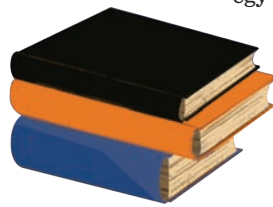
Other business schools have since followed suit, many driven by a change to AACSB's accreditation standards, which increased the number of faculty classifications from just two, academically qualified and professionally qualified, to four: scholarly practitioner, instructional practitioner, scholarly academic, and practice academic. Like Wake Forest's model, the expanded classifications are meant to provide schools more leeway in deploying faculty in different ways, depending on whether their missions emphasize research, teaching, or service.

That move has allowed administrators to view their faculty through a larger lens, says David Sprott, senior associate dean responsible for overseeing faculty hiring and review processes

at the Carson College of Business at Washington State University (WSU) in Pullman. "When the standards went from two to four classifications, it opened our eyes in terms of how professors can contribute to the college," Sprott says.

The expanded faculty classifications are especially welcome given the school's new strategic focus on the research output of its associate professors. The college was hit with substantial budget cuts after the financial downturn in 2008; as a result, it could not retain a portion of its associate and full faculty members. Those who remained bore the brunt of teaching and service responsibilities, diverting attention from their scholarship and stalling their progress toward tenure.

But today the school is re-energizing its research output under the leadership of Larry (Chip) Hunter, who became dean last year. It now has close to 70 faculty, including 25 tenure-track associate professors. To help reduce their teaching loads, the school plans to hire more clinical faculty. Sprott hopes that this strategy will help the college's



associate professors return attention to their research. The school also will launch a rigorous mentoring program for its tenure-track associates this fall, designed to help

them advance in their careers.

"We need to do more to protect our associates so that they can work their way to full professor more quickly. We want them to feel valued. If they're stuck at the level of associate professor, they're not reaching their full potential," Sprott says.

Andrew Perkins, a tenured associate professor at WSU who currently acts as a mentor to younger faculty, is very enthusiastic about the efforts to remove barriers to research productivity at the college. "Getting research published in top journals is a very time-consuming

process," says Perkins. "Anything we can do to help them manage their workload means that they'll have more time for research."

"Now that the school has a new research mission, it's not time to threaten our tenure-track faculty or beg them to work harder, but to bring in a whole new faculty to bear on the task," Sprott adds. "We're just getting started."

'LET FACULTY DRIVE THE CONVERSATION'

A similar shift is occurring at the Wisconsin School of Business. In its case, it has introduced a new plan for faculty development and deployment meant to support the school's renewed focus on enhancing students' learning experiences and integrating faculty research more seamlessly into the classroom, says dean François Ortalo-Magné. To that end, the school took four significant steps.

First, it invited alumni to make gifts to its Innovation Fund, now worth US\$6.6 million, which is used to support curricular innovation. Second, it used those funds to support professors who redesigned their classes and to build new collaborative learning classrooms, where traditional front-facing lecture spaces were converted to arrangements of round tables equipped with the latest technologies. It also offers cash incentives to departments whose faculty make the biggest strides in pedagogical innovation and cross-disciplinary collaboration.

Third, it identified three themes important to the school's larger mission: building and growing enterprises, advancing healthcare leadership, and navigating uncertainty. It provides additional support to faculty who pursue research that falls within those themes.

Finally, the school created a new faculty excellence framework that outlines three distinct categories for faculty contributions. Introduced by Ortalo-Magné and refined by a six-member faculty subcommittee, the framework was approved by all 80 professors at the school. Presented as a simple three-by-

three matrix, the framework explains what is expected of all WSB faculty in research, teaching, and leadership (see “Distinguished Contributions” below).

While professors must demonstrate minimum activity in all three categories, they can choose to be most active in categories where they have the most interest and talent. Those who demonstrate exemplary performance in one area are classified as either Distinguished Scholars, Distinguished Teachers, or Distinguished Leaders. The school provides professional development and coaching to those who pursue a Distinguished Leader classification, such as associate deans.

The freedom afforded by the new framework has inspired many professors to make positive revisions to their curricula. For example, professors

in several departments realized that they could teach business analytics to undergraduates more effectively if they coordinated their efforts across different courses. Those in another department shared resources to create a new team-taught capstone course that streamlined learning objectives, filled learning gaps, and ensured that any duplication of learning outcomes was done intentionally for students’ benefit.

“When we opened the door, some people ran right through it, while others saw it as a way for the school to micro-manage their teaching,” Ortalo-Magné admits. “But we had enough faculty come on board that we have seen a big shift in mindset from ‘delivering teaching’ to ‘inspiring learning.’ This transition has been like a doctor who goes from treating the symptoms of disease to

focusing on the wellness of his patients. It’s a shift that has proven to be much better for our students.”

The school now holds regular events where professors and staff can present their latest teaching approaches or research projects and make everyone aware of their contributions. These events also spark conversations about how faculty projects might be more broadly applied in the school’s courses or outreach. Fedenia says that this change in energy has been crucial to forging new connections among the faculty. “We now let everyone know our accomplishments, so their importance can be recognized in the context of the whole mission. Now that professors have freedom to work on the projects they want to, they’re taking responsibility for moving the school forward. As a result, I would bet that the research productivity of the entire faculty has gotten better.”

Since the framework was implemented two years ago, faculty have continued to meet regularly to revisit and refine its content. For example, they’re currently working to better define areas that the framework does not yet address, such as how to support summer teaching loads or reward faculty for exemplary performance in more than one category. In short, WSB has moved from a school-based definition of faculty responsibilities to a faculty-based model, says Ortalo-Magné. “We are letting faculty drive the conversation.”

‘BETTER EDUCATORS, BETTER RESEARCHERS, BETTER LEADERS’

Where enhancing the learning experience has been the focus at WSB, developing strong faculty leaders has become a priority at Maastricht University’s School of Business and Economics (SBE) in the Netherlands. “We need to develop faculty in all the important aspects of their jobs and help them become better educators, better researchers, and better leaders,” says Marielle Heijltjes, professor of managerial behavior, executive director of postgraduate education,

DISTINGUISHED CONTRIBUTIONS

A one-page document that includes the three-by-three matrix below is presented to all faculty at the Wisconsin School of Business. The “base” of the matrix describes activities expected of all faculty; the middle row, those required to be considered “active” in a single category; and the top row, those necessary for a professor to achieve excellence in a single category over five years. The full research requirements do not apply to those categorized as instructional practitioners under AACSB’s 2013 accreditation standards, because they do not conduct research.

| | | |
|--|--|---|
| <p>Distinguished Scholar Has produced outstanding publications over the past five years.</p> | <p>Distinguished Teacher Has produced outstanding learning outcomes over the past five years.</p> | <p>Distinguished Leader Has exhibited outstanding leadership outcomes over the past five years.</p> |
| <p>Research Active Contributes to the school’s areas of focus with three or more strong publications over the last five years. Other activities include editorships, grants, presentations, and placement of doctoral advisees at peer schools.</p> | <p>Teaching Active Contributes to the design and improvement of premium learning experiences. Other activities include bringing innovations to the classroom.</p> | <p>Leadership Active Contributes to the implementation of school strategy and leadership with an assignment deemed equivalent to teaching one course. Other activities include external service assignments.</p> |
| <p>Base Research Contributes to thought leadership within the school, in academia, and in industry in the school’s focus areas.</p> | <p>Base Teaching Teaches effectively, promoting acceptable levels of student learning and stimulating interest in course topics.</p> | <p>Base Service Participates in the life of the school through center activities, governance activities, and professional interactions within the university.</p> |

The same one-page document includes an outline of the school’s documentation, review, and promotion processes, as well as the implications of different activities in areas such as salary, teaching support, and research funding. Dean François Ortalo-Magné emphasizes that the school kept the document simple and short so that professors would find its description of the school’s expectations, and the different paths now available to them, both accessible and unambiguous. The matrix is considered a living document, one that faculty revisit regularly to discuss any need for revision. View WSB’s full one-page faculty excellence framework at www.bizedmagazine.com/archives/2016/features/5/all-facets-of-faculty.

and associate dean of strategic development and internationalization.

SBE administrators and faculty placed a priority on designing a more comprehensive and wide-ranging approach to faculty development as part of a new strategic renewal plan launched in 2012. The school created faculty project teams, each lead by three associate deans, to explore new ideas for innovation in three aspects of the school's operations: education, research, and postgraduate development. Within each of these groups is a subcommittee focused solely on faculty and staff development.

Maastricht has long required faculty

to complete an educational development program in which they learn techniques for problem-based learning, a foundation of teaching at SBE. Junior faculty work with senior faculty mentors who observe and offer feedback on their teaching. In addition, the school's educational research and development department trains faculty in pedagogy, group dynamics, conflict management, and intercultural communication so that they are more effective at teaching diverse student cohorts. Once professors complete this training program, they receive a teaching qualification.

However, when it came to faculty's leadership development, there was a

critical void, says Heijltjes. "We came to realize that we had more and more leadership roles that would have a large impact on the well-being of the people at our school," she explains. "The costs of having faculty malfunction in these roles would be significant, because they would not be able to raise their teams' level of commitment and engagement as high as it could be." Not only that, but it seemed illogical to provide leadership development programs to practitioners through executive education programs, while neglecting to offer formal leadership training to faculty.

In 2014, project teams addressed the SBE's leadership gap by creating Fast

UNEXPECTED CONNECTIONS

While the intent of the Fast Forward leadership program at Maastricht University's School of Business and Economics (SBE) was to strengthen the leadership base, it has had other unintended and welcome consequences, says Marielle Heijltjes. Among them is that it has opened the eyes of faculty and staff to the impact they can make beyond their own fields and departments.

For example, during a Fast Forward session on how they can make impact as leaders, participating faculty and staff began discussing the current refugee crisis in Europe. The Netherlands has been a destination for many refugees from the Middle East, and the city of Maastricht is home to a refugee center for those seeking asylum from violence in their homelands. Although Fast Forward participants weren't sure how they could play a role, they decided to connect with the center and learn more about refugees' needs. "We wanted to reach out to ask, 'How can we do something to help?'" says Heijltjes.

In response to their inquiry, the center invited the class to have lunch with a group of nearly 40 refugees. During that lunch, prepared by the refugees themselves, the two groups discussed the particular plight of refugees who were formerly scholars at Syrian and Eritrean universities. Silvie Vonk, an SBE staff member and coordinator of the Fast Forward program, describes the meeting in a May blog post. "They couldn't wait to meet us," she writes. "They're all smart, warm, enthusiastic and pleasant people who are eager to make themselves useful in this new world they've ended up in."

After that lunch, the Fast Forward participants realized that they could provide an outlet for displaced scholars. Because

refugees do not have status to work in the Netherlands, faculty decided instead to invite these academics to the university to volunteer on projects, connect with the university community, and attend conferences and events where they can offer their expertise and make contributions to their fields. The visit to the center also inspired the business school to hold a book drive that helped refugees set up a library at the center, and led faculty to plan research projects on topics related to refugee communities.

In May, SBE faculty also invited Mohammed Khattab, a 35-year-old architect from Syria, to address students at Maastricht's one-day Innovator Challenge. He discussed what it was like to move his family to the Netherlands after his flat was destroyed by a bomb and to have to start with "a clean slate." For this year's challenge, students had to create solutions for refugees like Khattab who "have an entrepreneurial mindset." The team that won presented an idea for an immersive entrepreneurial training program for asylum seekers.

Faculty in the SBE's next Fast Forward program will make another visit to the center to spark ideas for future initiatives. "Our leadership program made our faculty more aware of how their actions could lead to an impact on society, and they just ran with it," Heijltjes says. "I'm very excited about how our program is evolving. Silvie Vonk is not a professor or program director or board member, but a member of our support staff. To me, her involvement shows what can happen when we have a collective understanding of the school's purpose and when people are empowered to act on their ideas to build a human connection. It is a wonderful example of what true co-creation can ignite."



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BUSINESS SCHOOL LEADERS NEED MORE FLEXIBLE SYSTEMS OF FACULTY DEVELOPMENT, ESPECIALLY FOR POST-TENURE FACULTY WHO ARE NO LONGER DRIVEN BY RESEARCH PUBLICATION.

Forward, a five-day program for both faculty and staff who either are already in or aspire to be in administrative roles. Based on a universitywide leadership program that SBE had designed for junior faculty and staff five years ago, Fast Forward consists of three modules. The first focuses on personal leadership development; taught by Heijltjes, this module helps individuals develop change management skills and improve their ability to influence others. The second covers human resources policies in a university setting and is taught by personnel from Maastricht University's HR department. The final module relates to finance and is taught by the school's dean and the university's director of finance.

Such leadership training enhances faculty's performance not only as department chairs and associate deans, but also as team leaders. The school makes sure that Fast Forward alums are assigned to each of its strategic renewal project teams. Heijltjes notes that these individuals spend more time working with their project teams, and they introduce innovative approaches that the school otherwise might not have pursued. (See "Unexpected Connections" on page 20.)

Business faculty often become teachers or departmental leaders because they are excellent researchers—even if they do not have strong teaching or leadership skills, says Heijltjes. But for business schools to truly advance their missions, she believes schools must help faculty hone their skills in all three areas.

"Our Fast Forward faculty volunteer more readily to serve on strategic renewal teams and to shape the strategy and culture of the school. They give more real-time feedback, they communicate with people outside of their own departments, and they pick up the phone

when they have an idea," she says. "The program has become a valuable way of shaping the culture and making sure we have the conversations that matter."

'YOU CAN'T BE UNIDIMENSIONAL'

No matter what their missions might be, business school leaders are realizing they need much more flexible systems of faculty development, especially for post-tenure faculty whose career ambitions might no longer be driven by research publication, says Sprott of WSU. He views senior faculty as particularly valuable resources when it comes to supporting his school's interdisciplinary and industry-focused outreach.

"The difficulty has been, how do we set up a reward structure that supports activities that do not lead to publication in premier business journals? How do we incentivize these activities while still staying true to our roots in research? If professors have three or four years left in their careers, how great is the value of having them publish in A journals?" Sprott asks. "Instead, we can talk to them about talking to industry groups and spending time on more applied and impactful research meant for a practitioner audience. We can have new conversations with our post-tenure faculty."

More flexible faculty frameworks that reward teaching innovation also will become more important as higher education moves away from lecture-based teaching and adopts more experiential and action-based learning in the classroom. All faculty will need training to become better instructors, says Perkins of WSU. "Younger faculty already are thinking about how to include experiential components in their classes, and they're already comfortable with this style of teaching because they experi-

enced it as undergraduates. It used to be that faculty who were strong researchers could slide if they weren't great teachers, but that's no longer the case."

When schools define their strategic visions, that process also can have a positive impact on hiring, says Ortaño-Magné, who adds that WSB now hires faculty with an intrinsic interest in bringing their research into the classroom. "At first, we were concerned about whether we would be able to hire great researchers who also care about great learning and great leadership. We wondered if we would scare people away by saying that, to be a professor here, you can't be unidimensional. You must be willing to collaborate and work in areas beyond research," he says. "But we've now hired 27 people in our new system, and the last two senior hires told us they took the job *because* they liked that we wanted our research to impact student learning."

As faculty development frameworks continue to evolve, the overarching goals for business school administrators should be to make all faculty aware of the difference they can make to the academic community—and to society at large—by applying their signature strengths. As Heijltjes puts it, any system of faculty development should contribute to "creating a common language and culture where we are able to talk about what we find important."

To be sure, as schools experiment with their faculty classifications and incentives, they also will expand the definition of what it means to be a business professor today. In the process, faculty, too, will develop a broader understanding of how they can shape their careers, contribute to their schools, and impact society in ways that reach far beyond academic publication. ▣

To learn how another school, the Trinity College's School of Business in San Antonio, Texas, has created a system to document its faculty contributions under AACSB's 2013 accreditation standards, turn to "Track Record" on page 62.

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FOR ADJUST ADJUNCTS

FOCUS ON FACULTY

Whether they teach one class a year at three different institutions or have longstanding appointments at a single university, adjuncts play an important, complicated, and quickly changing role at today's business schools.

AS HIGHER EDUCATION GROWS more complex and more expensive, universities are relying on greater numbers of adjunct faculty to teach more courses, while tenured and tenure-track professors divide their time among teaching, research, and service. In some disciplines, adjuncts are underpaid, underprepared, and underappreciated, but business schools generally do a better job of utilizing their non-tenure-track staff. (See “The Adjunct Question” on page 35.) In part, that’s because b-schools deliberately hire practitioners to teach specific courses, and these contributions are highly valued. But it’s also because accreditation bodies like AACSB International have made it clear how and when adjuncts should be deployed.

Even so, there is a great deal of variation in the way schools hire, deploy, and compensate their adjuncts. In fact, the term “adjunct” is far from universal. Many business schools instead use words like *casual*, *contingent*, *affiliated*, and *professional* to describe faculty who are brought in on a part-time or non-tenure-track basis exclusively to teach. At some schools, these nonacademic faculty are employed full-time and have a growing list of responsibilities. It’s such a complicated task to achieve the proper mix of faculty, it’s no wonder that every school approaches the challenge in its own way.

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$$= 2 \left(\frac{2\pi}{10} \right)^{1/2} \left(\frac{2\pi}{9} \right)^{1/2}$$

$$(2) \sum_0^2 \left(\frac{2\pi}{9} \right)^{1/2} = 3 \left(\frac{2\pi}{9} \right)^{1/2}$$

In the following pages, we talk with representatives at five schools about how they work with adjuncts, particularly in light of the new AACSB faculty classifications—and what they think business schools could be doing better.

JOB NO. 1

At business schools, one of the primary roles adjuncts play is to bring real-world experience into the classroom and supply links to the professional world. They also take on a host of other vital assignments, points out Neil Braun, dean of the Lubin School of Business at Pace University in New York City: They fill in when faculty retire or take sabbaticals; they accommodate short-term budget needs; and they assume student advisory responsibilities that full-time faculty members do not have time to perform.

But through it all, they have one primary purpose, and that's to teach. For instance, at Pace, adjuncts aren't required to do research or service or keep regular office hours, and they generally don't serve on committees or participate in curriculum redesign. In fact, Braun believes that full-time faculty at Lubin would be likely to resist much curriculum input from adjuncts, and adjuncts might want additional compensation if they were participating in the process. "That being said," he adds, "certain adjuncts have developed informal relationships with full-time faculty that enable them to offer input regarding curriculum."

Other schools approach the division of labor quite differently. At the Haas School of Business at the University of California Berkeley, the distinctions between its tenure-track "ladder-rank" faculty and practitioner-oriented "professional faculty" is particularly clear: Most core courses, with their emphasis on theory, are taught by ladder-rank faculty; most electives are taught by lecturers. "Because our

lecturers are usually practitioners, they can show students how the concepts and frameworks that are taught in the core curriculum get applied in practice," says Jay Stowsky, Berkeley-Haas' senior assistant dean for instruction.

However, unlike some other schools, Berkeley-Haas does look for curriculum input from its professional faculty. Says Stowsky, "Often we hire people because they've proposed courses in an area where we know there's student demand and we don't have ladder faculty who have the practical expertise to teach them." A new course can be run twice to see if it's viable; if the school wants to keep running it, it must be reviewed by ladder faculty and approved by higher bodies on campus. Berkeley-Haas' professional faculty also participate in curriculum redesign discussions. Their role is to contribute ideas from the world of practice—they do not vote on what classes are included or subtracted from the curriculum.

