BizEd

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THROUGH IMMERSIVE HANDS-ON LEARNING EXPERIENCES **P. 20**

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GUIDELINES FOR AUTHORS

BizEd welcomes article submissions of between 1,500 and 3,000 words from recognized authorities in their fields on topics and trends important to management education. Because *BizEd* is not an academic publication, we prefer articles written in a descriptive, provocative, and journalistic style, rather than in a scholarly tone. Submissions are reviewed by *BizEd*'s editors and Advisory Council; publication decisions will be made within six weeks of submission. Accepted articles will be edited to conform to *BizEd*'s format.

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

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

Submit materials to *BizEd* by email to BizEd.editors@aacsb.edu or by mail to *BizEd*, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602. To contact Tricia Bisoux, email Tricia.Bisoux@aacsb.edu or call +1-314-579-9176. To contact Sharon Shinn, email Sharon.Shinn@aacsb.edu or call +1-314-961-0677.

Eau de Education

COULD I DESCRIBE a specific scent that evokes my undergraduate days at Northwestern University? It would be compounded partly of snow, partly of the mossy smell that clings to old stone buildings, and partly of the lilacs that bloom so late in the season that the school year is almost over. Underneath all that would be the ineffable aromas of late nights, new friendships, Big Ten sports, and the wind blowing off Lake Michigan.

What if there were a way to bottle up those memories? A few years ago, perfume designer Katie Masik—who says she has always been "fascinated by the scientific link between scent, memory and emotion"—started distilling the very essence of the collegiate experience. She relies on components such as "school colors, campus style, flowers and trees, traditions and locations" to create men's and women's perfumes designed to be unique to specific schools. Masik Collegiate Fragrances (masik.com) has created signature scents for 20 institutions, including Penn State, Florida State, Louisiana State, the University of Tennessee, and Virginia Tech. One sniff, and the alum is instantly back at the alma mater.

While Masik uses scent to recapture memorable student experiences, business schools are relying on a host of other techniques to create those unforgettable experiences in the first place. They're investing in innovative residential options, new learning spaces, and expanded career development activities to give students every advantage—and to ensure that students succeed both while they're on campus and once they enter the workforce.

In this issue, we take a closer look at some of those new places and programs. In "Live and Learn," we visit living-learning communities at three schools—residential colleges where students don't just sleep at night, but take classes during the day. Some of these LLCs even incorporate makerspaces that are open around the clock. Research suggests that students who join LLCs are more confident and engaged, with the result that more schools are adding such communities to their dorm options.

In "Learning Beyond Four Walls," we explore new programs and learning spaces designed to tap more directly into the learning style of younger students. Unlike members of past generations, who were accustomed to lecture-style courses, millennial and Gen Z learners are primed to be more interactive and technologically connected. They want educational experiences that require them to dive into problems and engage with perspectives beyond their own.

Other schools are enhancing the student experience through carefully structured career development programs. At Kansas State, students must participate in activities designed to give them professional polish. At the University of Tampa, the school focuses on leadership coaching programs to help students pick the careers that are right for them. Read more in "Future Focused."

The educational experiences on offer today could inspire a whole new perfume in the Masik line, one that conjures up memories of entrepreneurship, leadership, and innovation. Students will be able to draw on those memories—and those benefits—throughout their entire careers.

Sharon Shinn
Co-Editor

Innovations in Undergraduate Business Education

Rutgers Business School
Livingston Campus

Oct. 16-18, 2017

Register:
business.rutgers.edu/innovation-conference

TOPICS

- Business schools as anchor institutions

- Challenges to improving the student experience

- Assessment and assurance of learning

- Outlook for undergraduate business education

- Certification programs - industry-valued credentials

FEATURED SPEAKERS

Daniel Schulman, chief executive officer, PayPal; and Chairman, Symantec

Jagdish Sheth, Ph.D., named "Outstanding Educator" twice by Sales and Marketing Executives International; and co-author of *The Business School in the Twenty-First Century: Emergent Challenges and New Business Models*

David Miller, **Ph.D.,** Director of the Princeton University Faith & Work Initiative; and ethical adviser to Citigroup senior management

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business.rutgers.edu/innovation-conference

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calendar

AACSB events

CONFERENCES

SEPTEMBER 24–26
Annual Accreditation Conference
(#AACSBaccreditation)
Pittsburgh, Pennsylvania

OCTOBER 16–18
Europe, Middle East, and Africa
Annual Conference (#AACSBemea)
St. Julian's, Malta

OCTOBER 23
Best Practices Speaker Series
(delivered in Spanish)
Buenos Aires, Argentina

OCTOBER 25–27
Asia Pacific Annual Conference
(#AACSBap)
Seoul, South Korea

NOVEMBER 6–8
Associate Deans Conference
(#AACSBassocdeans)
New Orleans, Louisiana

NOVEMBER 9
Diversity and Inclusion Summit
(see inset)

FEBRUARY 7–9
Deans Conference
(#AACSBdeans)
Las Vegas, Nevada

SEMINARS

SEPTEMBER 23
Continuous Improvement Review A
Pittsburgh, Pennsylvania

SEPTEMBER 26–27
Business Accreditation A
Krakow, Poland

OCTOBER 2–3
Business Accreditation A
Portland, Oregon

OCTOBER 4
Impact Forum A
Portland, Oregon

OCTOBER 10–11
Assurance of Learning I A
Tampa, Florida

OCTOBER 12–13
Assurance of Learning II A
Tampa, Florida

OCTOBER 19
Quality Assurance Professionals
Workshop A
St. Julian's, Malta

OCTOBER 19–20
Assurance of Learning I A
St. Julian's, Malta

OCTOBER 23–24
Leading in the Academic Enterprise®
Series: Strategic Thinking and
Creative Problem-Solving P
Tampa, Florida

OCTOBER 24–25
Associate Deans P
Assurance of Learning I A
Seoul, South Korea

OCTOBER 25
Continuous Improvement Review A
Seoul, South Korea

NOVEMBER 5–6
Lessons for Aspiring Deans P
New Associate Deans P
New Orleans, Louisiana

NOVEMBER 6–7
Business Accreditation A
Beirut, Lebanon

NOVEMBER 8
Strategic Management A
Byblos, Lebanon

NOVEMBER 9–10
Assurance of Learning I A
Beirut, Lebanon

NOVEMBER 27–28
Business Accreditation A
Hangzhou Zhejiang, China

NOVEMBER 29–30
Assurance of Learning I A
Hangzhou Zhejiang, China

NOVEMBER 30–DECEMBER 1
Online and Blended Education O
Tampa, Florida

JANUARY 22–23
Assurance of Learning I A
Tampa, Florida

JANUARY 24–25
Assurance of Learning II A
Tampa, Florida

SEMINAR CATEGORY KEY:

A Accreditation, Quality Assurance & Impact
P Professional Development
O Pedagogy Development & Online Learning
C Curriculum Development Series

NOVEMBER 9 *New Orleans, Louisiana*
Diversity and Inclusion Summit: From Awareness to Action
(#AACSBconnects)
This summit is designed for those who wish to create more diverse
and inclusive student bodies, faculties, and organizations. The event
will be held following the Associate Deans Conference.