At the University de los Andes (Uniandes) in Bogotá, Colombia, the School of Management recently has created two new faculty categories to reflect the school's—and the university's—heightened emphasis on teaching. In one category are teaching professors, who don't just teach classes but also lead teaching innovations that range from revamping the curriculum to developing blended courses. The school launched this category two years ago

to strengthen the relationship between the major academic units and the executive education program.

In the second category are specialist professors, who split their time between the school and the corporate world. "They bring to the school their professional expertise and their contacts

with the external sector," says dean Eric Rodríguez. He hopes to grow this category in the coming years, in part by bringing in former top executives who want to divide their time between the university and the corporation, and in part by sending some professors to industry positions in a kind of corporate

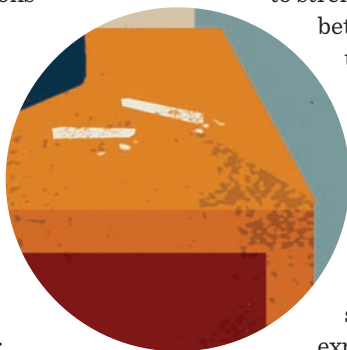
“HAVING GREAT ADJUNCT AND PART-TIME STAFF IS AS IMPORTANT TO US AS HAVING FULL-TIME FACULTY.”

—GRANT O'NEILL, CURTIN UNIVERSITY

internship program.

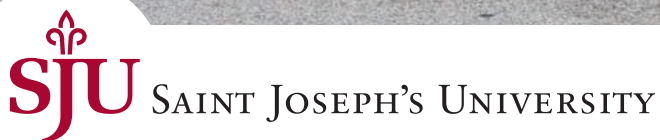
While non-tenure-track faculty can give schools a corporate perspective, they also can bring in a more global outlook. That's one of the major advantages of the large cadre of part-time professors who teach at Curtin University's Curtin Business School in Bentley, Australia, says Grant O'Neill, dean of accreditation, strategy, and change. "They allow us to constantly check and measure that our curriculum is truly international," he says. That's especially important when the faculty are employed at one of the school's many offshore locations.

And no matter what their role, the school strives to engage adjunct professors completely, O'Neill says. "If they're not fully engaged, they may feel alienated and the student experience will be weakened. In many ways, having great adjunct and part-time staff is as important to us as having full-time faculty. They're critical to the student experience. They're critical to industry engagement. They're critical to innovation, because many of them are young, and they have fantastic ideas."



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WORKING TOGETHER

While administrators realize how invaluable adjuncts are to the business school, sometimes relations aren't as warm between academic and nonacademic faculty. For instance, some full-time faculty fear that as schools rely more heavily on adjuncts to teach, they will cut the ranks of tenured professors. O'Neill thinks it's just the opposite: He believes that when schools hire adjuncts, they have more money to invest in research, teaching and learning

“WE CONSIDER ADJUNCTS IMPORTANT AMBASSADORS FOR OUR INSTITUTIONS, AND THEY OFTEN DON'T GET THE TREATMENT THEY DESERVE.”

—JULIE PERRIN-HALOT, GRENOBLE ECOLE DE MANAGEMENT

programs, and faculty support.

Even so, he admits that sometimes full-time faculty will resist engaging with adjuncts and that administrators must work hard to help full-time professors see the benefits of part-timers. To do so, he urges, “tell the story of the benefit. Recognize and reward people for their engagement with part-time faculty, and create a positive story around it. Eventually it becomes part of the narrative of the school. It shows we're a deeply engaged school that uses adjuncts to ensure that we always stay involved with industry, think about future innovation, and bring in an international perspective. As people start to see the benefits and buy into the narrative, you build momentum. But it's going to take time.”

At Uniandes, Rodríguez notes that the new teaching faculty positions have

caused some tenure-track professors to worry that they might be displaced in the classroom, but Rodríguez assures them that's not the plan; in fact, he expects everyone to bring a greater focus on teaching. “The emphasis on teaching is part of the change of culture we are dealing with at the university,” he says.

Uniandes facilitates collaboration between academic and teaching professors by encouraging both types of faculty to participate in “teaching improvement” projects and the design of as-

essment instruments.

“The leadership of these projects is usually in the hands of the teaching professors, but we expect the tenure-track professors to participate,” says Rodríguez.

Rodríguez also wants to promote collaboration among faculty groups by “building bridges between research and consulting projects”—that is, finding corporate projects where both researchers

and consultants are interested in the same data. The school is currently piloting three such initiatives.

The Lubin School offers chances for adjuncts to participate in the life of the school, but the response is mixed. Says Braun, “We hold a breakfast meeting for adjuncts each year where deans and chairs update those in attendance about all that is going on in the school and the goals for the near-term future; only a small fraction of our adjuncts participate. We also have a monthly ‘Lunch with the Dean’ program where any faculty member—full- or part-time, tenure-track or tenured or clinical—can sign up

in groups of five to have an informal lunch and discuss anything of interest. Most adjuncts have time limitations that prevent their participation.”

If the Lubin School's administrators wanted to create even stronger bonds with adjuncts, Braun expects they would focus on training department chairs. Because chairs oversee the part-time faculty in their departments, they are in the best position to apply best practices for integrating adjuncts into the school.

At Berkeley-Haas, Stowsky notes the administration puts some effort into cultivating closer relationships between full-time tenured and part-time professional staff—for instance, they encourage professional faculty to attend events like research seminars. Even so, it's the small number of full-time professional faculty who are more likely to attend and to get more involved in the life of the school. Says Stowsky, “The majority of our professional faculty are practitioners with other jobs. Teaching is a part-time gig for them. That creates another distinction between the two groups of faculty.”

Nonetheless, he sees their relationship as symbiotic. “I think some of our tenured faculty welcome the ability to turn over some of their teaching to professional faculty because it allows them to focus more on their PhD students and their research.”

MAXIMIZING POTENTIAL

Facilitating relationships between academic and adjunct faculty is only one way to make sure a school gets the maximum benefit from its adjuncts.

As the associate dean and director of quality and strategic planning at Grenoble Ecole de Management in France, Julie Perrin-Halot is committed to making sure her school does the best possible job of deploying its adjuncts. Perrin-Halot co-chairs the Quality and Accreditations Task Force, which brings together accreditation man-



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agers from all of the Grandes Ecoles in France. The task force recently created a group project that aims to define the French model for using adjuncts, including how to collect data on them and how to efficiently monitor the maintenance of their qualifications.

The project will create a framework that will provide “the ideal structure for welcoming and integrating these people into our schools,” says Perrin-Halot. “We consider them important ambassadors for our institutions, and they often don’t get the treatment they deserve.”

The task force will explore several dimensions, including contact points, communication, training, and information gathering. “We want to determine how to show these faculty members that they are valued members of staff,”

she explains. “At the same time, we want to ‘industrialize’ the means by which we manage their interaction with the school—we don’t want to render it less personal, but we do want to increase efficiency.”

Berkeley-Haas also strives for a balance between “personal” and “efficient.” One way it does so is through a faculty web page that includes three sections: a column for ladder faculty, a column for professional faculty, and a column about teaching resources available to all. “It’s very clear that these faculty are all part of Haas,” says Stowsky. “Our students probably aren’t even aware that the distinctions exist.”

In fact, the key to making the best use of adjuncts is to make sure they’re part of the community, says Stowsky. “Don’t

treat them like contingent labor. Think of ways to strengthen your connections to them and their connections to the governance of the school. Figure out ways to facilitate communication between professional and tenured faculty, so they all feel like they’re part of the same institution.”

O’Neill of Curtin Business School has this advice for schools that want to do a better job of engaging with their adjunct faculty: Focus on the mission, strategy, and future of the institution. “Think about what casual and part-time faculty can bring to the mix—think about all the capabilities and skills they have and how important it is to harness that knowledge and bring a greater richness to the school,” he says. “If you don’t, you’re wasting a massive opportunity.”

STANDARD BEARERS

For AACSB-accredited schools, the changeover to the 2013 standards is bringing both benefits and challenges in terms of the four new faculty classifications. These classifications are “very France-friendly,” says Julie Perrin-Halot of Grenoble Ecole de Management. “They recognize that practitioner faculty are an integrated and highly value-added part of the way management education is delivered at most French schools—and I would venture to say, at many European schools also. The new classification system is potentially an excellent faculty management tool and guide for recruitment strategies.”

The new classifications also have been a tremendous boon to Curtin Business School, because they offer the school clear guidelines about how to recruit, deploy, and develop part-time and adjunct faculty. “The new classifications bring greater flexibility but more rigor,” says Grant O’Neill. “They’ve allowed us to ensure that we have the right mix of faculty with academic, professional, and industry experience. Working with these categories allowed us to go through a strategic workforce analysis and planning process to identify exactly what we need and who we need where, so we can shape and develop our faculty profile going forward.”

Eric Rodríguez of Uniandes also welcomes the new AACSB standards. “When there were just the two categories of academically qualified and professionally qualified, it was not easy for us, because we have many different kinds of professors here,” he says. “The cat-

egories now are more aligned with the way we define our profiles.”

The changeover hasn’t been entirely smooth at Lubin Business School, which transitioned to the new standards two years ago. “At the time we increased the rigor required for professors to be classified as scholarly academics compared to the historical classification of academically qualified,” says Neil Braun. “Though the ratios are supposed to be a guide, in practice they turn out to be a bright line because no school can afford to risk a peer review team who is stringent about those ratios.” He hopes AACSB moves away from explicit percentages in the future as it aims to help schools create a balance of scholarly and professional faculty.

While the new classifications offer more flexibility, says Braun, they also have required the school to change how some faculty allocate time. “We have had to encourage some professors to engage in more professional activities and others to do more rigorous research,” he says. “The standards did initially require us to engage one-on-one with our professors a great deal, to help them understand the implications for the school and themselves.”

In the future, he hopes, the standards will evolve to recognize that, for a significant percentage of full-time faculty, overseeing experiential learning and co-curricular activities is just as important as conducting scholarly research. He adds, “Even many who publish in peer-reviewed journals might have greater impact by developing co-curricular hands-on learning experiences.”



READY TO DEPLOY

FOCUS ON FACULTY

HERE'S A CLOSER LOOK at how the five schools profiled here make use of their part-time and non-tenure-track faculty:

PARTNERING WITH PRACTITIONERS

Pace University's New York City location means the Lubin School of Business has access to a very wide range of business executives who potentially could serve as adjunct faculty in the classroom. The school takes advantage of that bounty, currently employing 83 adjuncts in addition to its 110 full-time faculty.

"Students often tell me that the professors they appreciate most are those with real-world knowledge who draw

on their practical experience," says Neil Braun. "Even for our tenure-track positions we look for candidates who have business and professional experience in their disciplines. When we're hiring full-time clinical or adjunct faculty, our primary criterion is experience in translating the theoretical into the practical. When it comes to adjunct faculty, it is a baseline requirement."

INSURING DIVERSITY

Like most European schools, Grenoble Ecole de Management (GEM) in France has no tenure track. It divides its faculty into three categories: supporting faculty and participating faculty, as defined by

AACSB; and guest professionals, who spend less than 15 hours with the school during the academic year. Within the participating group are permanent faculty who are on long-term contracts with GEM and consider it their primary or sole employer; and affiliated faculty, who might be close to working full-time but are not considered permanent and have contracts elsewhere. All other participating faculty, as well as all supporting and guest professionals, are part-time.

For the 2015-16 academic year, the school employed 262 participating faculty, 19 supporting faculty, and 193 guest professionals. GEM recently adopted AACSB's 2013 faculty classifications, and more than half of the participating faculty are classified as scholarly academics. At GEM, each module is supervised by a participating faculty member who is in charge of writing the syllabus, defining assessment goals, and making other key decisions. Generally speaking, participating faculty cover 75 percent of the teaching hours; supporting and guest faculty take care of the rest.

"It wouldn't be possible to cover everything with only our participating and full-time faculty, nor would that be our wish," says Julie Perrin-Halot. "Having a diversity of profiles and experience is a real strength in our program."

CREATING COMMONALITY

Deploying faculty is a huge undertaking at Curtin Business School (CBS), which delivers programs to more than 13,000 students in the business school and courses to another 4,000 students in the larger university. It operates in multiple locations: the main campus in Bentley, Australia, a suburb of Perth; locations in Perth and other Australian cities; offshore campuses in China, Malaysia, Mauritius, and Singapore; and online.

As of February 2016, the school deployed 559 full-time and part-time faculty, with a very different mix of faculty at each location. For instance, the Bentley campus has a high concentration of scholarly academics, but offshore

locations have more faculty from other classifications. Somewhat less than half of all faculty are part-time, many of them “teaching assistants” who take appointments of two years or less to teach specific courses. Before they can be appointed for another two years, or before they can teach a different class, they must go through a second approval process.

With so many faculty distributed over such a wide footprint, one of the challenges is managing quality in all locations, says Grant O’Neill. To make sure there is a “commonality of practice” across all campuses, teaching materials and assessment rubrics are designed at the Bentley and Perth locations, then rolled out to satellite campuses, although case studies with local context are incorporated into the courses delivered offshore. The school also invites offshore faculty to participate in curriculum design.

All faculty undergo training that covers everything from behaving ethically to using new technology. For instance, the Foundations of Learning and Teaching

assessments sent back from each location and surveying students about everything from their coursework to their satisfaction with the facilities. Says O’Neill, “We use layers of quality assurance to ensure students get a comparable experience at every location.”

BUILDING STRUCTURE

At UC Berkeley’s Haas School of Business, the faculty are divided between “ladder-rank” faculty—traditional full-time tenured and tenure-track individuals—and professional faculty. Among the professionals are lecturers, hired solely to teach specific courses, and the adjuncts, who teach and run research programs. Currently, the school has close to 90 ladder faculty, about 120 lecturers, and six adjuncts.

There are also two tiers among the lecturer group, and these were created by the union contract that covers the ten UC campuses. “The contract creates a kind of analog to the tenure system for ladder faculty,” says Jay Stowsky.

When lecturers are hired, for their first 12 semesters they work on semester-by-semester contracts. At that point, if the school determines it will need them on a

continuing basis, it conducts an excellence review that is similar to a tenure review process. If the lecturers are approved, they achieve continuing status and can receive base appointments that they can depend on, with the knowledge that they will be teaching a certain number of courses every fall and spring. Currently, about 40 Haas lecturers have continuing status; Stowsky expects ten more to gain it within the next two years.

Professional faculty have their own formal governance structure, the Professional Faculty Advisory Committee on Teaching (PFACT). The six elected

representatives serve for staggered two-year terms in a manner that mirrors the Policy and Planning Committee for ladder faculty. Both organizations are involved in governance questions around academic policy, planning, and curriculum decisions.

Stowsky’s bottom line is that he wants professional faculty to stay at Berkeley, not just for the paycheck, “but because they love the students and they believe in what we’re doing. Many of them are making good incomes in the business world, so they teach here because they want to give back. For many of our professional faculty, especially those who teach in our undergraduate program, there’s a sense of mission. They believe strongly in the mission of the University of California to bring kids into the middle class.”

ENCOURAGING COLLABORATION

The School of Management at Uniandes employs 64 full-time and 96 part-time professors. In the full-time group, 55 are either tenured or tenure-track, and nine are part of the new categories for teaching professors and specialist professors.

The part-time faculty are primarily drawn from the corporate world; they teach executive education programs, are only on campus for a few hours a week, and have no responsibilities related to research or institutional development. But that could change as they’re encouraged to become more engaged in the life of the school. “They know the school and they are closely related to the corporate world, so we want greater participation from them,” says Eric Rodríguez. When the school invites them to work on committees and join curriculum discussions, he says, “they can become like consultants for the academic programs.”

As business schools strive to offer exceptional educational experiences, all that adjuncts have to offer should not be overlooked, say these educators. The key is to find the best ways to involve adjuncts in—and apply their expertise to—each school’s larger mission.

“SPECIALIST FACULTY CAN BECOME LIKE CONSULTANTS FOR THE ACADEMIC PROGRAMS.”

—ERIC RODRÍGUEZ, UNIVERSITY OF THE ANDES

program focuses on topics such as understanding assessment issues, integrating global and indigenous perspectives into the curriculum, and achieving teaching excellence. Through the Offshore Induction Onshore program, the school brings staff from satellite locations to the Bentley campus for training, and it also offers material online. In addition, the school provides faculty who are teaching offshore with curriculum information, learning guides, assessment guides, and tutorials for all their classes.

CBS also maintains a detailed evaluation process, reviewing ran-

ADJUNCTS BY THE NUMBERS

The use of adjunct and non-tenure-track faculty has clearly been on the rise at American business schools, as shown by data drawn from AACSB International's Salary Surveys. In the 2005-2006 academic year, non-tenure-track instructors in the business school accounted for 12 percent of faculty; ten years later, that number stood at 18.3 percent. Not only that, their salaries rose significantly during that period of time, from US\$54,900 to \$78,300. The numbers of non-tenure-track faculty in other categories (which include professor, associate professor, and assistant) also rose during the decade, but only incrementally.

But what's notable is that, during this same period of time, the numbers of full-time tenure-track faculty at business schools dropped across the board. For instance, full-time tenure-track professors went from being 33.2 percent of the school's faculty roster to 29.1 percent. Full-time tenure-track instructors all but

disappeared during the decade, representing only .2 percent of faculty by 2015. (While AACSB's survey does not specify the responsibilities of these two groups, generally speaking, full-time tenure-track instructors are likely to focus on teaching, not research.)

It's more difficult to gauge how the use of non-tenure-track faculty has changed at business schools globally in the past ten years, as European schools generally don't follow the tenure model. Among a small sampling of non-U.S. schools, mostly Canadian, reliance on non-tenure-track faculty actually dropped between 2005 and 2015.

While the experiences are different for universities in different regions of the world, one thing is clear: Business schools are constantly changing their faculty ratios in the hopes of finding the perfect mix.

NON-TENURE-TRACK FACULTY

| F/T Faculty by Rank | 2005-06 | | | 2015-16 | | |
|-----------------------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|
| | Count Average | Percent of F/T Faculty | Avg. Salary (US\$1,000s) | Count Average | Percent of F/T Faculty | Avg. Salary (US\$1,000s) |
| Professor | 210 | 0.9% | 102.9 | 253 | 1.0% | 138.3 |
| Associate | 275 | 1.2% | 89.0 | 369 | 1.4% | 117.8 |
| Assistant | 609 | 2.6% | 72.9 | 899 | 3.4% | 100.2 |
| Instructor | 2,778 | 12.0% | 54.9 | 4,847 | 18.3% | 78.3 |
| Ranks Combined | 3,872 | 16.7% | | 6,368 | 24.0% | |

TENURE & TENURE-TRACK FACULTY

| F/T Faculty by Rank | 2005-06 | | | 2015-16 | | |
|-----------------------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|
| | Count Average | Percent of F/T Faculty | Avg. Salary (US\$1,000s) | Count Average | Percent of F/T Faculty | Avg. Salary (US\$1,000s) |
| Professor | 7,681 | 33.2% | 102.3 | 7,720 | 29.1% | 167.3 |
| Associate | 6,214 | 26.9% | 95.4 | 6,578 | 24.8% | 132.5 |
| Assistant | 5,219 | 22.6% | 95.1 | 5,821 | 21.9% | 133.9 |
| Instructor | 131 | 0.6% | 63.3 | 57 | 0.2% | 83.6 |
| Ranks Combined | 19,245 | 83.3% | | 20,176 | 76.0% | |

THE VIEW FROM THE FIELD

The word “adjunct” can be used to describe very different types of faculty members, from those who teach a handful of classes at multiple schools to those who have long-term appointments at single schools to those who teach one or two classes a year. We talked to four such faculty to get their perspectives on what it means to be an adjunct, what value they bring to the school, and what they might like to see changed.

Sean Stein Smith has been an adjunct on a part-time basis at two New Jersey schools, Fairleigh Dickinson in Teaneck and Montclair State. This fall he joins the full-time faculty at Rutgers University in Camden, New Jersey.

Wasim Azhar is currently a lecturer at UC Berkeley’s Haas School of Business, as well as the director of the Excellence Exchange at the Center for Teaching Excellence. He’s held a variety of positions in academia over the decades, including being a ladder faculty member at both Stanford University and Berkeley, and a dean at the Lahore University of Management Sciences in Pakistan.

Frank Schultz is a continuing lecturer at the Haas School. Once he earned his doctorate, he planned to become a tenure-track research professor, but found he enjoyed teaching far more than research; he is now in his 12th year at Haas.

Ellen François is an affiliated guest faculty member at Grenoble Ecole de Management with specializations in virtual learning and instructional design.

Together, these four teachers offer five key observations about the place of adjunct professors in today’s business schools.

BUSINESS SCHOOLS IN GENERAL DO A GOOD JOB OF DEFINING THE ROLES THAT ADJUNCTS AND PROFESSIONAL FACULTY PLAY—BUT THEY COULD DO BETTER.

For instance, François notes that, even though her school provides a handbook,

it’s not always clear what her responsibilities are and what responsibilities fall to other personnel. In addition, she says, the documentation doesn’t cover certain situations, such as how to discipline students.

On the other hand, Smith says, “I have received all the support I needed to make best use of university resources, and whenever I have had questions, they’ve been answered in a timely manner. Participating in university events and other programs is encouraged, and I have been kept informed of possible opportunities for involvement via email and other web-based tools.”

While Azhar finds the administrative staff at Berkeley very helpful to the professional faculty, he does note that the amount of helpfulness depends on the individual. “The chairs vary in the amount of contact they have with faculty and how open they are,” he says. “They vary from being excellent to just OK.”

ADJUNCTS ADD VALUE TO THE SCHOOL IN MANY WAYS.

Three benefits are especially important, says Azhar: They bring in real-world experience; they help fill academic gaps; and they represent more economical hires than full-time, tenure-track faculty.

Their deep connections to industry also enhance the educational environment, says Smith. “From writing articles in practitioner publications, speaking at conferences, and being active in local and state associations, I can bring current news and up-to-date information to the classroom.”

Schultz views his role as one that works at the nexus of research and practice. For that reason, he keeps up with the latest research and finds ways to make it accessible. “I spend maybe one-fifth of every class looking at what’s going on in the business world,” he says. “I want to challenge my students with questions like, ‘So, how can you apply this theory to what’s going on as Microsoft acquires LinkedIn?’”

However, industry connections are more crucial in some disciplines than others. Says Azhar, “For example, entrepreneurship is an area where schools can get tremendous help from professional faculty. That might not be true in the field of economics.”

ADJUNCTS HAVE A VARIETY OF REASONS FOR TAKING THE JOB.

Some, like Azhar, have had long careers in academia and are looking for slower-paced positions that keep them in the field. But there are many other reasons, he adds: Some want the extra income. And some are practitioners who want to be on campus to keep up with developments in the field.

Some, like Schultz, love to teach, but don’t enjoy doing research. “When I realized I could stay at a top-quality research institution based on my teaching, not my research, that was very liberating for me,” he says.

For his part, Smith embraces the job because it offers “an opportunity to develop as a professional, share my passion for the field, and help empower the next generation of business professionals.”

THERE ARE DRAWBACKS TO BEING AN ADJUNCT.

Some relate to having abbreviated time with students. For instance, Smith notes that his part-time position affords him little chance to create continuity with students, so he misses out on the connections that are “a great intangible benefit of teaching.”

Some relate to the institution. François finds it frustrating to be left off relevant communication and having to discover information through informal channels. Schultz would appreciate greater decision-making authority and having “more of a say” in issues important to the faculty and the school.

Some relate to colleagues. Azhar notes that professional faculty often have difficulty gaining credibility with some of the

ladder faculty, not all of whom appreciate the role that adjuncts play. He suggests that one way for schools to make sure adjuncts are viewed favorably is to give them “respectable” titles.

RELATIONS DEFINITELY COULD BE IMPROVED.

The best way to make adjuncts feel closer connections to their schools, say these faculty, is to facilitate interactions between all faculty, in formal and informal settings.

Says Smith, “The best suggestion I would give to both tenure-track and adjunct faculty is to always keep an open mind and listen to new ideas. Fresh perspectives and different points of view are what create a dynamic and engaging student experience. They also create a workplace that is attractive to staff, faculty, and administration.”

François believes schools could benefit if they capitalize on whatever additional expertise their adjuncts possess. “For example, I have a strong background in adult learning, instructional design, facilitation, and virtual learning, and that knowledge could be put to use to benefit faculty members who are not strong in classroom teaching.”

Schultz thinks that any school attempting to create a better relationship with its adjuncts could take two steps: Abandon the mindset that adjuncts are cost-saving hires, and try to create long-term relationships.

However, administrators who followed that advice would have to relinquish some of the control they keep over course design and content, says Schultz. “I understand why administrators want control, but it’s a reinforcing loop,” he says. “They’ve had great turnover from semester to semester, so they want to standardize across a plethora of faculty. Whereas if they give up a bit of control and develop longer-term relationships with faculty, they won’t have as much turnover.”

Schultz adds, “I feel pretty lucky to have discovered this career path that I didn’t know existed, and I’d love to see others have similar opportunities. I think there is a need for people who enjoy teaching and connect well with students to be able to do it at a top level.”

THE ADJUNCT QUESTION

Across the university, the use of adjunct professors is on the rise—and that’s a trend with many troubling consequences, says Adrianna Kezar, professor for higher education at the University of Southern California in Los Angeles and co-director of the Pullias Center for Higher Education. Much of her research centers around how adjunct faculty are deployed in the university and how that affects student learning.

She recently co-authored “The Delphi Project on the Changing Faculty and Student Success,” a report that includes statistics about how the typical breakdown of faculty has changed at American universities in the past four decades. For instance, in 1969, tenured and tenure-track positions made up about 78.3 percent of faculty; in 2009, that number was 33.5 percent.

The rise of adjunct faculty was sparked by many factors, she believes, including a desire to hold down costs by hiring less-expensive faculty for more positions. Adjuncts also provide flexibility, allowing a school to try out a new course without committing the time of tenure-track faculty. In addition, adjuncts shoulder much of the burden of online teaching, which some full-time faculty have been reluctant to undertake.

“But the biggest reason for the increasing popularity of adjuncts is that the mission of the enterprise has shifted from research to teaching over the past 50 years, but tenure-track faculty continue to be socialized and trained in research,” says Kezar. “The enterprise needs teachers.”

Unfortunately, a rise in the number of adjuncts corresponds to a rise in negative outcomes, according to her research. For instance, when students take many courses with non-tenure-track faculty, or attend schools with high numbers of non-tenured faculty, they have lower graduation and retention rates. In addition, students at two-year schools are less likely to transfer to four-year colleges if they’ve had many courses with adjuncts.

These problems generally don’t arise because adjuncts are poor teachers, Kezar says. But many must hold down multiple jobs in order to earn a reasonable salary, which makes it more difficult for them to meet the learning goals of a particular institution; and many are not integrated well into the life of the school, so they remain isolated and unaware of the resources at their disposal.

The good news is that these problems are not nearly as pervasive in business schools, she says, where accreditation standards offer clear guidance on how adjuncts should be used. It’s also common for business schools to seek out adjuncts who are prac-





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tioners with real-world experience. “That’s not always the reasoning for other departments, who are often just looking for a cheap form of labor,” she notes.

But even schools that are doing an excellent job of hiring and deploying adjuncts probably could do more to support them, says Kezar, who offers these tips:

Collect data. Deans and administrators need to understand their own hiring patterns, Kezar says, so they’ll know how many adjuncts they typically have, when they were brought on board, how many were last-minute hires, and how many are teaching a course for the first time. “If administrators see that they’re bringing in a lot of people at the last minute, they might try to change that pattern,” she suggests, because last-minute hires will be the least well-prepared to teach a class.

Mentor adjuncts to improve their teaching skills. Many, particularly practitioners, have little classroom experience and could use basic pointers. This is especially true when they’re teaching their first classes, or the first classes in a new subject.

Provide resources. This might mean connecting the practitioner to a faculty member who has previously taught the course and who will answer questions and offer sample syllabi. It might mean creating material that provides detailed answers to questions that students frequently ask, especially in introductory courses. “The school should provide adjuncts with information in areas where early students are likely to need advising and support,” says Kezar.

She adds, “Unlike tenure-track faculty, who benefit from purposeful and ongoing professional development, adjuncts need just-in-time development. Adjuncts don’t know what to ask for, because they don’t know what they need. That means administrators need to be aware of what kind of help to give them.”

One way schools can address many of these issues is to create an adjunct portal, says Kezar. The portal could include links to helpful sites, videos about how to teach a case-based course, and answers to a wide range of FAQs.

“How do you get the best parking on a Friday afternoon? What do you do when the technology doesn’t work in your classroom? Adjuncts don’t have the time or bandwidth to go from person to person trying to find out answers,” says Kezar.

Despite the potential problems, Kezar sees adjuncts as essential. “We’ve always had adjuncts in higher education, and they fill a really important role,” she says. “They’re connected to real-world issues and problems, and they will always be able to enrich the curriculum development discussion by providing cutting-edge examples of current issues and problems. Just as important, they can help students secure jobs and internships. Where we’ve gone wayward is in the recent expansion and unthoughtful deployment of adjuncts at too many departments and schools. I think we’re actually jeopardizing the historic and positive role that adjuncts have always played.” **D**



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Why it's time for business schools to radically reconsider their PhD model.

THE CASE FOR DOCTORAL REFORM

BY JAMES BAILEY AND ROY LEWICKI ILLUSTRATION BY EVA VASQUEZ

THE BBA AND MBA ARE remarkably different degrees than they were just a few decades ago. The reason? Business schools have made a deliberate and collective effort to revise core curricula, set learning objectives, and update their technology and pedagogy to suit the modern business climate. As a result, the MBA is now the flagship master's program at many colleges and universities, and the BBA continues to flourish. But the PhD in business has largely escaped these reforms. Why?

Historically, we can see pressures at work at the undergraduate and graduate level that have been noticeably absent in doctoral programs. For example, employers have demanded that graduates of BBA and master's-level programs have actionable skills and abilities. Parents and prospective students have questioned the high cost and value proposition of the degrees. The public has criticized the MBA for being too superficial. Donors have asked business schools to show evidence that

their programs produce transformative effects. Accrediting bodies now insist that business schools meet articulated and demonstrable benchmarks. Such external forces have moved business schools to make their BBA and MBA programs smarter, more responsive to market needs, and of more service to their communities.

Business doctoral programs have faced no such pressures. Students, for instance, don't question the price of tuition, because we pay them to enroll in our programs. They aren't as concerned about their salaries post-graduation, because they view becoming a professor as a calling, not a job. Rather than reflecting the needs of modern academia, new PhDs are unique to their fields of study and carry the legacies of their advisors. Their future employers are the same business schools that educate them, which creates a persistently closed system. In short, our tradition-bound, apprenticeship-based doctoral programs remain blissfully de-

tached from forces that would compel them to change.

But just because our doctoral programs have largely escaped scrutiny doesn't mean that their content meets the needs of the academic market. As the landscape for teaching and research evolves, doctoral programs in business are in sore need of reform. If external pressures to evolve are absent, we must generate internal reasons to make significant and meaningful changes.

RESETTING OUR PRIORITIES

Few b-school administrators would disagree on the three intents of doctoral education. We want to produce PhDs who can create knowledge through their research; disseminate knowledge through their teaching; and be responsible citizens to their schools, academia, and society. However, while schools are preparing PhD students to conduct research and do service, they offer very little training in teaching.

A group of researchers point this



out in their article “Isn’t it time we did something about the lack of teaching preparation in business doctoral programs?” published in the *Journal of Management Education* last November. Of the 50 programs they surveyed, only 34 percent included meaningful training related to classroom instruction in their curricula—even though roughly 50 percent of a business professor’s work is devoted to teaching.

We make a similar point in “The Scientist and the Sage,” an article that appeared in the July/August 2007 issue of *BizEd*. We noted that research alone cannot create a good teacher, just as good teaching skills do not lead to great research. But our PhD programs have yet to acknowledge this fact.

Business doctoral programs continue their enormous emphasis on research in spite of factors that should encourage them to re-evaluate their models. For example, they now admit a number of candidates whose ambitions favor teaching or collaborating with indus-

try—ambitions that do not align perfectly with traditional tenure-track faculty roles. And while the job market for PhD graduates has remained strong around the world, the number of Research I institutions and top-quality academic journals remains largely static. Thus, today’s PhD graduates are more likely to be hired at institutions that will require greater teaching responsibilities and offer fewer opportunities and less support for sustained research productivity.

Furthermore, over the last two decades, schools are recruiting more international applicants, many of whom return to their home countries having received little teaching training. This trend has had an unfortunate side effect: It means that the pattern of producing faculty who emphasize research over teaching now has a global impact.

The challenge, then, is this: How can business schools integrate teaching, research, and service in ways that suit our academic environment? If doctoral programs are to change in meaningful

ways, business schools and their faculty must identify where to make the necessary adjustments—and then commit their resources accordingly.

REFOCUSING ON REFORM

Given the state of PhD education vis-à-vis teaching preparation, dramatic measures seem justified. These might include a required series of teaching courses and workshops spread across the curriculum; a weekly seminar series drawing from faculty and external experts; or even a dedicated teaching center. A business school might even leverage the teaching courses at the university’s school of education.

These measures would have the desired effect, but we realize many schools would view them as too ambitious or expensive. Others might struggle with how to fit courses and modules on teaching into an already packed course schedule. And, of course, some faculty might chafe at activities that distract from what they view as students’ only priority: research.

For these reasons, we advocate a more modest, inexpensive approach: a single three-credit graded required course, offered over the fall and spring semesters during the program's second year. This approach would distribute students' workloads and minimize distractions. And by scheduling the course during the second year, business schools would give first-year students time to acclimate to their programs and help second-year students prepare to serve as teaching assistants during their third and fourth years of doctoral training.

The course we have in mind would systematically explore the demands, rigors, and roles of the professoriate in society. Students and faculty could discuss how to translate scholarship into

content that students and practitioners can access more easily. Such discussion would offer doctoral students an opportunity to reflect on how their identities as scholars and educators connect. Feedback mechanisms such as papers, presentations, and simulations should be built in, each one customized for subject content and pedagogy. This course would be more about the development of students as professors than about traditional mastery of course material.

We've created a syllabus that outlines the discussion topics, assignments, and sample readings that we believe would be important in such a doctoral-level course. We have included those we have in mind for the seminar's teaching module in "Our Sample Seminar" below.

LEVERS OF CHANGE

Adopting these steps, of course, is not a one-size-fits-all proposition, just as doctoral study should not be a one-size-fits-all experience. Differentiation would allow schools to set clear priorities for their PhD programs. For instance, business schools with missions based on producing well-trained scholars can prioritize research, while those with missions based on producing outstanding educators can prioritize teaching instruction. While no school should ignore research or teaching skills entirely, all doctoral degree-granting business schools should clearly align their programs with their missions. Such differentiation would make it easier for prospective students to choose where

OUR SAMPLE SEMINAR

A yearlong professional development seminar to prepare business doctoral students for their roles as teachers, researchers, and leaders should cover a wide variety of topics, ranging from how to write grant proposals to how a professor's activities support the business school's mission. However, teaching is the area that business doctoral programs most often neglect. The seminar we have in mind to prepare PhD students to thrive in the classroom would include the themes, assignments, and readings below:

PEDAGOGY

ACTIVITY: Compare and contrast pedagogical approaches.

SUGGESTED READING: *How Learning Works: Seven Research-Based Principles for Smart Teaching* by Susan Ambrose, Michael Bridges, Michele DiPietro, Marsha Lovett, and Marie Norman (2010)

LECTURE

ACTIVITY: Prepare and deliver a lecture to be taped.

SUGGESTED READING: *Teaching Tips: Strategies, Research, and Theory for College and University Teachers* by Wilbert McKetchies and Marilla Svinicki (2013, 14th edition)

ACTIVE LEARNING

ACTIVITY: Design four active learning assignments.

SUGGESTED READING: *Promoting Active Learning: Strategies for the College Classroom* by Chat Meyers & Thomas Jones (1993)

COURSE MANAGEMENT

ACTIVITY: Prepare a complete course syllabus including readings, assignments, exams, and any other projects.

SUGGESTED READING: *The Course Syllabus: A Learning-Centered Approach* by Judith O'Brien, Barbara Millis, and Margaret Cohen (2008)

DISCUSSIONS & CASES

ACTIVITY: Identify two cases and create instructional notes without referring to the instructional notes prepared for the case.

SUGGESTED READING: *Education for Judgment: The Artistry of Discussion Leadership* by C. Roland Christensen, David Garvin, and Ann Sweet (1991)

TEACHING PORTFOLIO

ACTIVITY: Prepare a teaching portfolio to be reviewed by two other course students.

SUGGESTED READING: *The Teaching Portfolio* by Peter Seldin, J. Elizabeth Miller, and Clements Seldin (2010)

To see an outline of our full seminar, including assignments and readings related to the larger context of students' fields of study and their professional development, visit www.bizedmagazine.com/features/case-for-doctoral-reform/sample-seminar.



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they want to study—after all, some doctoral students are drawn to academia because they want to make their marks as educators, not necessarily as scholars.

Just as important, when doctoral programs are differentiated, business schools will know the curricular emphasis at other institutions and so be better positioned to recruit faculty whose aspirations suit their missions. Such a virtuous cycle could improve management education across the board.

The need for differentiation could be

an internal pressure that drives schools to adopt doctoral program reform. But that change won't happen without the will of schools and faculty. School leaders must support change by creating an exciting vision of what can be unique about their programs, beginning with a close examination of the program's mission and capabilities. Then, as administrators determine the internal capabilities of their own programs—as they consider everything from funding to class size to their mix of research- and

teaching-focused faculty—they must analyze whether their resources match their ambitions and orient their curricula accordingly.

Once a business school aligns a clearly articulated mission with well-defined capabilities, it not only can better recruit students who are more likely to thrive in its doctoral program, but also will send a clearer message to its community and donors. It can formulate a clear identity that its faculty and students can embody and that other schools can consider when seeking out new faculty hires.

INNOVATIVE ALTERNATIVES

We believe doctoral business programs would benefit greatly from two kinds of innovation: an increase in part-time programs of study to attract more diverse students, and an increase in the number of programs geared toward working professionals.

Part-time programs. Our research indicates not only that there are very few part-time programs, but that it's hard to find information about them. The popular website PhDstudies.com lists 85 PhD programs focusing on topics as diverse as emergency room management and public policy, but only two U.S. universities in the listing note that they offer part-time or alternative programs. This indicates that business schools are behind the curve in identifying and meeting the demand for part-time PhD programs.

Programs for practitioners. Executive doctoral programs geared to working professionals—such as the Doctor of Business Administration (DBA) and Doctor of Business Management (DBM)—offer examples of the possibilities in doctoral education.

For example, the DBA in Sustainable Business at Business School Lausanne in Switzerland more closely follows the format of executive MBA programs, with students working on collaborative research. That's in stark contrast to the individualized research paradigms taught in traditional programs.