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

other events

SEPTEMBER 18–24
CEEMAN Annual Conference
Chengdu and Hangzhou, China
www.ceeman.org

OCTOBER 17–19
CLADEA Annual Assembly
Riverside, California
www.cladea.org/eventos

OCTOBER 22–25
EMBA Council Conference
Seattle, Washington
embac.org/conference.html

OCTOBER 31–NOVEMBER 3
EDUCAUSE Annual Conference
Philadelphia, Pennsylvania
events.educause.edu

NOVEMBER 1–3
GBSN Annual Conference
Washington, D.C.
gbsn.org/2017dc

NOVEMBER 7–8
Partners in Business Ethics
University Park, Pennsylvania
www.smeal.psu.edu/2017PBE

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The Cost of College

THE DOWNSIDE OF MORE FEDERAL FUNDING FOR HIGHER ED

AS UNIVERSITY TUITION continues to rise around the world, economists, analysts, and government agencies are looking at what factors contribute to the costs and what steps can be taken to help students afford to pursue higher education.

In the U.S., the link between federal aid and college affordability is the subject of a study conducted by Mark J. Warshawsky, a senior research fellow at George Mason University's Mercatus Center in Arlington, Virginia.

In a series of charts available through the center website, he shows that average tuition and fees for undergraduate studies have increased more than threefold from 1980 to 2014, while federal and state grants and loans have grown from just over US$50 billion in 1994 to $170 billion in 2014. These figures, along with studies from other researchers,

indicate that increased federal support for higher education leads to "a significant increase in tuition and decrease in institutional aid," he suggests.

He also notes that "some students, particularly from nontraditional backgrounds, seem to have been harmed by the increase in federal funding of student loans. They have not seen increases in their incomes as workers, have often not completed their education, are more likely to default on their loans, and miss out on job-related income and training."

Warshawsky concludes, "Further increases in federal support for higher education are not needed, and indeed are likely to be counterproductive, because they lead to higher tuition for all students. The resultant increase in tuition, decline in average student quality, and increase in student loan defaults should lead policymakers to question whether the massive increase in federal support for higher education is achieving its goals. A robust parallel system of on-the-job training, apprenticeships, and youthful practical work experience is needed, supported by changes in federal laws and regulations."

While Warshawsky focuses on the situation in the U.S., other researchers examine the cost of college tuition around the world. A new policy paper from the Global Education Monitoring (GEM) Report and the International Institute for Educational Planning (IIEP) at UNESCO analyzes global trends and offers a series of measures designed to make higher education more accessible to all.

According to the study, the number of university-level students doubled to 207 million between 2000 and 2014, making it difficult for both governments and families to bear the cost of higher education. Only 1 percent of the poorest individuals have spent more than four years in higher education, compared to 20 percent of the richest. Disadvantaged groups also miss out. For example, in Mexico less than 1 percent of the indigenous population pursues higher education; in China, rural youths are seven times less likely to attend university than urban teenagers.

Access to higher education is greater in wealthy countries. In the poorest nations, only 8 percent of young adults are enrolled; in the richest, 74 percent. Gender disparities are more extreme in

poor countries, as well. In 2014, women made up only 30 percent of the bachelor's degree students in low-income countries.

Families often end up paying the costs of higher education, especially in high-income countries. Across 26 countries in Europe, households paid for 15 percent of higher education in 2011; that figure was 40 percent in Australia, 46 percent in the U.S., 52 percent in Japan, and 55 percent in Chile.

UNESCO, a U.N. organization with responsibility for higher education, advises governments to institute policies aimed at helping the disadvantaged pay for higher education, such as low tuition fees, need-based scholarships, and loan repayments adjusted according to income. The paper presents a range of examples showing how different countries are expanding higher education offerings to achieve greater equity.

The paper also makes these six recommendations: Make sure those who need help the most are getting it; guarantee equity and affordability in regulatory frameworks; establish national agencies to ensure equal opportunities; use different admissions criteria to respond to different individuals' needs; establish an agency to coordinate different forms of student aid, such as loans and grants; and limit student loan repayments to less than 15 percent of a family's annual income.

207 million

The number of university-level students in the world in 2014

▶ **Find "Increased Federal Funding for Higher Education Produces Adverse Effects" at www.mercatus.org/ publications/increased-federal-funding-higher-education-produces-adverse-effects. Find "Six Ways to Ensure Higher Education Leaves No One Behind" at en.unesco.org/gem-report.**

Nudged Toward Financial Aid

One problem with financial aid: students don't always complete necessary forms. But a new study shows that providing students with concrete planning prompts to complete the Free Application for Student Aid (FAFSA) in the U.S. can increase college enrollment by as much as two percentage points. Researchers at the University of Virginia, Harvard University, the University of Pittsburgh, and West Point assessed the impact of a national financial aid nudge campaign that reached 450,000 high school seniors through the Common Application. The study, "Nudging at a National Scale," determined that actionable prompts that encouraged students to identify a specific day and time to work on the financial aid form resulted in increased college enrollment rates; these were especially effective for first-generation students.

▶ **Read the study at curry. virginia.edu/uploads/ resourceLibrary/55_Nudging _at_a_National_Scale.pdf.**

The Economic Impact of Immigration

THE VOLATILE POLITICAL climates in some regions of the world have sent millions of people traveling to other countries to seek safe haven. Such widespread movement of population, however, has spurred great debate about whether some nations should decrease the number of immigrants crossing their borders. One survey of Europeans from ten E.U. countries, conducted by the U.K.-based research firm Chatham House, found that a majority of respondents would like their governments to put a halt to immigration from Muslim-majority countries. Similarly, a recent Gallup poll of Americans found that 38 percent of those surveyed would like to see the U.S. place further limits on immigration.

Much of this sentiment is driven by citizens' fear for their safety in light of recent terrorist attacks in Europe and elsewhere. But according to two working papers, the long-term impact of immigration on a country's economic well-being is substantially positive:

■ The authors of one paper studied the impact of immigration by measuring the rate of "foreign-born enterprise" and economic growth in the tech sector that occurred after the influx of immigrants to the U.S. from 1880 to 1940. The scholars include Ufuk Akcigit, assistant professor of economics, and John Grigsby, doctoral student in economics, at the University of Chicago in Illinois; and Tom Nicholas, professor of business administration at Harvard Business School in Boston, Massachusetts.

Akcigit, Grigsby, and Nicholas focused on whether technology sectors where immigrant-driven patents were more prevalent from 1880 to 1940 experienced greater growth between 1940 and 2000 than other regions. They note that "immigrant inventors were noticeably absent from Southern states, perhaps because such places were less likely to be open to disruptive ideas and intolerant of social change."

The team found that foreign expertise leads to a greater number of patents and research citations over the next 60 years. Immigrant inventors were 9 percent more productive, in terms of number of patents, than native-born inventors. In turn, the sectors where they focused their work experienced higher levels of growth than other sectors. At the same time, the income for immigrant inventors was 5 percent lower than that for native-born inventors.

■ A second paper examines immigration to the U.S. that occurred from 1860 to 1920. Its co-authors include Nathan Nunn, professor of economics at Harvard University; Nancy Qian, professor of managerial economics and decision sciences at Northwestern University's Kellogg School of Management in Evanston, Illinois; and Sandra Sequeria, lecturer in development economics at the London School of Economics and Political Science in the U.K.