The doctoral program at Case Western Reserve University in Cleveland, Ohio, combines four on-campus sessions with two virtual residencies. ESC Rennes School of Business in France combines traditional coursework with global residencies in three different countries, which allows students to tailor their program to their needs.

Additionally, several schools are working with AACSB International to participate in the Bridge Program launched in 2006 with the goal of helping practitioners become university professors. While many business schools have executives in residence who bring industry insights into the classroom, the Bridge Program goes a step farther by making these former executives full-time professors.

More examples can be found among the member schools of the Executive DBA Council, a governing body akin to AACSB. Many of its 47 member schools in 12 different countries have found ways to differentiate their doctoral programs.

While innovations such as these might not be suitable for every PhD program, they highlight what can be achieved when schools stop treating doctoral programs as sacred cows and begin treating them as the bastions of learning and development that they are.

MOVING BEYOND TRADITION

Through the mission-driven approach in its accreditation standards, AACSB International also can play a role in doctoral reform, by evaluating the learning objectives that schools set for their PhD programs. That process would further encourage b-schools to examine their approaches more thoroughly.

Given that PhD programs are so deeply rooted in tradition, it makes sense that they would embrace reform grudgingly and gradually. But there is great irony in the fact that they haven't reformed at all. It is ironic because the very same doctoral graduates that business schools produce will be charged with teaching the innovative, transformative new curricula that business schools are working so hard to adopt.

Our agenda for doctoral program reform is clear, but unfortunately the will to change is not well-defined. Our challenge for business schools is to plot a path forward—and then follow it. ■

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More business school deans are moving up the administrative ladder to become university provosts and presidents. What can they expect as they take on these new roles? How can they prepare for the next level of responsibility?



UP

STEPPING

BY SHARON SHINN

“RETURN ON INVESTMENT” is a phrase that’s become increasingly common in conversations about higher education, as all stakeholders look for proof that a university education is worth its high cost. Therefore, it’s no surprise that, in recent years, more universities are recruiting their top leaders from a group of people with a deep understanding of ROI and the ability to make a business model work. That is, more presidents and provosts are being chosen from the ranks of business school deans.

Mirta Martin is one example. After serving as dean of the Reginald F. Lewis College of Business at Virginia State University in Petersburg for five years, she became president of Fort Hays State University in Kansas in 2014—and she brought with her everything she knows about ROI, fundraising, synergies between departments, and economies of scale. “When you’re working with limited resources,

it’s important to invest in the resources that yield the highest return on investment,” she says. She points out that, as state support shrinks, universities will have to start looking for more external sources of income and more internal efficiencies. “Otherwise,” she adds, “institutions are not going to survive.”

Martin predicts that within ten or 15 years, more public universities will take on attributes of private ones, deriving income from fundraising and partnerships—and in that situation, she believes business school deans will have an edge as university administrators. “Schools will have to look at creating competitive advantages and developing synergies. The educational model is shifting, just as the business model has shifted, and we have to adapt.”

Her comments are echoed by Patrick Maggitti, who was dean at Villanova Business School in Pennsylvania for three years before being named



“A dean’s understanding of the big financial picture is an asset given the importance of managing limited resources.”

—BENJAMIN OLA AKANDE, WESTMINSTER COLLEGE

the first provost of Villanova University last August. As the job of the provost becomes more outward-facing, Maggitti says, former b-school deans are among the best candidates to move into the role because they already know how to raise funds, connect to industry, and develop relationships with graduate schools.

“Deans might spend 50 percent of their time dealing with external constituents,” says Maggitti. “As a provost, I might spend 25 percent of my time on outward-facing activities, but they’re at a higher level—I’m dealing with bigger gifts and making higher-level connections with corporate leaders. So in that respect, being a dean was a terrific practice ground for these activities.”

With that in mind, here are eight tips for b-school deans interested in assuming university leadership roles—from five deans who’ve made the leap.

1

USE ALL THE BUSINESS KNOWLEDGE YOU’VE ACCUMULATED...

Before becoming president of Chicago’s Roosevelt University in July 2015, Ali Malekzadeh held several posts as dean, including stints at the College of Business Administration at Kansas State in Manhattan; the Williams College of Business at Xavier University in Cincinnati, Ohio; and the Herberger College of Business at St. Cloud State University in Minnesota. “As a former dean, I bring a good dose of reality to the business side of the university, in every area from financial aid to purchasing. I keep an eye

on the budget, and I keep an eye on the pressures on the budget.”

Those are key skills, agrees Benjamin Ola Akande, who served as dean of the George Herbert Walker School of Business and Technology at Webster University in St. Louis, Missouri, for 15 years before becoming president of Westminster College in Fulton, Missouri, in 2015. He says, “A dean’s understanding of the big financial picture is an asset given the importance of managing limited resources and making judgment calls on who gets what, how much, or none at all.”

Maggitti notes that former deans are good at overseeing operational costs and making sure “we’re providing an experience unlike any other, one that offers a value equivalent to the tuition. But we also need to look for ways to control or offset those costs, whether through the use of technology or by being smart about the programs we offer or by applying fiscal discipline to our business model.”



Former deans have an additional advantage over some other administrators, says Maggitti: They’re used to moving quickly to keep up with the rapid changes in business. “It’s an exaggeration, but business schools operate on Wall Street time, while other departments on campus might be operating in time counted by centuries or millennia,” he says. For instance, he points out that business schools were among the first to offer online programs, and they can lead the way for other schools just starting to experiment with online formats.

2

...BUT REALIZE THE NEW JOB WILL COME WITH ITS OWN CHALLENGES AND A NEW LEVEL OF INTENSITY.

The provost’s job is one of astonishing breadth, Maggitti says. “My biggest challenge,” he adds, “has been getting my hands around a wide and varied set of perspectives.”

Len Jessup agrees. Before becoming president of the University of Nevada Las Vegas in January 2015, Jessup had had a fair amount of experience as a university leader. He had been a dean twice—at the Eller College of Management at the University of Arizona in Tucson and at the College of Business at Washington State University in Pullman. But he also had held additional leadership roles, such as vice president of university development at WSU and founding board member of the University of Arizona’s Health Network. Even

Preparing for the Administrative Path

Thinking about making the move from the dean's post into the president's or provost's office? These administrators offer advice about the steps to take now before sending out a résumé.

Get involved with the whole university.

"Show that you're able to work with the college of arts and sciences, with the colleges of education and engineering," says Ali Malekzadeh of Roosevelt University. "Show that you have a track record of being cooperative."

It's also critical to build relationships with alumni, particularly those outside of the business school. For instance, when he was a dean, Malekzadeh attended events for alumni from other colleges at the university "to learn to talk about colleges besides my own."

It's just as important to show that you have experience working with external stakeholders, from members of the advisory board to top donors. "The search committee will want to know if you can run a board, if you can interact with alums, if you can work with local nonprofits and the mayor's office," says Malekzadeh.

Support the current administration.

"Try to understand the president's and provost's perspective on things before asking for help or pitching a proposal," says UNLV's Len Jessup. "Look for ways the business school can contribute to the president's vision. When I was a dean, I always felt I was in service to the president and provost, and I never turned down a request to help them. I really appreciate that attitude now in the deans at UNLV."

Villanova's Patrick Maggitti concurs. Because the provost is COO to the president's CEO, he says, any dean who wants to move into that position should "hone the skills of being a supportive partner. The job of the provost is to make the president look good."

Pursue a wide range of experiences.

"Be open to what may seem like odd assignments from your current president or provost," says Jessup. For instance, when he was a dean, he was given the chance to run the university foundation, participate on a task force designed to improve technology transfer, and serve on the new fiduciary board for the medical school's clinical enterprise. "Each seemed a little odd at the time and took up a lot of my time and effort, but each one provided great training for the job I have now."

Maggitti finds that the skills he learned as an entrepreneur and a corporate executive also have been useful in the provost's office. "I consider myself a salesperson at heart," he says. "My job is to make sure that we have a great product, but also to make sure we are articulating that in the marketplace. I get in front of high school students and sell them on the greatness that is Villanova. I also sell Villanova to employers, who are essentially the ones who are buying the products we produce. I think that a customer relations management skill set is incredibly transferrable to this job."

Grow comfortable with the legislative process.

Mirta Martin of Fort Hays State University recommends that business school deans attend legislative sessions in company with the university's governmental affairs personnel to become familiar with the culture and bureaucratic process.

"This will help them when they're administrators and they're trying to speak to legislators as the face of the university—or, as in my case, the representative of a whole system of state universities," she says. "I often have to carry the system flag before I carry my own university flag because we are funded as a block grant. I do share stories about the programs of FHSU, because I want legislators to understand why it's important for them not to cut higher education, and I want them to know that if they cut our block funding, these are the programs that will go by the wayside."

Martin tries to provide sound-bite-sized pieces of data that will resonate with legislators. "I might say something like, 'Education is important because data suggests that, by 2020, 69 percent of all jobs will require a minimum of a two-year degree. In Kansas, it's 71 percent.' This helps them understand that if they cut education, they're cutting the economic engine of the state and the nation."

Envision yourself as an administrator.

Malekzadeh recommends attending conferences designed for aspiring presidents, such as those hosted by the Association of Governing Boards. At these events, he says, individuals are videotaped in role-playing exercises, then critiqued on how they present themselves and how they behave in interviews. They also learn key skills such as how to write an administrative CV—which is much shorter and more focused than a typical academic CV tends to be.

That's a strategy that Benjamin Akande of Westminster College followed when he was a dean interested in becoming an administrator at the university level. For instance, he attended conferences dedicated to issues in higher education, such as those put on by the Council of Independent Colleges. "I broadened my knowledge base on issues affecting higher education, such as tuition discounting and how to lead change. And I dedicated quality time to reading up on the main issues that presidents of colleges and universities are grappling with, such as dwindling enrollment and issues related to Title IX."

Not only that, he asked for advice. "I made the major search firms aware of my interest in administrative work, and before I applied, I sought their input on my preparedness and fit for every position I was interested in pursuing."

Look beyond the borders of the university.

"Keep your fingers on the pulse of the outside world," Maggitti suggests. "Deans should look at the market potential of new programs and consider their viability and chances for profitability. They should take the opportunity—within the controlled environment of a particular college—to hone their ability to look at a market and determine capacity so they can use that skill when they're administrators."

so, nothing prepared him for how demanding the president's job would be.

Says Jessup, "At Eller, I was traveling nearly every week and putting in long hours every day, but things have definitely kicked up a notch. For instance, I've really had to step up my activities with our regents compared to what I experienced with board members when I was in other roles. Overall, I'm even busier now and the role is more intense. The good news is that I love it."

3 UNDERSTAND THAT THE JOB CARRIES WITH IT AN EXTRAORDINARY LEVEL OF POWER...

While deans might exercise great influence on the direction and priorities of their individual colleges, top administrators can have a similar influence on the whole university. Akande says that the most profound realization he has made during his first year as president is that "how I lead can impact every single aspect of the college experience."

That's the reason Martin wanted to become president, she says. "I wanted to effect change on a wide scale."

But these former deans know they have to use that power carefully. "As president, what you say to others has tremendous influence, so I've tried to be very careful about what I say and write because I know people will listen closely," says Jessup. "For example, even when I just casually say that we ought to look into something, people quickly act on my suggestion. I have to be incredibly disciplined in what I suggest to others."

Even so, these administrators have capitalized on their positions to achieve real—and often rapid—change. For instance, Martin led an effort to revamp Fort Hays' scholarship program, taking it from a US\$1.1 million account that funded only first-year students to a \$2.5 million account that will fund students throughout their time at the university

as long as they maintain their GPAs at 3.0 or above. "Students no longer have to work that extra ten hours a week to afford tuition, so they can divert those ten hours to studying," she says. "That means they can increase their GPAs, which means they can get into the grad schools or careers they want."

Similarly, Malekzadeh has used the president's influence to change longstanding employee and student policies. For instance, he hadn't been at Roosevelt very long before he learned that staff members had lobbied for years to close the university between Christmas and New Year's, and the decision to do so lay in his hands. "Five minutes later, my office sent the email saying we'd be closed that week. You could hear the cheering in the hallways. And I thought, 'Well, that was easy.'"

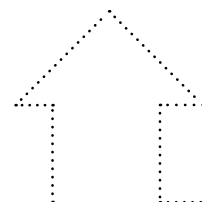
He also has used the weight of his office to change policies such as the length of time an employee must be on board before being eligible for maternity leave and to revise "draconian" rules designed to prevent student cheating. But he knows it's easy to abuse such power. "Without the consultation of the students, faculty, and administration, you could seriously get into trouble," he says. "That's why integrity is the No. 1 requirement of the job."

4 ...AND THAT'S WHY IT'S IMPORTANT TO SEEK INPUT FROM ANYONE CONNECTED TO THE UNIVERSITY.

Malekzadeh believes in getting to know everyone on campus, from top administrators to cooks and cleaning personnel. "I challenge all of my faculty to get to know the janitors who clean the cafeterias. I say, 'You will be stunned at how much they know about the history of the institution and the direction of the university. They will have read every word you ever said in the student newspaper or on the school blog.' They're doing their own jobs, but they're very



Patrick Maggitti



well-informed, and they can offer amazing suggestions."

From the beginning, one of Martin's goals was to let everyone on campus know that they had a voice and she was ready to listen. Within four months of her arrival, she set up two task forces to re-engineer the university, one focused on academics and one on operations. None of the task force members were administrators, deans, or department chairs; instead, they were all rank-and-file individuals who were close to the university's day-to-day operations. The task forces produced a 207-page report of recommendations—and Martin says the university implemented 95 percent of them.

For instance, the large College of Arts and Sciences was split into the College of Arts and Humanities and the College of Science, Technology, and Math—creating a different set of synergies and helping the university win a \$1.1 million grant for a collaboration between the departments of agriculture and biology. Conversely, the university consolidated the operations of the marketing professionals, who were distributed among various departments and creating completely different promotional materials. Now all the marketing staff are gathered into one unit and have developed a unified brand and an efficient marketing plan.

5 **BE TRANSPARENT...**

“When you stand in the faculty senate, tell the truth and nothing but the truth,” says Malekzadeh. “These are incredibly smart people, and if you’re hedging, they’ll know.”

Martin concurs. In addition to an official university newsletter sent out every week, she provides a monthly update to keep everyone apprised of what’s happening. “Rumors begin when people don’t have information,” she says. “If people have questions, they email me. I tell them, if I don’t answer an email, it’s because I didn’t get it or I’m dead.”

6 **...AND ACCESSIBLE.**

Martin goes out of her way to make herself personally available. She lives on campus in what used to be called the President’s House—when it was renovated, she changed its name to the University House and began inviting people in for receptions and holiday celebrations. Her rule is that, when the porch light is on, she’s home, and anyone can drop by. As the house is across the street from the only Starbucks on campus, she frequently receives late-night visits from students who stroll in to visit with her while they drink their coffee.

Martin also strives to be extremely visible, attending every sports and artistic event she can. “I think of the role of



Len Jessup

the president as being similar to the role of a parent. If you have several children and each one has different interests, you support them all. Here it’s the same thing. Because I attend all the games and concerts, the students know me and I know them.”

7 **AT THE SAME TIME, REALIZE YOU CAN’T DO EVERYTHING.**

There are so many demands on an administrator’s time that a top leader simply can’t be everywhere at once. Jessup says, “When I was dean, I remember being very disappointed once because my president couldn’t make it to an important event we were having with donors one evening. Well, fast forward to now, when I’ve just finished up a long day that began at 6 a.m. and ended after an event about 10 p.m. and included multiple important events that I had to choose among. Now I realize that my president probably had something else pressing to do that night.”

8 **AND THROUGH IT ALL, REMAIN UPBEAT.**

“The faculty, students, and staff all rely on that positive outlook you bring to the job,” says Malekzadeh. While university presidents often must make difficult choices regarding budgets and personnel, they still need to retain a hopeful outlook, he says. “Everyone inside the university knows what the issues are,” he says. “But they want some optimism about the future, the attitude that we can get out of this mess, whatever it is. They want to believe there is a bright future ahead. The president can push everybody in that direction.”

POISED FOR THE FUTURE

As higher education goes through a period of examination and restructuring—as costs rise and ROI becomes

“If I don’t answer an email, it’s because I didn’t get it or I’m dead.”

—MIRTA MARTIN, FORT HAYS STATE UNIVERSITY



Mirta Martin

paramount—top administrators must stay focused on the university as an enterprise, says Maggitti. “They have a responsibility to the students to utilize their money in the most efficient and effective way possible. Universities aren’t typical businesses because we aren’t focused on profitability, but we do need to operate in a way that responds to the needs of our constituents.”

Martin adds that as academics realize universities will have to operate like businesses to remain viable in the 21st century, they’ll see b-school deans as great candidates to lead their schools. “We know how to take something good and make it great. We know how to inspire,” she says. “We know how to create a vision and a mission, and how to energize people as they work toward a common goal.” ■

Business schools may
be entering maturity,
but they need to lead
change more than ever.



THE NEXT PHASE OF BUSINESS EDUCATION

BY SANTIAGO IÑIGUEZ
PHOTOGRAPH BY JAMES RAJOTTE

WHENEVER I HEAR SOMEONE SAY a business sector has reached maturity, I am reminded of John Stopford's now famous dictum: "There are no mature industries; there are only mature companies." Such an analysis holds that sectors and companies go through different phases of existence in the same way that people pass through different ages in life. However, I don't think this analogy is helpful. Rather, I believe that such thinking can prevent mature sectors and older companies from renovating their products and services. What's more, settling into the idea that mature companies have reached a late phase in their development can stifle innovation. Sometimes it can effectively consign them to the scrap heap.

In fact, we can see myriad examples of older sectors and companies that have rejuvenated and reinvented their products or services. In the process, they have re-established their ability to lead and compete in their industries. In short, many of the biggest transformations take place in organizations that have been erroneously labeled as “mature.”

I think it’s especially important that we look at this idea in the context of management education. Compared to disciplines such as medicine, engineering, or law, which have centuries of history behind them, management science is relatively young. This year, AACSB International, the oldest accreditation agency and network for business schools in the world, celebrated 100 years since its founding—a very short span of time in human history. Even so, AACSB’s anniversary year is an important milestone in business education. It provides us with an opportunity to rethink the function of business schools in society.

In the years to come, we’ll see big demographic changes as people enjoy longer life expectancies and retire at later ages. In fact, it’s likely that the biggest demand for education will come from older professionals.

MANAGEMENT IS OMNIPRESENT

We know that management is present in all areas of society, as Peter Drucker pointed out almost two decades ago. The differences in how management looks in various organizations “are mainly in application rather than in principles,” Drucker wrote in his book *Management Challenges for the 21st Century*. “The executives of all these organizations spend, for instance, about the same amount of their time on people problems—and the people problems are almost always the

same.” Drucker goes on to say that only 10 percent of any organization’s management issues are unique to its mission, history, and culture—the remaining 90 percent are identical to those in any other organizational endeavor, whether it involves a high-tech startup or a Boy Scout troop.

That 90-percent rule has helped drive the growth of management studies, which explains why so many diverse professionals are pursuing MBAs. In fact, this interest in education has prompted some sociologists to predict that business studies will form part of the syllabus of primary schools in the future, alongside long-standing subjects such as reading and mathematics.

In recent years, AACSB’s Committee on Issues in Management Education (CIME) has been monitoring these developments in business education and soliciting the opinions of a wide range of stakeholders, from AACSB’s board members and staff to academics and em-

ployers. Out of this collective effort has come the Visioning Initiative, through which AACSB has developed a “Collective Vision for Business Education.”