Nunn, Qian, and Sequeria took two factors into account: weather patterns in Europe and the extension of the railroad system in the U.S. The researchers found that immigration to the U.S. was highest during a weather-related crisis in Europe, such as a drought. U.S. counties connected to the railway system just before a weather shock in Europe experienced greater immigration, because immigrants were more likely to go where the railway traveled. Counties not connected to the railway until after such a shock experienced less immigration. These factors, largely out of the control of the immigrants or the regions where they settled, allowed the researchers to simulate a randomized controlled trial.

The researchers found that residents who today live in counties that experienced median levels of immigration during the time frame of the study enjoy 20 percent higher average incomes than those living in counties that experienced no earlier immigration. Counties with median levels of immigration also had 3 percent lower rates of poverty and unemployment. Greater levels of immigration also led to more innovation as measured by a greater number of patents.

Short-term effects also were largely positive. Counties with median levels of immigration saw a 50 percent average increase in manufacturing output per capita by 1920, and up to a 58 percent increase in farm values by 1930. Literacy and educational levels decreased, given that many immigrants did not speak English, but improved over time.

Both studies suggest that efforts to decrease immigration could result in decreased innovation and prosperity. "It's entirely understandable why any population, any community, would be concerned by a large influx of people who are very different from them," says Qian in *Kellogg Insight*. "But at least in the United States, we have no evidence of adverse effects, either economically or socially."

▶ **"Immigration and the Rise of American Ingenuity" is free to download for subscribers of the National Bureau of Economic Research at www.nber.org/papers/w23137. "Migrants and the Making of America: The Short- and Long-Run Effects of Immigration During the Age of Mass Migration" is available at scholar.harvard.edu/files/nunn/files/nunn_qian_sequeira_immigrants.pdf.**

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Easier Test? No, Says GMAC

DESPITE RISING SCORES, the Graduate Management Admission Test (GMAT) is not getting any easier, according to a white paper distributed in June by the Graduate Management Admission Council (GMAC). The paper indicates that changing demographics largely explain a trend of higher scores.

According to the paper, the test is used by more than 6,500 business programs worldwide to assess the 200,000 candidates who submit scores as part of their applications. The white paper notes that, in recent years, "the average GMAT exam score of the admitted class at leading graduate business programs has risen, raising questions about the integrity of GMAT exam scores and whether the GMAT exam is getting easier."

To determine if GMAT scores had risen or remained stable, GMAC researchers compared scores across five demographic dimensions: citizenship, residence status in the country of citizenship, gender, undergraduate study major, and age. The organization pulled data from testing years 2011 to 2015 for the eight countries that account for 80 percent of global testing volumes. These include the United States, Canada, France, Germany, the United Kingdom, China, India, and South Korea.

Once average scores were calculated for each segment and testing year, the organization calculated a new average score for 2016 candidates, using the distribution of candidates across the same five dimensions. The conclusion? That "shifts in underlying candidate demographics have had a small, but predictable, impact on calculated average scores."

The paper also notes the effect of the recently introduced score preview feature, which allows test takers to choose which scores a school can see. This means a greater number of higher scores are being reported, while lower ones are canceled. Candidates with lower scores may "decide to target different programs, retake the exam, or opt out of the application process altogether," the report suggests.

The paper predicts that the cycle of rising scores eventually will break. In the meantime, it suggests, business schools will need to "effectively communicate the role that standardized assessments like the GMAT exam play in admissions."

▶ **Find the report at www.gmac.com/market-intelligence-and-research/market-research/research-report-series.aspx.**

Three Winning Strategies for Students

Students who develop three competencies are more likely to persist in completing college, according to new research featured in "Supporting Students' College Success: The Role of Assessment of Interpersonal and Intrapersonal Competencies." The study—commissioned by the National Science Foundation in the U.S. and released by the National Academies of Sciences, Engineering and Medicine—was based on a review of 49 articles targeting 61 experimental studies that examined interventions to improve educational attainment.

As measured by grades, retention, and graduation rates, the three competencies that best support the success of college students are:

A sense of belonging. College students—particularly underrepresented minorities and first-generation college students—achieve more when they feel that they belong in college, fit in well, and are socially integrated.

A growth mindset. College students are more successful when they believe their own intelligence is not a fixed entity, but rather a malleable quality that college can help improve.

Personal goals and values. They also are more successful when they perceive that these goals are directly linked to the achievement of a desirable future end.

These competencies can be significantly improved when schools encourage students to complete low-cost writing exercises, according to one of the co-authors, Fred Oswald, a professor of psychology at Rice University in Houston, Texas. One exercise requires students to write about the relevance of course topics to their own lives or to the lives of family members or close friends. Another aims to lessen psychological perceptions of threat on campus by helping students reframe social adversity as common and transient.

According to Oswald, these interventions have been shown to improve GPAs impressively—not only in classes where interventions were made, but many semesters beyond—with the greatest benefits accruing in student groups at greatest risk for academic failure. While Oswald notes that these interventions need to be studied further, he believes that they show great promise.

▶ **Download the report at www.nap.edu/catalog/24697/supporting-students-college-success-the-role-of-assessment-of-intrapersonal.**

WHEN PRETTY IS A PROBLEM

There's a fine line between creating a product that's attractive enough to appeal to customers but not so exquisite that they're afraid to use it. If a product is too attractive, people feel worse when they consume it.

The balance between what's attractive and what's consumable was the subject of the dissertation of Freeman Wu, a doctoral student in marketing at Arizona State University's W.P. Carey School of Business in Tempe. He co-authored a paper on the topic with Adriana Samper and Andrea Morales of the Carey School, and Gavan Fitzsimons of Duke University's Fuqua School of Business in Durham, North Carolina.

In one study, the team compared the use of plain white toilet paper in a gym to the use of paper with an embossed design. Visitors used almost twice as much of the plain paper. In another, 178 participants consumed fewer cupcakes decorated with a frosted rose than those with plain icing.

"Once people see that they've taken something beautiful and turned it into something ugly through consumption, that leads to lower enjoyment," says Wu. He adds that because we "naturally appreciate other peoples' efforts … we're reluctant to destroy the effort these products represent."

Businesses that embrace sustainability could use these findings—for instance, they could invest in decorative paper napkins, which customers might use more sparingly than plain brown ones.

"It's Too Pretty to Use! When and How Enhanced Product Aesthetics Discourage Usage and Lower Consumption Enjoyment" is forthcoming in the *Journal of Consumer Research*.

▶ **Read more at science.asu.edu/ goods-are-too-pretty-use-could-have-big-effect-sustainability. Watch Fitzsimons discuss the research at www. youtube.com/watch?v=xFcXVWgxttI.**

EDUCATION AT WORK

How can universities and businesses collaborate to help employees complete degree programs that lead to promising careers? According to a report recently issued by the U.S. Chamber of Commerce Foundation, which examines experiential learning programs in ten existing education partnerships, these organizations can consider adopting three best practices:

Focus on ROI. Incorporating career-specific know-how into a traditional curriculum empowers both students and employers.

Be transparent. Stakeholders on both sides of an academic-industry partnership should create clear goals and responsibilities.

Be intentional about competencies and link experiences to career pathways. Students then can translate their experiences more easily into skills that lead to success in the workforce.

The report also suggests that small companies should be involved in such partnerships, even though they do not have the same "bandwidth" as larger corporations to offer a multitude of opportunities to their employees.

"A student's path to a meaningful and successful career can often wind through several education programs and a sea of rapidly changing job prospects," says Cheryl Oldham, a senior vice president for the U.S. Chamber Foundation's Center for Education and Workforce. "But with early input from the business community about what happens on the other side of the degree, both students and employers can find more value in the career development process."

▶ **Read the report at https://www. uschamberfoundation.org/reports/ learning-work-working-learn.**

The Emotional Aftermath Of Unethical Behavior

WHEN NEWS BREAKS about a business scandal—whether it's Volkswagen falsifying its emissions data or Wells Fargo creating fake bank accounts to pad its profits—the media's focus is often on making senior leadership accountable. But what is the aftermath of such wrongdoing on those throughout the organization who also engaged in unethical activity?

Julena Bonner, assistant professor at Utah State University in Logan, explored this question in a forthcoming study that was part of her work as a doctoral student at Oklahoma State University (OSU) in Stillwater. She conducted the work with co-authors Rebecca Greenbaum, associate professor of management at OSU, and Matt Quade, assistant professor at Baylor University in Waco, Texas, and former OSU doctoral student.

The research team was interested in whether, after unethical behavior, people would try to save their reputations by "making up" for past behaviors by acting more ethically or engage in worse behaviors over time.

"The literature traditionally says that people manage their shame by trying to hide from those around them," says Greenbaum. "We suggest that, as a result of shame, people care about their long-term reputations, and therefore they are going to exemplify really desirable qualities so people will want to keep these unethical actors as relational partners."

The team conducted a "shame study" in which undergraduates first engaged in unethical conduct before responding to survey questions about the level of shame they felt. The researchers also surveyed working adults.

They found that people's unethical behavior can be a threat to self-image, especially when their employers are focused on the bottom line. In this case, people feel shame both because of their bad behavior and because they feel they are associated with a dishonest boss.

"Employee Unethical Behavior to Shame as an Indicator of Self-Image Threat and Exemplification as a Form of Self-Image Protection: The Exacerbating Role of Supervisor Bottom-Line Mentality" is forthcoming in the *Journal of Applied Psychology*.

Power and Performance

People will perform better during job interviews, presentations, and exams if they can easily think back to times when they felt powerful. That's according to new research by Joris Lammers of the University of Cologne in Germany; David Dubois of INSEAD in Fontainebleau, France; Derek D. Rucker of Northwestern University in Evanston, Illinois; and Adam D. Galinsky of Columbia University in New York City.

According to Galinsky, merely remembering "a past episode of power can significantly transform thinking, feeling, and behaviors across social situations—and yield significant social advantages like greater optimism, persuasive abilities, and eventually even land you a job." Past research has shown that those with a sense of high power are more confident, better able to hold on to resources, and more likely to oppose the greater good for their own gain.

The authors tested whether a change in the ease of recalling a high-power experience would moderate these consequences in experiments in which people were asked to remember episodes of powerfulness or powerlessness. In addition, the researchers measured subjects' responses toward consequences of power, such as greater confidence or likelihood to disobey orders.

In one experiment, participants in the high-power condition reported being more likely to exceed the speed limit when running late than those in the low-power condition—but only when they could retrieve memories of powerful experiences.

"Difficulty in remembering an episode of power may either be chronic or situational," says Galinksy. For example, people from low socioeconomic backgrounds might find it difficult to recall a power-related memory.

Organizations that want to boost employees' confidence could look for ways for them to feel powerful, the researchers suggest, such as involving workers in activities that give them opportunities to realize they control their own destinies and resources.

"Ease of Retrieval Moderates the Effects of Power: Implications for the Replicability of Power Recall Effects" was published in the February 2017 issue of *Social Cognition.*

MAPPING THE MIND OF A LEADER

DO THE BRAINS of bad leaders have similar anatomical structures? And, if so, can individuals retrain—and thereby restructure—their brains so they can become better leaders? Neuroscience might have the answer, says David Waldman, a professor of management at Arizona State University's W.P. Carey School of Business in Tempe.

Waldman and three co-authors completed two studies to determine whether neurological markers might distinguish good leaders from bad ones. Waldman's team included Danni Wang, assistant professor of management and global business at Rutgers Business School in Newark, New Jersey; Sean Hannah, professor of management and Tylee Wilson Chair of Business Ethics at Wake Forest University in Winston-Salem, North Carolina; Pierre Balthazard, professor and dean of the College of Business Administration at California State University, Sacramento; and Brad Owens, associate professor of business ethics in the Marriott School of Management at Brigham Young University in Provo, Utah.

In one experiment, the team surveyed 104 participants, all leaders in business or the military, regarding their ethical beliefs. The team also surveyed their peers and subordinates to gather information on participants' levels of ethical leadership. Then, each participant agreed to undergo a quantitative electroencephalogram, or qEEG, assessment. These scans measured the electrical activity in each participant's brain—including the "intrinsic brain," or brain at rest. The team found neural patterns in regions of the brain that were correlated with ethical leadership behavior.

In a second study that used similar methods on 56 leaders in business and the military, Waldman and his team identified a separate "brain signature" that predicted whether supervisors would be likely to display abusive behaviors toward peers or employees.

By using qEEG, the research team could overcome a central flaw of surveys—the fact that they rely on the truthfulness or accuracy of respondents. "If I take a direct assessment of your brain," says Waldman, "you can't lie."

The ultimate goal of these studies is to develop an algorithm based on brain patterns to create a neurofeedback train-

ing program. Through neurofeedback, people could retrain their brains so they can change their behaviors. With this technique, participants watch a video while wearing EEG sensors linked to the computer training program. When their brain activity goes in a desired direction, the video's picture and audio stay clear; when their brain activity strays from that direction, the picture blurs or the audio buzzes. Through this training, their intrinsic brain structure would be altered, which can positively affect behavior—for example, help prevent abusive impulses.

Neurofeedback already has been used to help people overcome cognitive issues such as attention deficit and anxiety disorders. Applying it to leadership development is new territory, Waldman says. He adds that it's likely that, for people who willingly choose to use neurofeedback techniques, it might be easier to curtail abusive behavior than to become more ethical, because of the complexity involved in changing deeply held values.

"Abusiveness is largely about a lack of control on the part of some leaders, and that lack of control could be directly affected by neurofeedback processes," says Waldman. "Billions of dollars are spent on traditional leadership development every year, sometimes with minimal outcomes. Why can't techniques such as neurofeedback be put into the leadership development toolbox?"

The team will collect more data before creating any algorithm to be used for neurofeedback techniques. Business and military organizations have shown interest in Waldman's work, which has been partially funded by the U.S. Defense Advanced Research Projects Agency.

The first paper, "A Neurological and Ideological Perspective of Ethical Leadership," was published online August 16, 2016, in the *Academy of Management Journal*. The second paper, "Psychological and Neurological Predictors of Abusive Supervision: The Tempering Effect of Political Skill," is currently under revision for another journal.

new projects

SETTLEMENT GOVERNANCE

Nora Stel, assistant professor in governance and human rights at the Maastricht School of Management in the Netherlands, will spend the next year building on the topic of her dissertation, the governance arrangements in informal Palestinian refugee settlements in South Lebanon, to study similar dynamics of local governance and public authority inside informal Syrian refugee settlements in Lebanon. For six months this fall, she will join the Refugee Research and Policy in the Arab World research program at the American University of Beirut's Issam Fares Institute for Public Policy and International Affairs to conduct fieldwork. Starting in April 2018, she will spend six months with the Governance and Local Development Program at the University of Gothenburg in Sweden to analyze fieldwork data.