As part of this vision, the association highlights five main roles for business schools in society going forward. These include acting as *catalysts for innovation, co-creators of knowledge, hubs of lifelong learning, leaders on leadership, and enablers of global prosperity*. Each of these roles is sufficiently broad to respect institutional and cultural diversity,

but goal-oriented and ambitious enough to spur business schools to develop leaders, encourage entrepreneurs, and transform management education.

MANAGEMENT IS NOBLE

These roles offer exciting opportunities for business schools, and I believe they will set the stage for the next phase of business education’s development. Going forward, I see business schools adopting larger and more vital roles in society:

As catalysts for innovation, business schools can and should be places where entrepreneurship flourishes and where businesses are created—they should be spaces for innovation. Because innovation often emerges at the intersection of different disciplines, business schools must find more ways to join forces with other schools on campus. By bringing together different perspectives, business schools can help solve major social problems, from climate change and sustainable development to immigration and scientific roadblocks. They can help transfer knowledge and foster the discovery of new inventions, products, and services that will serve the common good.

As co-creators of knowledge, business schools can act as bridges between the business and academic worlds. Today, a growing number of higher education providers—from standalone business schools to those at traditional universities—are grappling with how to increase business’s involvement in academia. It comes down to questions central to economic and social progress in the 21st century: How can we create world-class educational institutions that are academically rigorous and vocationally relevant? How can we combine the best of the traditional academy with the speed and technological sophistication of the modern market?

Because management is a clinical subject rather than a speculative one, a substantial proportion of our academic research should address real business problems jointly with top managers. To me at least, this statement does not

appear to be especially contentious. In practice, however, academics in business schools and in other disciplines sometimes neglect the practical relevance of their research. In fact, many top academics and external analysts have criticized business schools, asserting that too much of their research is not relevant to real-world business.

AACSB's Doctoral Education Task Force published a report in 2012 that in-

cluded recommendations for doctorate programs, one of which emphasized the need to expose our PhD candidates to the reality of business and prevent them from getting caught up in the so-called "ivory tower syndrome." Today, AACSB can continue to help business schools produce more research focused on the real problems of businesses in three ways. First, it can place greater emphasis on research relevant to business

management in its accreditation standards. Second, it can measure the social impact of business schools' research, beyond issues of methodological rigor or the number of citations. Finally, AACSB can encourage and identify academics who are working with companies and their directors, as well as those conducting research into real problems.

As lifelong learning hubs, business schools can provide the training

GOING OFF THE BEATEN PATH

Following—and shaping—the trajectory of management and management education has long been a passion for Santiago Iñiguez, and a focus for much of his career. His work includes serving on the boards of six business schools, including those in Asia, Latin America, and Eastern Europe. He tackles the topic of innovation in business education as both editor of the DeansTalk blog and a LinkedIn Global Influencer, as well as the author of dozens of commentaries and the 2012 book *The Learning Curve: How Business Schools Are Reinventing Education*. In that text, he describes his "desire to ignite the flame of learning" for students who will be tasked with transforming society in a multitude of ways. "The best antidote to intolerance or the clash of cultures or poor foreign policies," he writes, "is to develop good managers, create new businesses, innovate, and generate value and wealth at all levels of society."

As dean of IE Business School for the last 12 years, Iñiguez has led the school for more than a quarter of its relatively young history. Heading up that institution, itself founded by entrepreneurs, has offered him more opportunities to move away from the paths that older institutions have established and instead adopt more entrepreneurial approaches. IE's programs offer "transformative experiences," Iñiguez notes. "Students do not just learn how to do management better, but actually change their vision of the world."

To provide these experiences, Iñiguez has laid out a plan for the school designed to support the education of entrepreneurial thinkers. This plan includes bolstering the school's business law offerings, which now include modules in both its MBA and master in management programs. "The rule of law is indispensable to promote business in the long term; it generates certainty, promotes cooperation, and provides context for fruitful trade and business relations," he says. "Business leaders should know and be familiar with at least the basics of business law in order to have proper strategic vision."

He also is working to expand IE Business School's programs internationally, over and above its joint degree programs with institutions such as Brown University in the U.S. and Singapore Management University. In fact, in a 2015 speech in which

he introduced the school's new international MBA, he made a humorous yet bold prediction: "Which business school will be the first one on the surface of Mars?" he asks. "You can bet that it will be IE Business School!"

While establishing the first business school on Mars might be more of a concern for 22nd-century business schools, the biggest concern for those in the 21st century, Iñiguez emphasizes, is to adopt innovative and experimental approaches that are more aligned with the future of management. He plans to be among those who lead the way. "I have always had a passion for education," he says. "Education is the best catalyst for personal development, self-fulfillment, business innovation, and social equality. Education brings diverse people together and overcomes cultural barriers."

Given that Iñiguez holds such an ambitious vision for management education, it is especially fitting that he assumes his role as AACSB's chair just after the association's launch of its Visioning Initiative focused on redesigning business education for the future. Stepping off the beaten path to chart new territory is no small undertaking, he says, but it's what business schools must do to ensure not only their own survival, but society's future prosperity. In this area, he notes in *Learning Curve*, "We cannot afford to fail."



Santiago Iñiguez (right) with students

people need throughout their lives and careers. Today young people expect more from their educations than simply having their heads filled with traditional knowledge—they expect their programs to offer true transformative experiences. To meet their expectations, business schools must develop a keen understanding of the learning experience, find new ways to apply new technologies, and help students assess and enhance their skills.

But millennials and members of Generation Z are not the only potential students of business education. In the years to come, we'll see big demographic changes as people enjoy longer life expectancies and retire at later ages. In fact, it's likely that the biggest demand for education will come from older professionals. Business schools must design programs and identify products and services directed at this key demographic.

As management science continues to evolve, managers cannot rely on what they learned in their MBA programs 30 years ago to succeed in business. They must continue to learn new concepts, acquire new tools, and update their training, just as professionals who practice medicine, law, and architecture must refresh their skills. Lifelong learning must become the norm for all executives.

As leaders on leadership, business schools have great ability to carry out research and create new leadership models for a wide range of organizations. Now more than at any other time in history, the world needs genuine and committed leaders in all areas of society, from business and politics to science, medicine, and NGOs. As the cradles for leadership training at many universities, business schools must design activities that transcend the business world.

Finally, **as enablers of global prosperity**, business schools and their faculty must never forget that management and entrepreneurship create growth, wealth, and global development. Good management is one of the best antidotes to the failure of diplomacy, promoting convergence and understanding

between nations. By improving the practice of management and entrepreneurship, business schools help provide jobs, catalyze innovation, and improve living conditions.

Management can be among the noblest of activities. As we strive to carry out this vision for the future, we must never forget that fact.

WE MUST SET PRIORITIES

With these five roles in mind, I believe AACSB should place a priority on the following goals during the coming year:

Growing a more international membership. As AACSB's membership grows increasingly international, it is both possible and desirable for AACSB to encourage the best schools across all continents to join as members. By doing so, the association will achieve greater geographic diversity.

Helping schools reach benchmarks of quality. AACSB is more than just an accreditor of business schools. It also identifies benchmarks for teaching quality. The association can promote initiatives such as conferences to improve quality and disseminate best practices.

Encouraging international alliances. Higher education has become a global industry in which very few institutions have the resources to run their activities on an international scale—at least, not without establishing alliances with foreign institutions. International partnerships have evolved from simple student exchange agreements to joint degree programs and more sophisticated collaborations. In fact, one of the benefits that AACSB members value most is the opportunity to network at its events. It is through these interactions that we can strengthen alliances between schools in different parts of the world.

Promoting greater diversity in management. Collectively, business schools have yet to truly commit to increasing the percentage of women at the highest levels of the business world. Research tells us that bringing more women into leadership positions leads to econom-

ic benefits. But our responsibility to promote diversity is greater than that: Equality is a simple matter of justice.

Diversity means different things to different people, and its definition often depends on the culture in question. By establishing a greater global presence, AACSB will have more opportunities to share best practices in increasing diversity in business schools and businesses.

Sharing information and knowledge. The AACSB network of schools represents the largest collection of best practices in teaching management. We must take advantage of that resource as much as possible. The association can play a vital role in assembling the knowledge of all of its members and disseminating that knowledge across our industry.

TRANSFORMATION, NOT MATURITY

Here, I return to my original point: Business education now finds itself not in a period of maturity, but in a period of deep-rooted change and widespread disruption. Our environment will only continue to develop and evolve in many ways, as we generate new ideas, identify new areas of growth, and adopt new models to teach tomorrow's leaders.

Inevitably, a certain amount of standardization must be involved in accreditation. However, now more than ever, there is no room for a one-size-fits-all approach in AACSB's standards and practices. It is up to the association's members to reject standard recipes for education and instead create innovative new products, services, and, most important, strategies. We must identify new paths, as yet uncharted, that will help the business leaders of the future find their way. **D**

Santiago Iñiguez is the dean and a professor of strategic management at IE Business School and president of IE University in Madrid, Spain. In July, he began his term as the 2016–2017 board chair of AACSB International.

“I have a hidden agenda.”

– SCOTT STEVENS, PHD · Professor of Business Analytics

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CAREER

BOO

BY SHARON SHINN

HOW CAN BUSINESS SCHOOLS give students an edge in their job searches? Here, we share career development ideas that five business schools submitted to AACSB International's "Innovations That Inspire" initiative. These innovations boil down to five recommendations that can give students' careers an immense boost well before graduation day.

PROVIDE STUDENTS WITH A GLIMPSE OF THE EXECUTIVE LIFE.

At the Auckland University of Technology Business School in New Zealand, business students learn about the life of an executive through the one-day Shadow a Leader program. For the annual event, the school creates three-person teams consisting of a local business leader, a high school student, and an AUT business student who is either a post-grad or in the final year of undergraduate study.

After the teams assemble at the business school for breakfast, the students spend the rest of the day following their

executives. They accompany the business leaders to marketing and finance meetings, client negotiations, staff presentations, and factory tours. The older students are charged with guiding their high school teammates and sharing their expertise.

Shadow a Leader allows AUT to achieve multiple goals, say school representatives. It doesn't just help AUT strengthen its ties with business and industry stakeholders, it also allows the school to develop relationships with elite high school students. When the event was launched in 2012, only four teams participated; in 2016, 75 teams competed, including high school students from nearly 40 Auckland schools. Administrators followed up with promising high school students to offer campus tours and information about studying at AUT Business.



While a career center can offer students pointers on crafting résumés and acing interviews, students might benefit even more from classroom experiences that show them what life will be like in the working world.

STEEPERS

But perhaps most important, Shadow a Leader enables business students to develop business contacts and create networking opportunities. Before the event, the school runs a workshop to coach students on how to network and how to prepare their CVs, which are used to match students with business leaders. In the workshop, students also learn how to communicate professionally, use LinkedIn, and set up business cards.

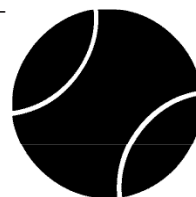
Using these skills, students are encouraged to stay in touch with their business leaders after the event. Many students have netted scholarships, internships, and job offers after participating in the program. Not only do they gain insights into their potential career paths but, as one student noted, they see firsthand “what makes a great leader.”

► For more information on the program, visit www.aut.ac.nz/study-at-aut/study-areas/business/for-business/shadow-a-leader.

DESIGN ACTIVITIES THAT HELP STUDENTS AND EXECUTIVES GET TO KNOW EACH OTHER.

Both students and corporations are looking to make the right match, and that’s most likely to happen if they see each other operating outside an interview room. To help students and employers get acquainted, Chulalongkorn University’s Faculty of Commerce and Accountancy in Bangkok, Thailand, has created Sports Day. At the one-day event, second- to fourth-year students join in recreational activities with managers, partners, and HR staffs from the Big Four audit firms of Deloitte, Ernst and Young, KPMG, and PwC.

Participants are split into four teams consisting of students, faculty from the business school, and staff members from each firm. In the morning, they all join in team-building activities; after lunch, they attend an opening ceremony before participating in parades and games.



In the evening, everyone eats dinner together; then, each team puts on a stage performance.

The day is largely organized by Big Four staff and student representatives called Ambassadors. Students who want to become Ambassadors submit applications to one of the four firms; each company auditions about 20 students, eventually choosing ten. These Ambassadors work with the firms on every aspect of Sports Day, including schedule, location, facility, catering, recreational activities, and performances. As they interact with company representatives, Ambassadors get a chance to showcase their abilities, express their ideas, and learn more

about the companies. Ambassadors and finalists automatically get internships with their selected firms; other students can also apply for internships through normal channels.

While students benefit the most from Sports Day, faculty also use the event to network with

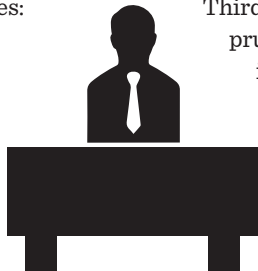
Big Four executives and exchange ideas about the program and the profession. The event also strengthens relations between the school and the Big Four firms, who are major employers of Chulalongkorn's graduates—and who are even more likely to hire these graduates after spending time with them during Sports Day.

LET STUDENTS PRETEND TO BE CEOs.

What's it like to be a C-level executive? At IESE Business School in Barcelona, Spain, MBA students find out through the Executive Management Simulation Course (EXSIM), which combines a software-based business game with role-playing exercises on stakeholder management.

To help MBA students practice all the applied knowledge they have acquired in the classroom, the weeklong business simulation covers the full range of executive responsibilities: finance, strategic decision making, marketing and sales, and operations and supply chain management. Participants act as members of the company's executive committee to execute strategy while they compete against companies run by fellow classmates in a distributed simulation context. The dynamics of the simulation require students to translate strategy into results, work in teams, share workloads in a high-pressure environment, and model their leadership values.

In addition to the simulation, the course adds a face-to-face learning component in which students must manage key stakeholders such as the board of directors, the bank, and the president of the unions. These roles are filled respectively by IESE professors, risk management professionals from local financial services companies, and staff from local unions. During these face-to-face activities, students must debate strategy with their board members and



The dynamics of the simulation require students to translate strategy into results, work in teams, share workloads in a high-pressure environment, and model their leadership values.

agree on the dividends policy; work with the bankers to determine the financing conditions of short- and long-term loans; and discuss labor issues with the union representative.

EXSIM is designed to force students to grow in four different dimensions. First, it exposes them to tensions between various constituents and shows them how company strategy affects different departments. Second, it requires them to take concrete actions in areas such as staffing and setting a budget. Third, it encourages them to make prudent decisions by placing them in complex, volatile environments where they must manage risks based on incomplete information. Finally, it helps them appreciate teamwork because it places them in a high-stress environment where central planning is impossible.

While EXSIM is challenging, course evaluations have been consistently high. In fact, students often list the course as the best learning experience in the entire MBA program.

ALLOW STUDENTS TO "TRY ON" POSSIBLE JOBS.

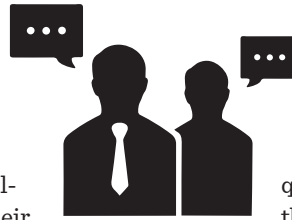
Undergraduates don't always understand the possible careers open to them—or what their lives would be like if they pursued those careers. Last fall, the Strome College of Business at Old Dominion University in Norfolk, Virginia, launched a program called Career Fitting Rooms, designed to help students determine if their skills and personalities suit the professions they want to pursue.

Through the Fitting Room program, each academic discipline in the Strome College can invite up to six recent alumni who have been employed in their fields for one to five years. Fitting Rooms are held during the university's scheduled Activity Period, and lunch is provided for students and guests. The alumni in each Fitting Room give quick overviews of their jobs, describing what they like and don't like about their roles, as well as the personality characteristics that tend to be good fits. The alums also outline the various paths that are available within their fields and take time to have one-on-one conversations with interested students.

A total of seven Fitting Rooms were held in the fall of 2015, when the program launched. Between 20 and 25 students attended each one.

While the Fitting Room was designed to help students, particularly freshmen and sophomores, determine their best paths forward, the program also provides the college with an excellent way to connect with alumni. Since the program launched, several alumni have requested more opportunities to become actively involved with other student-centered initiatives, and four have joined the college's Executive Mentor Program.





ASK STUDENTS TO INTERVIEW PRACTITIONERS.

At Kingston University's Kingston Business School in the United Kingdom, undergraduates learn about the field of marketing through a program called Employer Insights, in which students film interviews with practitioners and share the films with their classmates. Teams of five marketing students conduct the interviews, in which they ask practitioners about current developments in marketing communications and request advice on how to seek employment in the field. The program is expected to be particularly helpful to first-generation college students who do not have friends and family members in business who can share their own experiences.

Before the student teams conduct

their interviews, they develop discussion guides for their visits and consider the types of questions that would be most appropriate to ask. Students also attend a session with a representative from the university's career team, who comes to the classroom to discuss professional etiquette in both email and in-person communications.

Students film the interviews on their mobile devices or borrowed equipment, then edit the films down to ten minutes. The recordings are posted on a private section of YouTube; they're also shown in class. Each team leads a discussion that dissects the highlights of the interview, particularly focusing on the career advice shared by practitioners.

To judge how helpful Employer Insights could be, Kingston collected

quantitative data before and after the program was implemented

in 2014. Beforehand, just 16 percent of students claimed to be confident in their knowledge about jobs in marketing; afterward, the number rose to 55 percent. Comments were also generally positive, as students noted that the exercise helped them make the connection between coursework and the real world, while allowing them to envision themselves in professional settings. Employer Insights also has received a UK Higher Education Academy National Teaching Fellowship award. **D**

► To read ideas from all of the business schools that were chosen as one of AACSB's "Innovations That Inspire," visit www.aacsb.edu/innovations-that-inspire.

Different by design...

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Can 'Close' Ever Be Too Close?

NAVIGATING CORPORATE PARTNERSHIPS BY AMY HILLMAN

TWO YEARS AGO, Arizona State University announced a collaboration with Starbucks that would allow Starbucks employees who were juniors and seniors to complete their undergraduate degrees online at the company's expense. The Starbucks College Achievement Plan was later amended to offer employees 100 percent tuition coverage for all four years of undergraduate education.

At the time, ASU received compliments from those who saw this arrangement as a path forward for higher education, paid for by the very constituents who benefit. But many in higher education wrung

their hands, unaccustomed to such a close relationship between the classroom and the boardroom.

Now many in higher education are forming similar alliances.

Business schools are judged by how employable our graduates are, how rapidly they advance in organizations, and how well their skills will fit the workplace today—and tomorrow.

Business is an applied professional field, guided by what the profession needs. We earn AACSB accreditation only if we can offer relevance and impact through our research, curriculum, and students. Close corporate relationships help us develop what we teach, guide future research, and provide students with opportunities to hone their skills through internships and classroom projects. Our corporate partners also offer employment to our graduates and provide financial support for students, faculty, and programs. But we must carefully choose our corporate partners or we risk losing more than we gain.

THE STARBUCKS CASE

The Starbucks partnership came about because Starbucks sees investing in its employees, known as partners within the company, as core to its success. Through this partnership, the W.P. Carey School of Business is committed to offering several degrees that are applicable to the Starbucks workforce, including global logistics, business sustainability, and business communications. These are among the more than 60 undergraduate online programs ASU offers.