Her work is supported by a one-year Niels Stensen Postdoctoral Fellowship, awarded to academics holding PhDs from Dutch universities to help them conduct research abroad. Stel will share updates about her work on her blog at www.msm.nl/social/nora-stel/.
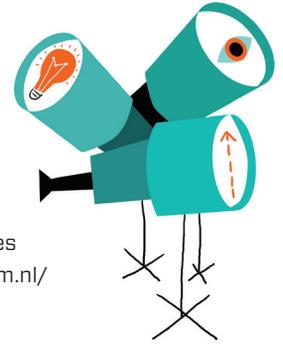
MARKET SHARING

The National Science Foundation has awarded a five-year, US$500,000 Faculty Early Career Development grant to **Yash Kanoria,** assistant professor of decision, risk, and operations at Columbia Business School in New York City. Kanoria will study the design of sharing economy marketplaces, including those related to labor, such as Upwork; transportation, such as Uber; accommodation, such as Airbnb; and dating, such as Tinder. The project will take an interdisciplinary approach, involving ideas from operations management, engineering, and economics.
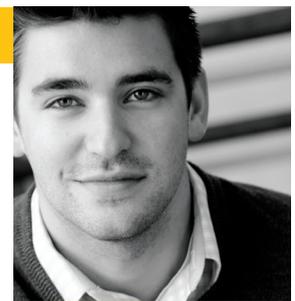
Residential colleges provide
dedicated spaces for students
who want to live, breathe, eat,
and sleep business.

LIVE AND
LEARN

BY SHARON SHINN
ILLUSTRATION BY DARIA KIRPACH

EMPLOYEES WHO WORK FROM HOME know there are great advantages to being able to get up in the morning—or the middle of the night—and immediately start working on crucial projects without the distractions of commuting. It turns out that students enjoy the same advantages of instant focus and constant access when they don't have to cross town, or cross campus, to get from the dorm to the classroom. For that reason, more and more universities are creating living-learning communities (LLCs), where students live in residence halls that double as spaces for academic and co-curricular activity.

The theory is that as students have concentrated experiences with groups of like-minded classmates, they build stronger relationships and master more knowledge, leading them to be more successful once they've graduated. And there's mounting evidence to support the theory.

In 2010, the Association of American Colleges and Universities published a paper by Aaron M. Brower and Karen Kurotsuchi Inkelas that examined the impact of living-learning communities. The authors found that students participating in living-learning programs applied more critical learning skills, were more civically engaged, and tended to make the transition to college more smoothly, both academically and socially. They also found that students from these programs were more likely to participate in other "high-impact practices," such as researching with faculty or studying abroad. Those who had lived in such communities during their first years in college "had higher levels of academic self-confidence, were more likely to be a mentor for other students, and remained more committed to civic engagement *three years later*." (To read the full study, visit www. aacu.org/publications-research/ periodicals/living-learning-programs-one-high-impact-educational-practice-we.)

Business schools are among the academic units seeing the most benefit from living-learning communities. Here, we take a look at three schools that have developed immersive programs and spaces where their students can study, make friends, launch businesses, and learn the professional skills designed to turn them into successful leaders.

OUR QUESTION: HOW CAN WE ENGAGE MORE STUDENTS?

At Home with Entrepreneurship

THE UNIVERSITY OF UTAH OPENS AN AMBITIOUS NEW SPACE WHERE STUDENTS CAN WORK ON PROJECTS AROUND THE CLOCK.

HOW CAN A BUSINESS SCHOOL expand and improve a successful, long-running program? One answer: Bring all the activities home. That was the approach taken by the University of Utah's Eccles School of Business in Salt Lake City when it built an ambitious makerspace and residential building to draw more students into its entrepreneurship program.

The Lassonde Entrepreneur Institute had been doing well ever since it launched as a single program in 2001 with funding from entrepreneur Pierre Lassonde. "But we knew that there were students we weren't reaching—who had started businesses but didn't participate in our business plan competitions, or who considered their businesses more avocations than vocations," says Troy D'Ambrosio, executive director of the Lassonde Entrepreneur Institute. "By 2012, our question was: How can we engage more students, create more opportunities for them, and connect them with others who want help launching their own projects?"

He and his team interviewed about a thousand current students and recent graduates to discover how they would like to see the program evolve. "Students kept asking us, 'Where can I find other people who are doing what I'm doing? Where can I build a prototype of a device? How can I launch a business when I'm a student?' It became clear that the answer was to provide a space that students could access 24 hours a day, so they could eat, sleep, and breathe their projects."

With the aid of a US$25 million donation from the longtime benefactor, the school embarked on the construction of Lassonde Studios, a 160,000-square-foot building that combines residential living with an extensive makerspace. The school broke ground in 2014, and the first students moved in during the

fall of 2016. Many at the school view the building as an impressive achievement in its own right—but they especially appreciate how it has energized the entrepreneurship program and spurred student engagement in a single year.

MAKERSPACE EXTRAORDINAIRE
The first floor of Lassonde Studios is where much of the activity occurs. It features a 20,000-square-foot innovation space called Neeleman Hangar, which is open to all students at the University of Utah. It includes a prototyping room with 3-D printers, a laser cutter, a CNC machine, and a soldering station. It also features a shop for wood- and metalworking that includes saws, sanders, welding equipment, and bending equipment; a tool checkout room that holds hundreds of different kinds of tools, from hammers and glue guns to oscilloscopes and sewing machines; and an open working space filled with tables, printers, and paper. While the hangar is open 24 hours a day, the workshop and prototyping hours are more limited so there can be mentors and supervisors on hand for safety reasons.

Before the building was constructed, D'Ambrosio and his team visited a range of creative and dynamic spaces, from Google's headquarters to Stanford University's d.school. "One thing we consistently heard, particularly from people in the active incubator spaces, was that the physical space wasn't as important as the culture you build. Why people show up is more important than where."

Thus, they've created a space that is open to anyone and that is always buzzing with activity. In fact, the building hosted more than 300 events during the 2016–2017 school year. These included at least three workshops every week, occasional speakers, special events

like the senior review process for the industrial design program, and business plan competitions.

There are also monthly pitch events called Get Seeded, where ten to 12 students get three minutes to make a case for the funding they need to achieve a particular milestone for their businesses. Members of the audience—that is, any students who decide to show up that night—vote on whether or not to approve funding, and money is disbursed on the spot. "Everybody can get funded or nobody can get funded. It's not competitive. It's just based on your milestone," says D'Ambrosio.

The student director of the program opens every pitch session with a quick overview of the program goals and the factors that the audience should consider when voting. "To a degree, this is using the 'wisdom of crowds' to determine who gets funding, since we ask the audience to decide if the milestone is well-defined, if the milestone will help prove viability of an idea, and if the plan to accomplish the milestone makes sense," says D'Ambrosio. "I feel like the audience makes good decisions."

When students need a break or a bite to eat, they can stop at the café that's always open within Neeleman Hangar. Even that spot is a hotbed of entrepre-neurial activity, because it offers fun learning opportunities for students in the food entrepreneurship program. "Students can apply to our restaurant with menu ideas and be allowed to run a station with their food items," says D'Ambrosio. The restaurant also hosts events like Guactoberfest, a guacamole-making contest in which students are invited to add their own special ingredients to the basic recipe; judges award a small prize to the winner.

"It's a very active space," says D'Ambrosio. "We want to give people reasons to go there."

LIVING AT LASSONDE

But there's a great deal happening at Lassonde right above Neeleman Hangar. The top four floors consist of themed residential housing holding 400 students: one floor is devoted to sustainability and global impact; one to products, design, and the arts; one to adventure and gear; and one to games and digital media. During the first year, about 30 percent of residents were business students, between 25 percent and 30 percent were engineering students, and the rest came from more than 40 other majors. Residents ranged from 17 to 45 years old and encompassed students from freshmen to PhD candidates.

That variety was deliberate. In his interviews with students, D'Ambrosio had learned that they wanted to mingle with people who had different skills and perspectives. "Engineering students told me, 'We want creative marketing students who know how to reach customers with mobile apps.' A grad student who was designing video games told me, 'I need ten 18-year-olds to play my games and tell me if they like them.'"

During the building's first year, each floor had wings devoted to freshmen and sophomores, but each floor also included master's and PhD students. And the floors were purposefully designed to create spaces and activities that would get students out of their rooms. "For instance, we put each laundry room behind glass, right in the center of the community. It became the water cooler, the place where you just bump into people," says D'Ambrosio.

Residents also mingled during planned formal activities—and during the informal ones devised by the students as each floor developed its own personality. For instance, on the gaming and digital media floor, students organized a regular game competition open to any resident of the building, while on the outdoor adventure floor, students planned hikes every weekend.

Because the school wanted to create an eclectic mix of students for the first year of Lassonde Studios, it asked candidates to submit nontraditional applications, says D'Ambrosio. "We said, 'Tell us why you want to be in the building, what you want to learn, and how you want to engage.' We received some phenomenal YouTube videos. Some students developed video games that showed them here. One woman submitted an Instagram account with pictures of her in different spaces—a restaurant, a law firm, a tech company. She said, 'I don't know what I want to be when I grow up, but I think this would be a great place to figure it out.'"

Students must reapply every year for housing at the building so there will
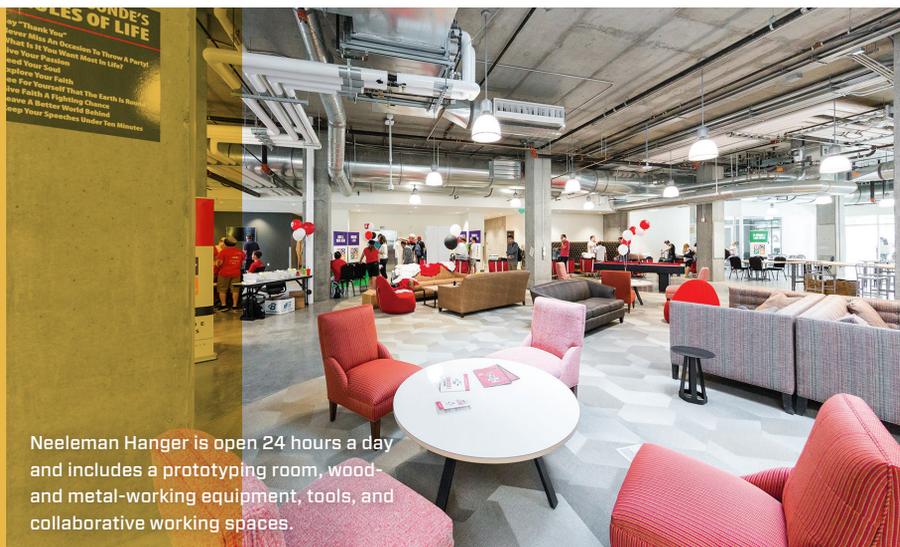
Neeleman Hanger is open 24 hours a day and includes a prototyping room, wood- and metal-working equipment, tools, and collaborative working spaces.
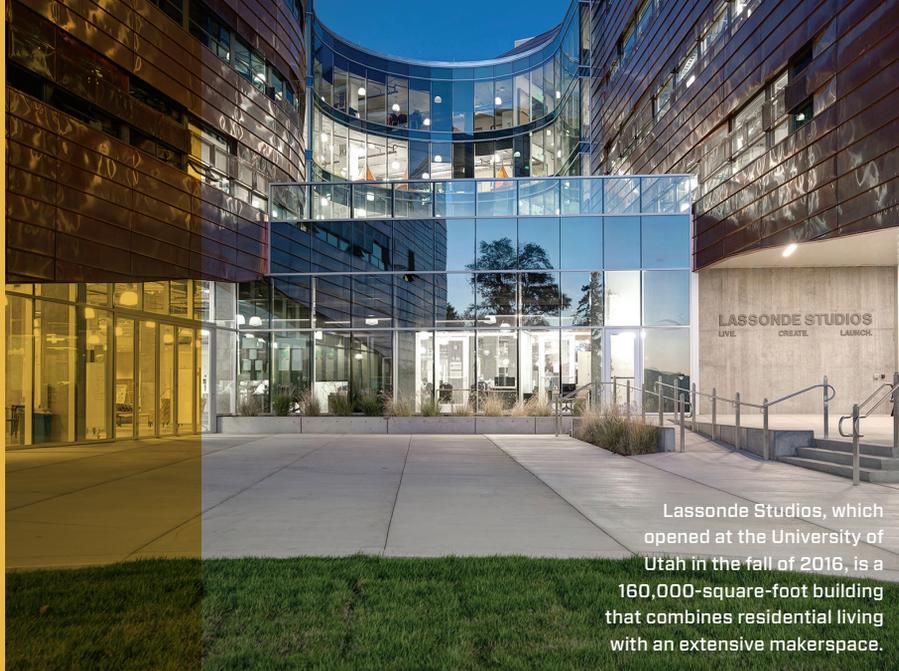
Lassonde Studios, which opened at the University of Utah in the fall of 2016, is a 160,000-square-foot building that combines residential living with an extensive makerspace.

be a fresh mix of residents as well as some continuity. About 1,400 students applied for the 2016–2017 year, and more were on track to apply for 2017–2018. D'Ambrosio says that while many of the inaugural Lassonde residents graduated or decided to move off campus, about 40 percent of them applied for readmission. Close to 25 percent of the 2017–2018 group will be returning residents.

D'Ambrosio expects more PhD students to move into the space in fall 2017. Traditionally, all of the university's housing is dedicated to freshmen, so there were no mechanisms in place to recruit graduate students into Lassonde Studios last year; as a result, only about 1 percent of the residents were pursuing PhDs.

This year, Lassonde residents will comprise an even more diverse group: seven PhD students, 15 master's degree students, 39 seniors, 47 juniors, 77 sophomores, and 215 freshmen. Forty-eight percent will be women.

Creating a mixed-age living space caused some headaches for housing and residential education staff members, who worried about security and lifestyle issues, but so far the results have been positive. Says D'Ambrosio, "What's happened is that we've changed the profile of these particular freshmen. For instance, they have fewer behavioral issues and they're more engaged than students in other residential communities on campus."