As Starbucks and ASU developed the program, the Starbucks team asked us to create an entirely new degree in retail management based on needs the company had uncovered in an employee survey. This led to some soul-searching, as we had to weigh several considerations. First, up until this point, we had never offered any degree online that we didn't also offer face-to-face, since a significant part of our online differentiation is

that we have the same faculty teaching both formats. Second, we wanted to make sure that if we developed the new degree, we could make it available to anyone, not just Starbucks partners. That meant we had to determine whether the curriculum was so customized it could only suit one partner, or whether it would serve a larger market.

In the end, we created the retail management degree by packaging a cross-disciplinary set of existing courses that spanned management, marketing, supply chain, and sustainability. This package not only met Starbucks' learning objectives and aspirations, but also appealed to a wider audience. Enrollment in the program is strong, and we're considering offering the program face-to-face as well as online.

A PARTNERSHIP CHECKLIST

The collaboration between ASU and Starbucks has led us to think through the entire idea of partnering. While I don't believe ASU can get too close to a good partner, we never enter partnerships lightly. Before the W.P. Carey School aligns with any partner, we ask ourselves the following three questions:

Do we have alignment in terms of ethics and integrity? The first test of any potential partnership should focus on ethics, because there is nothing more important than maintaining integrity. We research every company we are considering as a school or universitywide partner and every individual we are considering as a board member or guest speaker. When in doubt, we don't risk our reputation. Although the research takes time and can lead to awkward conversations, it is critically important.

Do we share a brand identity? When we choose partners, we are saying they are projections of our brand. Starbucks and ASU are both innovators, but we share more than a commitment to innovative approaches to education and business. We also share a deep sense of fundamen-

tal responsibility for the communities we serve and the environment around us. We know that not all potential partners will embody every quality our brand represents, but we want all partners to reflect one or more of our key values. If they don't, then we don't partner.

Can we maintain control? When we worked on a potential new degree for Starbucks, the company's leadership told us the six to eight competencies

To ensure that all of us—the school, the students, and the business community—benefit from these relationships, we must carefully research all potential partners. We must evaluate the ethics, integrity, and brands of those organizations.

they wanted, but they didn't dictate specific courses, topics, or methods of teaching. Any time a corporate partnership extends to degree work, it's important to define who will call the shots on course content. As educators, we believe that we must determine what is taught, as well as how and why that content is delivered. For instance, if potential partners asked us to give college credit to student interns for firm-specific training by firm employees, we would refuse, because they would be demanding too much control.

We also have no interest in designing courses or degrees that offer value to only one firm. The challenge is to discern whether a course is useful to only a single employer because it contains customized content or to many employers because it relates to an emerging trend. Sometimes the best answer is to develop close relationships with multiple partners. For instance, we rely on the input of several firms to design our courses in business analytics.

THE FUTURE TEST

Once a partnership has been established, we consider it essential to re-evaluate it on a regular basis. For example, we might discontinue an endowed chair that was established by a large retail chain that has since declared bankruptcy. We might break off a partnership with a company—even if it provides a source of revenue—because we feel new circumstances risk the

reputation of the school. Conversely, a partnership that is not optimal at one time might be excellent if it is initiated at another time. Brands and values can evolve as organizations mature.

Strategic partnerships have immense value to universities and their business schools. To ensure that all of us—the school, the students, and the business community—benefit from these relationships, we must carefully research all potential partners. We must evaluate the ethics, integrity, and brands of those organizations; we also must maintain control of the educational elements and regularly evaluate the agreements. If we follow these steps, we will never be too close to our partners—and we will never miss out on tremendous opportunities. **B**



Amy Hillman is the dean of the W. P. Carey School of Business at Arizona State University in Tempe.



Track Record

DOCUMENTING FACULTY CONTRIBUTIONS IN IMPACT, ENGAGEMENT, AND INNOVATION BY MICHAEL S. WILKINS

THE 2013 ACCREDITATION STANDARDS adopted by AACSB International require business schools to show continuous improvement in terms of engagement, innovation, and impact. But to gather data about such improvement, schools need a system that will allow faculty to reliably document their activities.

At the School of Business at Trinity University in San Antonio, Texas, we have developed our own Tracking Record that guides faculty as they describe the contributions they have made on all the key measures

of the new standards. First implemented in the summer of 2014, the eight-section document also enables us to track faculty activities that go far beyond engagement, innovation, and impact.

In many of the sections, we chose to adopt free-form approaches to allow faculty to create compelling stories about their personal experiences. We believe these stories will enable our department chairs to gather rich, varied examples for the narrative we will put together for our Continuous Improvement Review reports—and we believe that other schools could find it simple to adapt our system.

Section 1: Teaching Effectiveness. In this section, which relates to AACSB's Standard 12, faculty are invited to describe their innovative teaching practices. Here they might include comments drawn from voluntary peer classroom evaluations, data about students who have performed well on standardized tests such as the CFA exam, descriptions of course innovations with notable outcomes, and other evidence that their teaching methods are dynamic and innovative.

Section 2: Student Academic and Professional Engagement. This section relates to Standard 13 and asks faculty to provide specific examples of what they've done to facilitate engagement. These examples might include bringing in guest lecturers, getting involved in student internship programs, sponsoring student consulting projects, participating in students' study abroad experiences, interacting with the companies that employ our graduates, and engaging with campus organizations in professional settings.

Section 3: Faculty Qualifications and Engagement. In this section, which relates to Standard 15, faculty describe their intellectual contributions. We provide a table where research-oriented faculty can give details about articles they've published in peer-reviewed journals (PRJs) and a separate area

where they can include bullet points that outline any other scholarly activities. Our Tracking Record includes an appendix that provides our criteria for scholarly academics, scholarly practitioners, practice academics, and instructional practitioners; this appendix makes it easy for each professor to determine which items to include in this section.

Section 4: Innovation. Here, faculty list innovations they've been involved with, such as developing or revising new courses, developing new majors and minors, getting involved with other curricular initiatives, conducting new research, and engaging with alumni or professional organizations. We note that we expect some overlap between innovation, teaching effectiveness, engagement, and impact.

Section 5: Impact–Academic. Here, faculty are encouraged to provide not just a list of their publications and presentations, but also indicators of how each of these activities has had impact within the time period covered by the Tracking Record. Have their scholarly books enjoyed widespread adoption? Can they supply citation and download/view counts for their PRJ papers? What kinds of reviews or awards did they receive for conference presentations or papers? Have they secured key appointments in professional associations? Have their papers been used by faculty teaching courses at other schools? Have they received grant money for their research endeavors? Have they been appointed as visiting professors or scholars? Such activities all represent tangible measures of impact.

Section 6: Impact–Practice. In this section, we ask faculty to show how their activities have had an impact on real-world business. Their supporting evidence can include information about media citations, expert witness experiences, consulting projects, articles written for practitioner publications, case studies that have led to business solu-

tions, service on policy or practitioner boards, and research projects undertaken in collaboration with companies.

Section 7: Impact–Teaching. Here faculty can document what they've produced in terms of case studies, textbooks and instruction manuals, articles for pedagogical publications, and instructional software. They also can provide details about grants they've received for research that will influence teaching practice, teaching awards they've received, and mentorship they've provided for students involved in research or independent studies.

Section 8: Impact–Other. Finally, in this section, faculty are invited to focus on activities that have had an impact that extended to the department or school level. They might discuss their involvement with student organizations, participation in School of Business events, service on university or college committees, involvement in joint degree programs, appearances in the media, responsibility for international partnerships, and leadership positions in academic programs. They might provide specifics about the placement success of graduates from their courses, the pass rates their graduates attain on standardized exams, and the number of their students who are recognized by organizations such as Phi Beta Kappa. This is also the place where they can mention their involvement in significant fundraising initiatives or their assistance with business school and departmental events.

Faculty Appreciation

Even though some of our faculty are not interested in accreditation-related issues, we require all of them to update their Tracking Records at the end of each year as part of the annual review process. Because we emphasize that this system gives them an opportunity to show how they contribute to our mission, most of them appreciate the chance to write about their accomplish-

ments. Administrators have found this process to be an eye-opening experience that allows them to see how much their colleagues are doing to improve business education at our school.

There has been another benefit: When faculty members see that their activities enhance engagement, innovation, and impact, they realize that accreditation-related initiatives are genuine attempts to improve business education. Since we have implemented our Tracking Record, faculty appear more engaged in the accreditation process and more familiar with the standards than they were during the previous cycle.

Nonetheless, we know it's vital for administrators to collect the data in a positive fashion. We make sure faculty understand that a wide variety of contributions are valuable and that we don't expect everyone to contribute in every area. For instance, practice academics and scholarly practitioners probably won't have as many entries in the section for "Impact–Academic" as scholarly academics will—but scholarly academics will have fewer entries in "Impact–Practice." It's essential that faculty realize that our goal is to help them highlight their many positive contributions, not make them worry that they're not doing enough.

While many universities use systems such as Sedona or Digital Measures to gather accreditation information, we feel that our approach collects a broader range of data and could be useful even for schools that rely on other systems. The Tracking Record could help administrators create custom reports that show how their schools are faring in terms of the critical measures of engagement, innovation, and impact.

Michael S. Wilkins is the Jesse H. Jones Professor Chair of Accounting and director of accreditation for the School of Business at Trinity University in San Antonio, Texas.



Playing to Learn

AS GAME-BASED LEARNING becomes more common in business education, a behavioral finance professor at Santa Clara University's Leavey School of Business in California has long been, well—ahead of the game. For more than a decade, Hersh Shefrin has been using *Envirostuff*, a game he created, to teach students the benefits of open book management (OBM). According to OBM theory, privately owned businesses that disclose most of their financial records to employees enable those employees to make better decisions, earn more profits, and achieve higher performance.

Shefrin spends the first half of his ten-week finance course introducing 25 students—mostly juniors and seniors—to OBM principles and preparing them to play the simulation. For the second half, student teams run simulated clean-tech startups in Silicon Valley within the *Envirostuff* framework. Each Sunday at 11:59 p.m., the teams submit bids against each other to win potential customers. They learn the outcome of their bids the next day and spend the following week preparing for their

next bid. Team members conduct financial analyses, make budgets, choose employee incentives, and share information across departments using OBM techniques.

The simulation introduces unexpected changes—such as an increase in the price of raw materials—that force each team to make adjustments. “When students first start playing, their intuition tells them that their companies should take the biggest share of the market. When a team wins the most market share in that first week, there are a lot of high-fives,” Shefrin says. “But what’s really important is that students maximize the *long-term value* of their companies. If they learn to apply open book techniques, chances are they’ll do fine in competitive environments because they’ll make smart decisions regardless of what anybody else does. Those who say, ‘I’m smart enough, I’ll rely on my intuition’ are the ones who get in trouble.”

Shefrin designed his game in 1992 after reading *The Great Game of Business* by Jack Stack, CEO of SRC Holdings, a consulting and holdings firm in Springfield, Missouri. Stack emphasizes the importance of experiencing business concepts emotionally, not just learning about them intellectually. “I created *Envirostuff* so that students could experience the challenges presented by human psychology,” says Shefrin.

Shefrin considered creating a fancier interface for the game, but decided to keep it in Excel on the advice of one of SRC’s game developers. “I want my students to know how to build an analysis using spreadsheets, so Excel works great,” he says.

He compares in-class simulations such as *Envirostuff* to the training pilots receive in flight simulators before taking control of a real cockpit—and he views them as essential teaching tools, especially in courses where decision making is key.

“Game playing is powerful because it forces people to make decisions when they are emotionally aroused, which is much different than when they’re making intellectual assessments,” Shefrin says. “Past students will email me months and even years later to tell me how useful the lessons they learned in *Envirostuff* have been to them in their professional lives.”

Serving Online Students

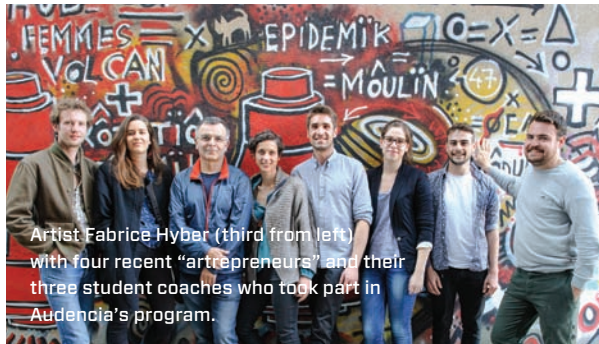
How can schools provide career and professional development services to students in fully online degree programs? At Indiana University’s Kelley School of Business in Bloomington, the answer is Propel, a program created for students in Kelley Direct, the school’s online MBA.

Propel’s step-by-step interaction begins

at admission, when staff arrange the first of at least five one-on-one counseling sessions with students over the course of their educational experience. An academic advisor helps students identify strategies they’ll need to meet their professional objectives and coaches them in achieving work/life balance. A career coach provides

guidance on how to use resources for networking. At graduation, advisors conduct final reviews of students’ goals, professional development plans, and action plans.

To launch Propel, Kelley has doubled its advising resources to serve its online MBA students, whose number has increased from 240 three years ago to 311 this year.



Artist Fabrice Hyber (third from left) with four recent “artpreneurs” and their three student coaches who took part in Audencia’s program.

ART FOR BUSINESS’S SAKE

For the last three years, Audencia Business School in Nantes, France, has been offering a mentorship program and incubator for artists. The program’s intention? To make the idea of the “starving artist” obsolete.

Designed in partnership with the Ecole des Beaux-Arts in Nantes, with the help of modern artist Fabrice Hyber, the artists’ workshop is coordinated by Laurent Noël. “I have learned that artists are, in fact, full of entrepreneurial spirit without realizing it,” says Noël, a professor of strategy who ran his own art gallery for several years. “To succeed, they have to follow the same logic as an entrepreneur: An original idea has to be brought to fruition, a public has to be found, and a way of reaching this target audience has to be identified.”

Last spring, three students from Audencia’s major in cultural management worked with four individuals, including a designer, two contemporary artists, and a filmmaker. Each artist developed a business project and met each month with a student mentor, who offered management and entrepreneurial coaching. Over the course of three months, the artists learned to build a business, find financing, and manage projects more effectively—in essence, to view themselves as “artpreneurs” who can turn their art forms into profitable businesses.

In the first two years of the program, three faculty from Audencia led four courses that covered topics such as the economic world, the corporate world, arts sponsorship, and the market for art. Four faculty from the fine art school provided technological and artistic support as needed.

This is the first year that students pursuing a specialization in cultural management also worked with the artists to get firsthand experience in their field of interest. The school held an exhibition of the students’ artwork throughout the month of May to mark the end of their projects.

HOW TO SUCCEED IN BUSINESS BY HELPING OTHERS

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VIRTUAL IMPRESSIONS

THIS PAST SPRING, 1,200 students who had been accepted to the undergraduate program at the University of Hartford's Barney School of Business in Connecticut received particularly fat envelopes with their acceptance letters. Inside, the school also had enclosed red-and-white branded Google Cardboard virtual reality (VR) headsets that students could use to take virtual tours of the business school and university campus.

The headsets (such as the one shown below) were part of a campaign to entice more accepted students to enroll in the Barney School's class of 2020. The school's marketing department worked with digital agency Primacy to develop the VR experience, which included tours of classrooms and athletic facilities. It also highlighted two events from the business school: a study abroad trip and a student engagement activity inspired by the TV game show "Family Feud," in which juniors and seniors competed to answer questions related to their professional development.

Students could view the tour on a web-based app, also designed by Primacy, from either a desktop computer or mobile device. As a complement to the VR tour, the school developed a social media campaign in which students who made the decision to enroll at Barney were invited to tweet out a selfie wearing their headsets by the May 2 decision deadline. Those who posted a tweet under the hashtag #BSBGoesVirtual were entered to win an Amazon gift card.

The school invested about US\$40,000 in the campaign, which it promoted via press releases and on social media. These efforts attracted additional attention from national and local media.

When the school sent follow-up emails to students about the VR campaign, it had a 56 percent "open" rate, and its post on Facebook reached more than 32,000 people. In the two weeks following the campaign, the business school saw an increase in the number of tuition deposits that was 70 percent higher than the increase in deposits for the rest of the university in the same time frame. The school plans to integrate VR into its admissions next year as well, although it will mail VR headsets separately, about two weeks after its admissions notifications go out. That timing will extend the impact of the initial acceptance offer, says the Barney School's dean Marty Roth.

In a competitive market, it's important for business schools to find ways to stand out, Roth emphasizes. "If we were a top-20 school, students might be waiting by their mailboxes because we were their first choice. But when we know many applicants are applying to many schools, introducing the virtual experience helps us make a really strong impression."

Video vignettes from the Barney School's virtual reality tour are posted at hartford.edu/barney/vr.



Attracting Attention With Tuition

The University of Iowa's Tippie College of Business in Iowa City has been experimenting with ways to pique prospective students' interest and keep alumni engaged. This year, the college offered two new tuition perks to achieve both objectives.

The first perk, launched this spring, is designed to attract the best new students to the full-time MBA program. Tippie invited prospective students to come to campus to compete in what it called "Personal Pitch Day." The students presented three-minute presentations in answer to the question "Why Me? What I Bring to the Iowa MBA." The winner received a scholarship package that will pay a little more than 50 percent of the program's tuition.

To be considered for the competition, participants had to be based in the U.S.; they had to have applied for admission to the full-time MBA program; they had to have registered for the competition, submitting a copy of a résumé; and they had to plan to attend the school's prospective student weekend in April.

Of the ten students who applied for the competition, the college chose seven to bring campus. A judging panel made up of Tippie faculty and administrators chose a winner based on five criteria: clarity of presentation, personality, persuasiveness, potential for success at Tippie, and adherence to the three-minute time limit. The school also reimbursed all or part of the finalists' travel expenses, based on those same criteria.

"We did this to get an up close look at our applicants," explains Paul Pinckley Sr., director of admissions and financial aid for the full-time MBA program. "The hope is also that once they see the campus and meet



the people, they'll fall in love with our school."

The second perk is aimed at graduates of Tippie's full-time MBA program. To encourage this group to return to campus, the school is offering a tuition discount for select courses in its part-time MBA. The discount amounts to US\$1,000 per course, or about half of the \$1,995 total cost per course. This discount is offered through the Tippie College's lifelong learning program, which includes expanded certificate and master's programs as well.

Alums who take advantage of the discount will have the opportunity to earn one of three five-course, 15-credit certificates in either marketing, finance, or leadership, explains Lisa O. Smith, Tippie's educational services coordinator. The school will apply up to six credits from their previous MBA coursework toward the certification. "We want to provide excellent service to our alumni as well as to our current students," says Smith. "Through these discounts, we want to provide incentives for our alumni to continue their educations and professional development."

tools of the trade

META SEARCH

The academic search engine **metaBUS** launched this summer after four years of development and testing by three founding institutions—the University of Calgary in Alberta, Canada; the Northern Alberta Institute of Technology in Edmonton; and Virginia Commonwealth University (VCU) in Richmond. The engine not only offers a huge collection of curated, published research findings, but also performs meta-analysis on the findings.

The team behind metaBUS has coded nearly 1 million journal findings dating back to 1980 in the fields of organizational psychology and human resources. Instead of manually finding, reading, and summarizing journal articles, users will be able to use metaBUS to create field-level summaries in real time by classifying metadata. It is free for registered users and includes some data from journal articles that are currently locked behind subscription paywalls.


According to the company announcement, "MetaBUS takes every scientific finding from every article over the last 25 years across all of the research journals in a field and tags them into a map of everything that has been studied by researchers around the world. By selecting any topic on the map, researchers can link to every article with data on that topic and see what else has been examined in relation to that topic. By selecting any two topics, researchers can instantly see a synthesis of all of the studies on that topic, and then explore differences by country of origin, gender, and so on."