ENGAGEMENT & GROWTH

That level of student engagement was always one of the main goals of creating the new space. While the program is run by the business school, which provides the curriculum, it has a multidisciplinary mission and is open to any student on campus. The construction of Lassonde Studios brought many more participants into the program.

"This year, we had more than 5,000 students participate, whether they developed a company or attended a workshop or just voted on who should get funding in the Get Seeded program," says D'Ambrosio. "We also worked with more than 300 teams developing entrepreneurial ideas." By comparison, historically the school has worked with 30 to 40 startup teams on an annual basis.

Why the sudden leap? First, more students were coming up with business ideas simply because they were in the same space. D'Ambrosio mentions two students randomly paired as roommates who spent two weeks brainstorming ideas. When they devised an idea for a dual-purpose phone charger, they prototyped it in Neeleman Hangar, successfully made a pitch for $3,000 in funding, filed a patent, traveled to China to look at manufacturing options, and won $5,000 in one of the competitions.

Second, every phase of the entrepreneurial process moved faster for the student teams. "Things that used to take a year to 18 months were happening in six months," says D'Ambrosio. "Concen-

trating resources in a specific space has accelerated the production of good ideas and the killing of bad ideas."

To handle the increase in volume and speed, the Lassonde team members worked quickly to scale up. They reached out to the local business community to bring in more mentors. They became more efficient at running events such as their Hours with Experts sessions, where intellectual property attorneys, corporate lawyers, and venture capitalists come in for three hours twice a month to see students on an appointment basis.

"We also had to line up a law firm that could go from just talking to students about setting up their companies to actually doing it for them," says D'Ambrosio. "We brought in an accounting firm that's helping students set up their books. Over the year, we had six students file patents. Students from a hundred teams filed documents and incorporated companies. One student generated $125,000 in revenue between September and May. All this volume meant we had to backfill in some holes."

FUNDING FOR LEADERS

All the activities and the amenities carry a hefty price tag. For instance, between business plan competitions and seed money, the program hands out just over $500,000 annually. Some of that money comes from donors, but most is provided by Zions Bank, a regional institution headquartered in Salt Lake City, which has partnered with the Lassonde Entrepreneurship Institute for ten years.

The program also gives out approximately $700,000 in scholarship money to about 160 students. Some of those scholarships go to residents at Lassonde Studios, where the cost of living is about 25 percent more than it is at the school's older dorms and about 3 percent more than the newer residence built for honors students. But some of the money is available to any student on campus with an interest in entrepreneurship.

The scholarships are funded by an endowment from benefactor Lassonde—

and offer students far more than a chance to defray the cost of housing and tuition. Scholarship students also can pursue leadership roles such as running workshops, staffing the prototype facility, and managing competitions. "That's proven to be an effective method for us to scale up in an economical way, but it also has created great opportunities for students to get experience," says D'Ambrosio.

For instance, in the first year of the Lassonde Studios' existence, an engineering student ran the prototyping space, handling the budget and overseeing a team of 25 scholarship students. That team trained about 300 students on safety protocols in using wood- and metalworking equipment; managed the tool and checkout room; and helped users prototype their designs. One day, the engineering student had a chance to tell a visiting alum what he'd learned by managing the space. Says D'Ambrosio, "That was his job interview. He went to work for the alum's company."

Giving scholarship students these leadership opportunities has been a key to the success of the program, D'Ambrosio believes. "They can tell recruiters, 'I ran a competition, I recruited judges, I did marketing, I made a budget.' It's a learning experience and it's also a portfolio-building experience for students."

YEAR ONE

Gauging by donor support, student engagement, and interactions with alumni, the first year of Lassonde Studios has been an unqualified success, D'Ambrosio believes. "I can go into that building at 2 o'clock in the morning and there will be 50 people in the innovation space," he says. "They can work there whenever they want, because they live there. Tying a makerspace to the residential community has been nothing but a home run for us."

Community of Learners

OREGON STATE CREATES AN LLC THAT WELCOMES ALL FRESHMEN IN THE BUSINESS SCHOOL.

ONE UNIVERSITY with a lot of experience organizing living-learning communities is Oregon State in Corvallis, which currently runs nine LLCs devoted to specialties that range from engineering to mindfulness. OSU has offered an LLC for business students since 2004, admitting 100 freshmen annually up through the 2015–2016 academic year. However, that changed in fall 2016, when College of Business administrators decided the LLC experience was so valuable it should be mandatory, and they expanded the program to accommodate more than 520 pre-business freshmen.

"The research shows that students in living-learning communities are more engaged in school and more academically successful in college, which transfers to being more successful after graduation," says Sandy Neubaum, director of student engagement for the College of Business. She has been running the business school's LLC since 2006.

Just as important, LLCs lead to increased retention, says Neubaum. "When we started analyzing ten years of data about our students who lived in LLCs versus students who didn't, we saw an increase of 22 percent—from 65 percent to 87 percent—in terms of retention."

Finally, LLCs make sure that students, particularly freshmen, don't get lost on large campuses. "OSU has 30,000 students. This year we had 526 students in the business school LLC," says Neubaum. "The LLC literally brings the college experience down to a community." By living, learning, and interacting with other students in a close cohort, students finish their freshman year better prepared for school—and life.

A DORM'S LIFE

Each of OSU's LLCs has a name to go along with its theme, and the b-school

LLC is known as Innovation Nation. Members of Innovation Nation are spread over two residences, Weatherford Hall and Poling Hall; an LLC called Global Village is also an option for students interested in international business.

Weatherford is a five-story building that holds 290 students, as well as suites for visiting professionals, a library, and a café. Poling's four floors accommodate about 300 students. Innovation Nation students also have 24-hour-a-day access to a makerspace managed by the College of Business and shared with the College of Engineering. Housed in a building adjacent to the residence halls, the space is equipped with 3-D printers, laser cutters, CNC machines, design software, and other tools and technology.

"Students can roll of out of bed in the morning and come to class in their pajamas," says Neubaum. Similarly, they can work on projects in the makerspace at any time of night or day, alongside classmates and neighbors. "They're living together and they're learning together."

Some of the learning takes place formally in required courses that are taught at Weatherford and Poling Halls. These include winter and spring practicums that culminate with students working in teams to run small businesses or community-based projects. The practicums give students a chance to get hands-on experience early in their college careers.

"If students are interested in entrepreneurship, we have classes taught by the program manager of the makerspace," says Neubaum. "If students are interested in design, they can do builds on campus—using real money, doing real designs." Other students run microbusinesses that send all their profits to an organization that supports women in Uganda. "They learn the theories, put them in practice, and change lives," says Neubaum.

Some of the learning is more informal and occurs during co-curricular activities that also are held at Weatherford and Poling. Students are required to participate in three engagement activities every term, which can include visits from senior executives, who attend dinners, coffees and fireside chats; weekend adventure trips that originate at the halls; and regular meetings of business-themed social clubs.

Fun, unscheduled activities also keep the dorms busy, Neubaum says. "We'll do a study session in the library or take over the classroom and bring in puppies as a de-stressor before exams. If there's space in the building, we're using it."

CONSTANT CONTACT

In addition to a menu of activities, the two residence halls provide many opportunities for students to interact with school faculty and administrators, as well as upperclassmen. Neubaum believes these interactions help prepare them for more successful college careers.