The invention won the 2013 Digging Into Data Challenge, a grant program sponsored by research funders from around the world. It also was recognized by AACSB International as one of the top entries in its Innovations That Inspire initiative. Visit metabus.org.

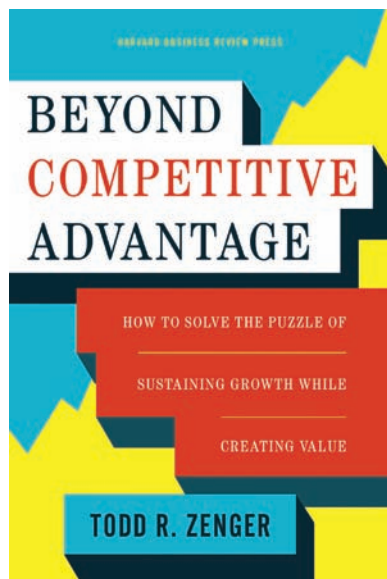
ANALYZING POLICY

The Wharton School of the **University of Pennsylvania** in Philadelphia has launched the free, nonpartisan, and interactive Penn Wharton Budget Model to allow policymakers and the public to understand the economic and fiscal implications of proposed policies in the U.S. The first available models will allow users to test more than 4,000 different Social Security combinations and 125 immigration policy combinations. Additional modules in development will relate to healthcare, criminal justice, education, retirement, housing, and tax reform. The Budget Model was developed by a team of former Congressional Budget Office and Treasury Department economists under the leadership of Kent Smetters, Wharton Boettner Professor and professor of business economics and public policy. Read more at www.budgetmodel.wharton.upenn.edu/. For video of Smetters discussing the Budget Model, visit youtu.be/SH6L9ufpmO4?t=16m10s.

STUDENT SHOWCASE

Merit, an online platform where schools can showcase their students' achievements, has introduced several updates. These include features that allow marketing officers to canvass colleagues throughout the institution for stories of student accomplishment, and then share those stories with donors, legislators, local media, and employers. The platform also has added marketing calendars to help users establish content timelines, and it has introduced free accounts for high school students who want to see the college stories of alumni from their schools. Visit www.meritpages.com. 





BEYOND COMPETITIVE ADVANTAGE

Most business leaders believe they will enjoy competitive advantage if they find and occupy a specific position in the marketplace, but Todd Zenger of the University of Utah insists that market position is just the beginning. Leaders need a “corporate theory” that will guide them in their ongoing quest for value creation; without it, their businesses will stagnate. According to Zenger, corporate theory consists of three parts: the *foresight* to predict how an industry will evolve; the *insight* to determine which company assets and resources create unique value for the firm; and the *cross-sight* to realize which company assets can yield complementary value. Walt Disney was one of the best corporate theorists, says Zenger, who includes a copy of Disney’s hand-drawn chart showing how the company’s movies, TV show, books, and theme parks would all reinforce each other’s power. Every business needs such a corporate theory, says Zenger, to act as “a narrative, an explanation, or even an image that reveals how a particular company can accumulate value or compose competitive advantages over time.” (Harvard Business Review Press, US\$35)

THE 100-YEAR LIFE



“A child born in the West today has a more than 50 percent chance of living to be over 105, while by contrast, a child born over a century ago had a less than 1 percent chance of

living to that age,” write Lynda Gratton and Andrew Scott of the London Business School. While extended longevity has profound effects on all components of our lives, from health to happiness, one of its most critical aspects will be the way it makes us rethink our finances. Gratton and Scott are convinced that we are nearing the end of the “three-stage life,” in which people segue from education to work to retirement. Instead, individuals will need to develop multi-stage lives, where they take breaks and sabbaticals as they learn new skills and embark on new careers. The authors also believe that people will be working longer—into their 80s—or they simply will not have enough money to live. These employment patterns will force corporations to retool their own hiring and retirement practices, a shift that will probably be slow and messy, the

authors predict. Even so, they’re excited about the future. They write, “With foresight and planning, a long life is a gift, not a curse.” (Bloomsbury, US\$28)

BUSINESS AND HUMAN RIGHTS



Dorothee Baumann-Pauly and Justine Nolan, both affiliated with the NYU Stern Center for Business and Human Rights, edited this collection of essays that considers what role

corporations should play in safeguarding human rights. Must they make a business case for ethical behavior and sustainable practices? What is their responsibility for protecting workers if a corrupt government does not enforce lax regulations? Contributors include academics from business, law, and political science, as well as leaders from businesses and NGOs. They recount details of workplace tragedies that occurred in Bhopal and Bangladesh and how these events led to changes in corporate policies. They explore the attitudes of top CEOs, such as Apple leader Tim Cook, who declares, “If you want me to do things only for ROI reasons, you should

get out of this stock.” The authors tend to see hopeful progress, but many obstacles ahead and few clear paths around them. “For sustained improvements to occur, a multiplicity of stakeholders must be involved,” writes Nolan. “The focus should be both on implementing practical industry-specific standards as well as refining an improved regulatory framework that may operate across sectors.” (Routledge, US\$170)

THE STARTUP CHECKLIST



Author and investor David Rose provides a comprehensive, common-sense, and easy-to-understand handbook on everything new entrepreneurs need

to know to launch startups with the potential for high growth. He covers the basics, such as writing a business plan or creating a “business canvas,” but he also gets into the details of finding financing, dividing equity, and working with lawyers. He’s not shy with his opinions: While he outlines the various possible business structures, he adds that launching a C corporation is the only se-

rious option in the real world. He notes that entrepreneurs could find out if anyone would buy their minimum viable product by advertising it online with a “buy now” button and seeing how many people click on it—even if there isn’t a product ready for sale. It’s an entertaining and helpful read. (Wiley, US\$32)

MANAGING IN THE GRAY



Difficult, messy problems with no clear answers are the ones that commonly fall on the desks of top managers. To solve them, leaders must do more than gather facts and perform analyses; they must draw on their “intelligence, feelings, imagination, life experience, and...sense of what really matters, at work and in life.” Harvard’s Joseph L. Badaracco proposes five essential questions that leaders can ask about any situation to help them determine what they must do: What are the net, net consequences? What are my core obligations? What will work in the world as it is? Who are we? What can I live with? He explores each question in turn, examining how it has been used by great philosophers and thinkers of the past and how it illuminates dilemmas and tragedies of the present. For instance, he notes that “the first great humanist question asks you to look directly at the ugly consequences. In particular, you have to look at outcomes that impose hardship and serious risk on innocent people.” It’s an outlook that is simultaneously sobering and uplifting. (Harvard Business Review Press, US\$35)

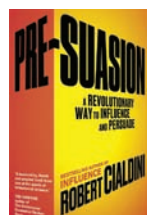
STREAMING, SHARING, STEALING

For 100 years, despite changes in technology and delivery methods, the entertainment fields of books, movies, and music each have been dominated by three to six major players who controlled both talent and distribution. But even though they’ve demonstrated their ability to weather intermittent upheav-



als, they’ve never faced concentrated concurrent assaults from multiple sources—until now, say Michael D. Smith and Rahul Telang, both of Carnegie Mellon. The authors list the range of changes ushered in by digital technologies: distribution channels with nearly unlimited capacity, global digital piracy networks, new low-cost production techniques that enable anyone to produce content, new powerful distributors such as Amazon and Apple, and advanced computing and storage facilities. This “converging set of technological and economic changes...together are altering the nature of scarcity in these markets, and therefore threatening to shift the foundations of power and profit in these important industries,” write Smith and Telang. The answer? “If the entertainment industries hope to prosper in the rapidly changing business landscape of the digital age, they will have to harness the power of detailed customer-level data and embrace a culture of data-driven decision making.” The rest of the book explains how. (MIT Press, US\$29.95)

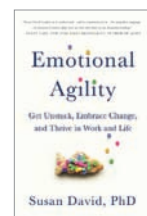
PRE-SUASION



If you want to convince people to buy a product or join an activity, the first thing you must do is create a “privileged moment” that predisposes them in your favor. For instance, scientists who asked shoppers to participate in a survey only successfully engaged 29 percent of those they approached—until they first led off with the question, “Do you consider yourself a helpful person?” Nearly everyone answered yes. When the next question was, “Will you participate in this survey?” 77.3 percent said yes, because they wanted to stay aligned with their “helpful” personas. Arizona State’s

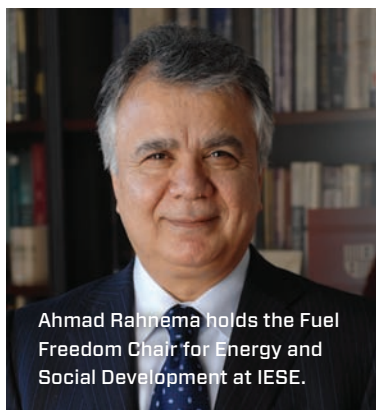
Robert Cialdini presents this and dozens of other examples of the preparatory work marketers, advertisers, and bosses can employ to persuade others to agree to a plan of action or behave in a certain way. He knows there are strong ethical questions to consider, and he devotes a chapter to them. But he also presents a fascinating and engaging glimpse into the world of persuasion, and it’s a lot more pervasive and evanescent than we might think. To get someone to consider your product or your proposal, he notes, “it’s not necessary to alter a person’s beliefs or attitudes or experiences. It’s not necessary to alter anything at all except what’s prominent in that person’s mind at the moment of decision.” (Simon & Schuster, US\$28)

EMOTIONAL AGILITY



What holds you back from achieving your dreams both at work and at home? Most likely, it’s you: your self-doubting thoughts, your habitual behaviors, your negative attitudes.

Harvard’s Susan David—a psychologist, coach, and consultant—presents evidence that people need to understand and work with their negative emotions while not letting old patterns dominate their lives. When they master that skill, which she calls emotional agility, “they are able to tolerate high levels of stress and to endure setbacks, while remaining engaged, open, and receptive.” She explores the four “essential movements” of emotional agility: showing up, stepping out, “walking your why,” and moving on. She backs each one with current behavioral research and field examples that include exercises she’s led for high-level executives. “Our raw feelings can be the messengers we need to teach us things about ourselves and can prompt insights into important life directions,” she writes. They’re not always welcome messengers, but they’re essential. (Avery, US\$27) **D**



Ahmad Rahnema holds the Fuel Freedom Chair for Energy and Social Development at IESE.



Yossie Hollander is chairman of the Fuel Freedom Foundation.

Fuel Partnership

A MOVE TOWARD FUEL DIVERSIFICATION

IESE BUSINESS SCHOOL of Barcelona, Spain, is partnering with the Fuel Freedom Foundation to create an international education program to reduce energy poverty in developing countries. The Fuel Freedom Foundation is a U.S. nonprofit working to make cleaner-burning fuels more available globally.

According to the International Energy Agency, 1.2 billion people around the world lack access to electricity and more than 2.7 billion do not have clean cooking facilities. More than 95 percent of these people are either in sub-Saharan Africa or developing Asia, and around 80 percent are in rural areas.

The Fuel Freedom Chair on Energy and Social Development at IESE Business School will bring together executives, policymakers, and community leaders to apply business cases to implement solutions to energy poverty. Research will examine how best to promote the alternative energy sources needed to supply power and electricity, transportation, agricultural fertilizer, and cooking fuels.

The initial phase of the chair's program will focus on sub-Saharan Africa with a program called EmPOWERING Africa. The first education session will be delivered in the 2016–2017 academic year to Kenya's business leaders and policymakers at Strathmore University's Business School in Nairobi, Kenya.

"Access to affordable fuels would create significant and positive change in developing nations and is achievable by fuel diversification," says Fuel Freedom chairman Yossie Hollander. "Ending energy poverty has been an elusive target, until now."

Credit for MOOCs

The primary function of massive open online courses (MOOCs) has been to make education more accessible to learners worldwide. But educators have long debated how those learners might use MOOCs as stepping stones into accredited degree programs. As a result, more institutions are creating ways for students to earn course credit for the MOOCs they complete. The latest is FutureLearn, the social learning platform owned by The Open University in the United Kingdom. It now will allow learners to take MOOCs for course credit toward degrees, including MBA programs, as well as professional qualifications and continuing professional development.

These MOOCs feature courses in 13 FutureLearn programs from nine institutions, including The Open University, the University of Leeds, the University of Birmingham, Middlesex University Business School, St. George's University of London, the National STEM Learning Centre, and the British Council in the U.K.; and RMIT University and Queensland University of Technology in Australia.

Learners still can take these courses for free. To earn credit, however, they must complete all courses in a program; each program consists of two to eight short courses. Learners also must pass a final assessment and pay for certificates of achievement in each course. The cost for each certificate ranges from £39 to £79 (about US\$50 to \$100) per course. The courses available are worth up to 30 U.K. academic credits at FutureLearn's partner institutions.

► For a list of all eligible courses, visit www.futurelearn.com/programs.



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Blockchain for Sharable Credentials

AS MOOCS AND OTHER credentialing platforms become more integrated into the educational landscape, one obstacle has been how to make sure sensitive information—such as educational histories and transcripts—can be securely transmitted online. A new collaboration between the MIT Media Lab's Learning Initiative at the Massachusetts Institute of Technology in Cambridge and enterprise software provider Learning Machine is focused on this problem. The partners have developed an open-source system for creating, sharing, and verifying educational credentials using blockchain technology.

The technology was first developed to create a secure environment for the exchange of the cryptocurrency Bitcoin. A blockchain refers to an online ledger of all transactions ever made within a computer

Blockchain will allow learners to share evidence of their achievements.

network. This digital ledger is available for anyone to view, and nothing on it can be erased. For anyone to add or change information to the network, all participants in that network must verify and approve those changes.

Because this information is widely distributed and tightly encrypted, this network is very difficult for any hacker to breach. For that reason, the underlying technology that supports Bitcoin promises to have far greater global implications than the cryptocurrency itself—especially in sectors that rely on trust and security to function.

Under the system developed by Learning Machine and MIT Media Lab, individuals can share educational certificates with anyone requiring official documents by sending a link. Blockchain verification, say project organizers, will allow learners to share publicly the evidence of their achievements, while still keeping that information secure. At the same time, it will allow employers to trust that the information applicants provide is truthful.

The partners note that the system will be enhanced over time to make it more useful for real-world adoption, particularly for encrypting documents that contain highly private information, such as academic transcripts.

“The first generation of students to grow up entirely during the Internet Age has started applying for college, and many admissions officers can share stories about applicants trying to text photos of their academic records,” says Chris Jagers, co-founder and CEO of Learning Machine. “The expectation, while seemingly humorous, conveys an honest impression about the way things should work. It should be that easy for people to share certified records directly with others and have them trusted as authentic.”

TRANSITIONS

Patrick Duparcq has been named dean of the Graduate School of Business at Nazarbayev University in Astana, Kazakhstan. He previously served as associate dean for executive programs and most recently served as interim dean of the school.

Emeric Peyredieu du Charlat has been named dean of Audencia Group in Nantes, France, effective this September. His main mission will be to steer #Audencia2020, the school's new strategic plan, which is built on innovation, corporate social responsibility, and finance. He was previously director of Groupe ESSEC's alumni association.

Andy Lockett is the new dean of Warwick Business School (WBS) at the University of Warwick in Coventry, U.K. During his time at WBS, Lockett has served as both associate dean and deputy dean, and he also has led the school's research agenda. Lockett began his new role August 1.

Mark Nelson has been named the 12th dean of the Johnson Graduate School of Management at Cornell University in Ithaca, New York. Nelson, who was most recently the Eleanor and George Landew Professor of Management, began his five-year term as the Anne and Elmer Lindseth Dean on July 1. He succeeds **Soumitra Dutta**, who will continue to serve as dean of the newly created College of Business, which integrates Cornell's Johnson School, School of Hotel Administration, and the Dyson School of Applied Economics and Management.

The Hong Kong University of Science and Technology (HKUST) has appointed **Kar Yan Tam** as dean of the School of Business and Management. Tam is one of the founding faculty members of the business school and has pioneered initiatives such as the Global Business Program and the Undergraduate Research Opportunities Program. Prior to this appointment, Tam most recently served as dean of students and associate provost at HKUST.

John C. Navin has been named dean of the Dicke College of Business Administration at Ohio Northern University in Ada. Navin, who most recently was dean of the School of Business at Southern Illinois University Edwardsville, replaces the retiring **Jim Fenton**, who has served as dean since 2005.

The University of Navarra in Barcelona, Spain, has appointed **Franz Heukamp** as the new dean of IESE Business School. Heukamp is a professor of decision analysis and associate dean for MBA Programs at IESE. He will replace current dean **Jordi Canals**, who has served at IESE for 15 years. Heukamp begins his new position September 1.

HONORS AND AWARDS

Thami Ghorfi, dean of ESCA Ecole de Management in Casablanca, Morocco, recently received the Africa Economy Builders Award, which recognizes individuals who contribute to Africa's economic growth. Ghorfi was honored for his school's contributions to research and education for African leaders and entrepreneurs. The school also has founded INSEAM, a consortium of 14 academic institutions that generates collaborative research focused on strengthening the African economy.

The Wharton-Jacobs Levy Prize for Quantitative Financial Innovation was awarded to Nobel Laureate **William F. Sharpe** at the Spring Forum of the Wharton School's Jacobs Levy Equity Management Center for Quantitative Financial Research, part of the University of Pennsylvania in Philadelphia. At the event, Sharpe discussed his work in returns-based style analysis, for which he received the prize, which comes with an award of US\$80,000. Sharpe is the STANCO 25 Professor of Finance, Emeritus, at Stanford University's Graduate School of Business.

Alex DeNoble, executive director at San Diego State University's Lavin Entrepreneurship Center and an SDSU professor of management, was presented with the International Council for Small Business' (ICSB) 2016–2017 Presidential Award at the organization's world conference in June.

BizEd has been honored with three awards in two recent competitions. The magazine won two golds in the 2016 EXCEL Awards sponsored by Association Media & Publishing, taking top honors in the categories of General Excellence and Best Redesign. The EXCEL Awards recognize excellence and leadership in nonprofit association media, publishing, marketing, and communications. The magazine also took home a Tabby given out by the Trade, Association, and Business Publications International. The silver award went to co-editor Tricia Bisoux for



Emeric Peyredieu du Charlat



Andy Lockett



Kar Yan Tam



John C. Navin



Franz Heukamp



Alex DeNoble

her editorial "Do You Love Us?," which appeared in the July/August 2015 issue. The Tabbies recognize excellence in editorial content and design in trade and association publications from around the world.

NEW PROGRAMS

The Smeal College of Business at **Pennsylvania State University** in University Park is launching a new master of professional studies in management and organizational leadership aimed at STEM students. The accelerated master's program is designed primarily for recently graduated baccalaureate students from technical, nonbusiness backgrounds.

New York University's Stern School of Business is expanding its MBA curriculum to include a specialization in financial technology, or fintech. The specialization—jointly launched by the finance department and the information, operations, and management sciences department—allows students to take electives from a menu of eight new courses. They will cover topics such as trading strategies, transaction security, data management, risk management, financial data analytics, mobile payments, entrepreneurial crowdfunding, and the

impact of digital currencies on the financial services industry. As part of the school's heightened focus on fintech, Stern faculty will facilitate a one-day challenge for innovators in New York City, urging them to think disruptively about the future of banks.

The Feliciano School of Business at **Montclair State University** in New Jersey is adding a fully online MBA program to its degree offerings. Online MBA students may pursue a general MBA or specialize in digital marketing, project management, marketing, or human resources management.

The McDonough School of Business at **Georgetown University** in Washington, D.C., is collaborating with Georgetown's Walsh School of Foreign Service to offer a one-year joint master of arts degree in international business and policy. The hybrid-delivery program will incorporate six residencies—four on the school's campus and two at locations overseas. The first overseas residencies will take place in Santiago, Chile, and Frankfurt, Germany. The program also will include two online courses and a social action field project of each student's choice.

COLLABORATIONS

Swiss biopharmaceutical company Debiopharm Group is donating several million Swiss francs over the next 15 years to **IMD** in Lausanne, Switzerland, to create a Debiopharm Chair in Family Philanthropy. The Debiopharm Chair is intended to increase the social and financial impact of family giving.

A US\$1.8 million grant from The J. Willard and Alice S. Marriott Foundation will help establish the J. Willard and Alice S. Marriott Center for Student Development and Engagement at **DePaul University's** School of Hospitality Leadership in Chicago, Illinois.

Grenoble Ecole de Management and **EMLYON Business School**, both in France, are partnering to form Alliance Lyon Grenoble Business School. The alliance, which will focus on innovation, entrepreneurship, growth, and new business, will launch in

September. Starting in September 2017, the schools plan to begin coordinating their faculty recruitment efforts, integrating their program portfolios, and engaging in joint international development.

Hanyang University, an engineering institute in South Korea, and the Purdue Research Foundation Office of Technology Commercialization at **Purdue University** in Lafayette, Indiana, have partnered to support the commercialization of each other's intellectual property.

IBM has partnered with eight universities to offer students a new cybersecurity training program involving the cognitive technology of the company's supercomputer, Watson. Students will work with IBM researchers to teach Watson to understand the nuances of unstructured security data, such as blogs. Participating institutions include California State Polytechnic University in Pomona, Pennsyl-

vania State University, Massachusetts Institute of Technology, New York University, the University of Maryland in Baltimore County, the University of New Brunswick, the University of Ottawa, and the University of Waterloo.

GIFTS AND DONATIONS

An anonymous source has given US\$1 million to **Husson University** in Bangor, Maine, to create a new interdisciplinary learning space for students enrolled at Husson's New England School of Communications and College of Business. The learning space will be a part of the Innovation Wing in Husson's proposed new College of Business building.

Washington University in St. Louis, Missouri, has received a US\$5 million commitment from George and Carol Bauer that will go toward establishing the Bauer Leadership Center at the Olin Business School. The center will support a number of courses and activities, such as leadership development courses and lifelong learning programs. The gift also will fund the establishment of the George and Carol Bauer Leadership Fellows Program.

NEW CENTERS AND FACILITIES

Florida International University (FIU) has announced the launch of StartUP FIU, which will consist of three incubators designed to serve diverse entrepreneurs from both the university and the community. The first will be a 10,000-square-foot space on the school's main campus, which is currently under renovation; the second will be Food FIU, a space for food entrepreneurs, which will be opened on its North Miami campus; the third will be developed in a commercial building in Miami's West End district. In addition, the school is starting an accelerator program that welcomes its first class of entrepreneurs in September.

Walsh College in Troy, Michigan, has created a custom learning space for training future cybersecurity professionals. The Cyber Lab offers realistic, hands-on opportunities to experience the security countermeasures faced in information technology environments. It includes workstations, virtualization screens, and threat maps pinpointing virus and malware infestations around the world. It also provides a "cloud" environment to provide penetration testing and defense deployment from anywhere in the world.

PROVIDENCE COLLEGE SCHOOL OF BUSINESS

CALL FOR PAPERS

2017 Ruane Award for Business Education Innovation

The Ruane Award of Providence College School of Business' Business Education Innovation Center helps:

- ❖ emphasize the importance of innovation in business education,
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- ❖ raise faculty awareness of our nation's best business education innovation practices, and
- ❖ reward faculty for business education innovation research through the \$5,000 cash award.

Submissions are due by **Oct. 15, 2016**, and must be submitted through the BEIC website at Providence College:
<http://business.providence.edu/ruane-award-for-business-innovation/>

 PROVIDENCE COLLEGE | BUSINESS EDUCATION INNOVATION CENTER

Audencia Business School in Nantes, France, recently opened its Cooperative Center for Studies in Ivory Coast in partnership with the Institut National Polytechnique Félix Houphouët-Boigny (INP-HB) in Yamoussoukro, Côte d'Ivoire, Africa. The schools will develop joint programs, foster joint research projects, and promote student and faculty mobility between institutions.

OTHER NEWS


In May, global scientific publisher **Elsevier** announced its acquisition of the **Social Science Research Network** (SSRN), a scholarly research preprint repository based in Rochester, New York. Elsevier plans to continue to develop SSRN in conjunction with Mendeley, a London-based free reference manager and scholarly collaboration network that it also owns. SSRN members will have access to the Mendeley technology platform, collaboration network, researcher profiles, person-to-person communications, and library management tools.

Founded in 1994, SSRN now has 2 million members and a database of 671,000 paper abstracts.

Two endowed faculty chairs have been established at the Rady School of Management at the **University of California San Diego**: the Dr. Harry M. Markowitz Endowed Chair in Finance and Investing and the Duane A. Nelles Jr. Endowed Chair in Corporate Governance. The chairs were funded in part through the Rady Family Foundation.

The **Center for Creative Leadership**, a global provider of leadership development, has partnered with the Apollo Education Group to deliver Frontline Leader Impact, a six-week online leadership development program for entry-level managers. The course focuses on six competencies: self-awareness, political savvy, learning agility, influencing outcomes, communication, and motivating others. The partners have posted more information at www.ccl.org/frontline.

In June, **Levi Strauss & Co.** (LS&Co.) launched a new annual fellowship program for socially and environmentally conscious entrepreneurs in the apparel industry. Called the LS&Co. Collaboratory, the program is based on a curriculum designed by the Aspen Institute for its Business & Society Program. For information, visit www.levistrauss-collaboratory.com.

The **CFP Board Center for Financial Planning**, in collaboration with TD Ameritrade Institutional, has announced the first in a series of Best Paper Awards that will be presented at the center's inaugural Academic Research Colloquium for Financial Planning and Related Disciplines in Washington, D.C., on February 7-9, 2017. The TD Ameritrade Institutional Best Paper Award for Behavioral Finance will recognize papers that bring psychological insight into human behavior and decision making with implications for financial planning practice. The award carries with it a US\$2,500 cash prize. 

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**Dean of the Faculty of Business Administration,
Bilkent University**

Bilkent University is seeking applications and nominations for the position of the Dean of the Faculty of Business Administration (FBA).

Bilkent is a non-profit foundation university supported by its own endowment and is one of the best-known Turkish universities. In recent rankings, it is listed 28th in Times Higher Education's 100 under 50 of the world's young universities and 41st in Times Higher Education's list for emerging economies. The language of instruction is English. Bilkent is a vibrant international community with faculty members from 40 different countries. It is a safe campus university, 15 kilometers away from the center of Ankara. The university has its own symphony orchestra, plays, and art exhibitions on campus, and restaurants, cafes, a shopping mall, and movie theatres in the vicinity. For further information: <http://w3.bilkent.edu.tr/bilkent/>.

FBA has been AACSB-accredited since 2006 and is the first business school to attain this in Turkey. It has five programs: undergraduate, MBA, MS, Ph.D., and Executive MBA. FBA accommodates about 1,200 students with an increasing percentage of international students. FBA has produced about 4,500 graduates with many alumni in prominent positions. The functional areas of Marketing, Organizational Studies and Management, Finance and Accounting, and Operations Research and Decision Sciences compose a single department. Scientific and Research Council of Turkey ranked Bilkent FBA as the leader among the universities in all business related areas with respect to the number of publications between 2004 and 2014. For further information: <http://www.man.bilkent.edu.tr/index.php/home>.

Requirements

The Dean is expected to have a distinguished academic record corresponding to that of a full professor at Bilkent University. The successful candidate will be an exceptional leader with excellent interpersonal skills and a vision for a faculty with diverse interests. The university administration is receptive to new ideas and the vision the Dean is expected to bring. There is opportunity of hiring at the junior and senior levels in FBA, with an eye towards both advancement of scholarly activity and creation of new or modified academic programs. International faculty candidates are also encouraged to apply, as speaking Turkish is not a requirement for this position.

Compensation: Salary is competitive and commensurate with qualifications. The university offers a generous benefits package including on-campus housing, health and retirement benefits as well as subsidized private school for faculty members' dependents in the K-12 levels leading to an IB degree.

Evaluation of applications and nominations will begin in September 2016 and will continue until the position is filled. Applications, accompanied by complete curriculum vitae, should be sent to Professor Güliz Ger (Chair of the FBA Dean Search Committee), ger@bilkent.edu.tr, to initiate confidential screening.

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Dean of School of the Adnan Kassar School of Business

The Lebanese American University (www.lau.edu.lb) invites applications and nominations for the position of Dean of the Adnan Kassar School of Business (AKSOB). The Lebanese American University is a leading higher education institution in the Middle East operating on two campuses, Beirut and Byblos, and enrolling more than 8000 students. The University is chartered by the Regents of the State University of New York and accredited by the New England Association of Schools and Colleges (NEASC). The School of Business is one of the oldest and most reputable of the region, enrolls over 3,000 students on both campuses and offers undergraduate, graduate and professional programs.

POSITION SUMMARY

The Dean of Business AKSOB will be the chief academic officer of the School and will be responsible for all matters relating to academic leadership and administration including overseeing of academic programs, faculty, staff and students on both the Beirut and Byblos campuses. The Dean will set standards of intellectual engagement and accomplishment for the School and will provide strategic vision and operational leadership to all aspects of the academic and professional programs, creating an environment that supports the School's faculty and its students.

The candidate must be able to build on LAU's fine record in business education and lead the School, which has recently gained AACSB accreditation, towards further recognition as a world-class provider of quality business education in the MENA region. The Dean should have a commitment to liberal arts education, a compelling, strategic vision and long-term goals for the School, in addition to proven implementation skills.

The Dean reports to the Provost and serves as a voting member on the Council of Deans and Ex-Officio member on other University councils.

REQUIRED QUALIFICATIONS

Candidates are expected to have:

- an earned doctorate degree from a reputable university in one of the disciplines of the School
- a distinguished research and academic record
- a proven record of administrative leadership
- experience in strategic planning and accreditation
- a proven record of managerial and budgetary know-how
- a proven record of academic program development
- a proven record in recruiting and retaining a diverse population of faculty, students and staff
- an administrative style that demonstrates commitment to shared governance
- a strategic, innovative and forward thinking leadership style
- an innovative approach to teaching and learning assessment and familiarity with information technology innovations for higher education
- a track record of successful collaboration with the business community
- a record reflecting high personal integrity and ethical standards

The following additional qualifications are desirable:

- a track record of successful fundraising and grant generation
- experience in academic or professional practice in Lebanon or the Middle East

APPLICATION DETAILS

Applications should include:

- a letter outlining the applicant's background, qualifications and vision for this position
- a curriculum vitae
- names of five referees with contact details

Review of applications will continue until January 20, 2017.

Please send documents in electronic form to the Search Committee for Dean of the AKSOB at searchdean.aksob@lau.edu.lb.



H A R V A R D | B U S I N E S S | S C H O O L

FACULTY POSITIONS

To be considered, education and research/professional experience/expertise are required in at least one of the following units:

Accounting and Management: financial reporting and analysis, management accounting, performance measurement, and management control systems. Closing date: 14 November 2016.

Business, Government and the International Economy: economic, political, and legal environment in which business operates. Closing date for applicants completing or having completed a Ph.D. in political science with research interests in international political economy or comparative political economy: 1 October 2016 (indicate "Tenure-Track Position: Political Science" on application). Closing date for applicants completing or having completed a Ph.D. in history with research interests in history of capitalism, public policy, democratic governance, economic development, and/or political economy: 7 November 2016 (indicate "Tenure-Track Position: History" on application). Closing date for applicants completing or having completed a Ph.D. in economics, especially with research interests in macroeconomics, international trade and finance, public economics, political economy, environmental economics and/or development: 15 November 2016 (indicate "Tenure-Track Position: Economics" on application).

Entrepreneurial Management: entrepreneurial leadership and organization; emerging industries and technologies; innovation; or financing ventures and growth. Closing date for applicants with background in management, organization theory, sociology, psychology, or strategy: 30 October 2016 (indicate "Entrepreneurship (MOS)"). Closing date for applicants with background in economics or finance: 27 November 2016 (indicate "Entrepreneurship (ECF)").

Finance: corporate finance, capital markets, investments, behavioral finance, corporate governance, and financial institutions. Closing date: 28 November 2016.

Negotiation, Organizations and Markets: negotiation, decision making, behavioral economics, incentives, the motivation and behavior of individuals in organizations, and the design and functioning of markets. Closing date for applicants with a background in judgment and decision making, negotiation, social psychology, and/or organizational behavior: 7 October 2016 (indicate "NOM - Behavioral Sciences"). Closing date for applicants with a background in economics: 20 November 2016 (indicate "NOM - Economics").

Organizational Behavior: micro- and macro- organizational behavior, leadership or human resources management. The unit welcomes diverse theoretical and disciplinary perspectives, including organizational behavior, organization studies, human resource studies, industrial relations, sociology, psychology, economics, and networks, among others. Closing date: 30 September 2016.

Strategy: competitive strategy, corporate strategy, global strategy, firm organization and boundaries, strategy and technology, strategy implementation and process, non-market strategy, and the economics of competitive interactions. Closing date: 4 November 2016.

Technology and Operations Management: operations management in manufacturing and service contexts, digital operations and analytics, new product development, economics and management of technological innovation, supply chain management/logistics, or economics of information technology. Candidates should submit a current curriculum vitae and a job market paper abstract by 7 October 2016. A complete job packet is due by 11 November 2016.

Harvard Business School recruits new faculty for positions entailing case method teaching at the graduate and executive program levels. Applicants for tenure and tenure-track positions should have a doctorate or terminal degree in a field specified above, or related discipline, by the time the appointment begins and strong demonstrated potential and interest to conduct research at the forefront of their fields.

Candidates should submit a current CV, copies of publications and current working papers, description of courses taught, and three letters of recommendation. Materials should be submitted online to: <http://www.hbs.edu/research/faculty-recruiting>. Materials that can only be submitted in hard copy may be sent to the address below.

Harvard Business School, Faculty Administration, Attn: UNIT NAME Application, Morgan Hall T25, Soldiers Field Road, Boston, MA 02163.

Recommenders may submit letters directly at: www.hbs.edu/research/faculty-recruiting.

We are an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO
Bryan School of Business and Economics

ACADEMIC POSITIONS FOR FALL 2017

The Bryan School of Business and Economics at the University of North Carolina at Greensboro invites applications, expressions of interest, and nominations for the following positions:

Assistant Professor of Sustainable Tourism and Hospitality

Assistant/Associate Professor of Accounting

Assistant/Associate Professor of Management

DHG Term Professor and Department Head of Accounting and Finance

Professor and Department Head of Information Systems and Supply Chain Management

The **Bryan School** has over 3,650 undergraduate and graduate students and more than 100 full- and part-time faculty members housed in six departments and programs. Accredited in both business and accounting by AACSB, the Bryan School is the recipient of many rankings, honors and accolades. The faculty and students are both impressive. For example, in 2015 the faculty members averaged 2.22 peer reviewed journal articles, published eight books, and occupied 57 editorial positions with journals (editor, associate editor, guest editor, or editorial board member). Students have traditionally performed well in national and regional competitions. The School takes great pride in being the most diverse business school in the UNC system. More information about the School may be found at the following URL: <http://bae.uncg.edu>.

UNCG was one of the three original institutions in the University of North Carolina system (Chapel Hill and NC State were the others). Classified as a high research activity university, UNCG is also committed to high quality teaching to its more than 19,500 students in seven colleges and schools.

For more information or to apply, interested individuals should send application materials electronically to our website: <https://jobsearch.uncg.edu>. Screening of applications will continue until the position is filled.

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Contact
debbie.wiethorn@aacsb.edu
for more information.



One study finds that only

34%

of business PhD programs formally train candidates to teach, even though roughly

50%

of a professor's work is devoted to teaching, say James Bailey and Roy Lewicki.

READ MORE IN "THE CASE FOR DOCTORAL REFORM" ON PAGE 38.

UNDERSTANDING BREXIT

"The British exit from the E.U., or 'Brexit,' did not come out of the blue," writes Angus Laing, dean of Lancaster University Management School in the U.K. "It came from a wellspring of discontent, indeed of anger. Often incoherent, often inarticulate, it is nevertheless real. It is the lived experience of those for whom globalization, the tech revolution, financial capitalism have not worked."

▶ READ LAING'S OP-ED "BREXIT; BUSINESS SCHOOLS, AND RESPONSIBILITY" IN THE "YOUR TURN" SECTION AT WWW.BIZEDMAGAZINE.COM.



A TIME FOR INNOVATION

"Business education now finds itself not in a period of maturity, but in a period of deep-rooted change and widespread disruption," says Santiago Iñiguez, dean of IE Business School and AACSB's 2016–2017 board chair.

READ "THE NEXT PHASE OF BUSINESS EDUCATION" ON PAGE 50.

\$54,900 → \$78,300

That's how much salaries have increased for adjunct faculty at business schools, in U.S. dollars, between 2005–2006 and 2015–2016. In that same period of time, the percentage of faculty consisting of adjuncts rose from 12 percent to 18.3 percent.

SEE "ADJUNCTS BY THE NUMBERS" ON PAGE 33.

CONTINUOUS IMPROVEMENT

"When faculty members see that their activities enhance engagement, innovation, and impact, they realize that accreditation-related initiatives are genuine attempts to improve business education," writes Michael S. Wilkins, who helped implement a system that tracks faculty's intellectual contributions at Trinity University's School of Business in San Antonio, Texas. "Since we have implemented our Tracking Record, faculty appear more engaged in the accreditation process and more familiar with the standards."

READ "TRACK RECORD" ON PAGE 62.

WHEN DEANS BECOME PRESIDENTS

"As a former dean, I bring a good dose of reality to the business side of the university, in every area from financial aid to purchasing," says Ali Malekzadeh of Roosevelt University in Chicago. "I keep an eye on the budget, and I keep an eye on the *pressures* on the budget."

READ "STEPPING UP" ON PAGE 45.

ETHICS IN THE ARAB WORLD

"We cannot teach business ethics in Morocco, or anywhere in the Arab world, in the same way business schools in other countries teach it," writes Thami Ghorfi of the ESCA Ecole de Management in Casablanca. "We must explore the negative impact that smaller unethical behaviors can have on the lives of citizens and the processes that will help put an end to such actions."

▶ READ GHORFI'S OP-ED "HARNESSING THE POWER OF BUSINESS EDUCATION IN THE ARAB WORLD" IN THE "YOUR TURN" SECTION AT WWW.BIZEDMAGAZINE.COM.

THE SPEED OF LEARNING

"Velocity refers to both speed and direction; applied to education, it indicates the pace at which students learn, and the outcomes—good or bad—that result," notes Martin Binks, former dean of Nottingham University Business School in the U.K. "It might usefully be repackaged as a question: How rapidly are our students approaching the point at which they have the skills required for life after graduation?"

READ BINKS' OP-ED, "LEARNING VELOCITY: FROM ZERO TO HERO" IN THE "YOUR TURN" SECTION OF WWW.BIZEDMAGAZINE.COM.

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