For instance, the seven program administrators of Innovation Nation have their offices at Weatherford or Poling. "As students walk to a classroom, they can drop into a program manager's office and talk about an internship that's coming up, or discuss what club they should

join, or get a reference," Neubaum says. This helps students develop an ease with faculty and administrators, she adds, and means they're more likely to stay engaged with their professors once they're upperclassmen.

Meanwhile, because Weatherford and Poling are located directly across from Austin Hall, which houses the College of Business, there's a constant exchange between students and professors at all three buildings. Among other things, during weekly events called Fridays at Austin, selected faculty give presentations about the potential career paths within their disciplines. These events give students a chance to meet and interact with a high percentage of faculty from the business school while they're still freshmen.

Freshmen also interact with upperclassmen during some activities sponsored by the LLCs, particularly club meetings, but the college wants to increase these opportunities for engagement. This fall, the school will launch a peer mentoring program, in which second-year students can sign up to mentor freshmen. "We believe that some students, particularly first-generation students, are more likely to go to a peer than a program manager when they're struggling with a class or a roommate or a financial aid issue," says Neubaum.

She adds that facilitating these connections with administrators and older students is one way that the LLCs promote student retention. "We would lose some of these students without Innovation Nation," Neubaum says.

The College of Business also focuses on student retention through an in-depth advising program. One of the students' graded assignments is to set up meetings with their advisors; students are expected to have looked over potential courses and put together questions for their advisors, so they're prepared to get the most out of these interactions. Advisors also encourage students to check their grades multiple times during the term.

"We ask them, 'How are you doing? What's your plan?' If they're doing well, we want them to think about what else they could do to create external engagement. If they're struggling in a class, we work with them to create a plan for success," Neubaum says.

Neubaum and her team also bring tutors into Weatherford and Poling Halls for students who need help, and advisors make it clear where other tutors can be found on campus. "We've already flagged every student who's struggling, and we share that information with advisors," says Neubaum. "This allows us to offer multiple layers of support."

THE COLLEGE COMMUNITY

Given how successful Innovation Nation has been at nurturing freshmen, it's not surprising to learn that next year the business school will be adding an LLC dedicated to sophomores. This LLC will provide these students a range of personal and professional development programming that will cover everything from networking skills to résumé-writing tips.

Neubaum thinks any business school could benefit from developing a living-learning community targeting some portion of the student population. She says, "We know it's a best practice. We know it's in the best interests of our students. Why *wouldn't* you do it?"
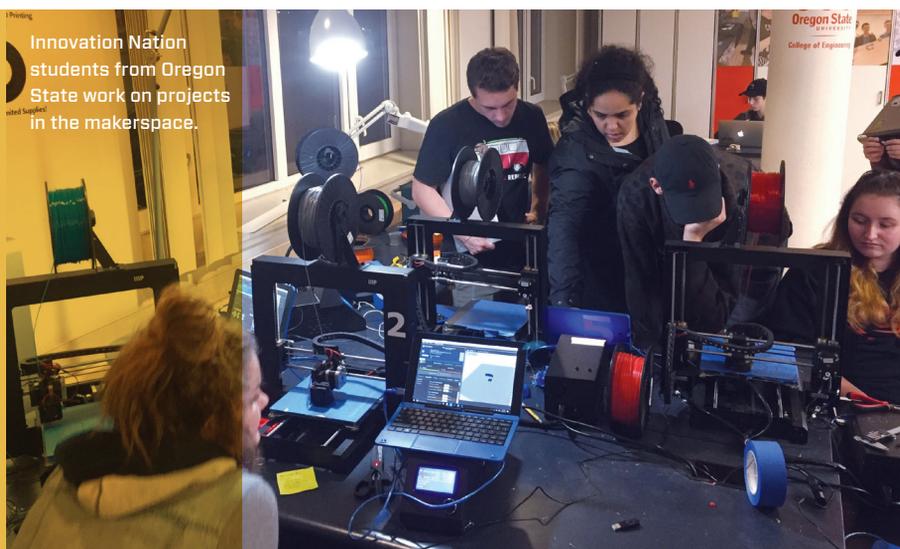
Innovation Nation students from Oregon State work on projects in the makerspace.

The Residential Edge

UNIVERSITY OF CENTRAL ARKANSAS FINE-TUNES ITS
RESIDENTIAL PROGRAM.

LIVING-LEARNING COMMUNITIES are a popular feature at the University of Central Arkansas in Conway, where each of the university's six academic units has its own residential college, as does the honors college. For the past five years, the one run by the College of Business has been called EPIC to denote a program supported by the four pillars of entrepreneurship, public scholarship, innovation, and community engagement. It's a multidisciplinary program aimed primarily at sophomores who have a strong entrepreneurial bent, and it involves a partnership between the business school and two other academic units on campus.

There are changes ahead this fall, however, as EPIC will become a nonresidential program that moves to the College of Business building so it can accommodate more students. In its place will be a new business-themed living-learning community called Biz@Bear after the university's mascot. Biz@Bear will be housed in the same spot—the top floor of the newest campus dorm—and admit the same number of students, 86. But it will target freshmen and strive to provide them with a strong foundation in the traditional business disciplines, as well as soft skills like leadership, collaboration, and creative thinking.

AN EPIC START

When it functioned as a residential college, EPIC was designed to attract students "who were interested in applying their knowledge to solve issues in their community," says Michael Hargis, dean of the College of Business. "The application process gave two question prompts. One asked, 'Why are you interested in this residential college?' and the other asked, 'What are you going to bring to make it EPIC?'"

Students were drawn from every academic unit on campus, with between 30 percent and 40 percent coming from the College of Business, which ran the program with some input from the broader university. Some academic classes and all of the co-curricular programming took place at the residential college.

That programming was built around entrepreneurship, "with a distinct focus on creativity and the innovation process," says Hargis. In the fall, students learned teamwork and leadership. In the first half of the spring semester, program content switched to applied community projects; in the second half of the semester, student teams were required to start businesses with a microbudget of just $20 each.

As the EPIC program grew in popularity, the College of Business decided to move it out of the residential space and open it up to more students. This fall, Biz@Bear launches in the same space, but with two fundamentally different aspects.

"The explicit focus on entrepreneurship will be dialed down significantly and the focus on professional development will be ramped up," says Hargis. "We're working with the career services unit on programming that will help students develop an early-stage mentality about résumés, networking, and interviewing. We're also building programming around student organizations such as the accounting club and Phi Beta Lambda."

Hargis adds, "We've learned that residential college programming is iterative in nature. We try a lot of things, see what works, and double down on those."

FACULTY AT HAND

Other components of the residential college will remain in place as Biz@Bear takes shape. For instance, the space will be presided over by a resident master—a faculty member who lives in an apartment within the building, acts as an informal academic advisor, and oversees all the student activity, both academic and co-curricular.

"The resident master isn't focused on housing policy, but on ensuring that appropriate courses are being offered to college students and that the programming outside the classroom aligns with the central priorities of the residential college," says Hargis. "For EPIC, the resident master was focused on the four pillars. For Biz@Bear, the role will be more broadly focused on all the functional areas within business. This person will be an advocate for students, creating a solid pipeline between the academic college and the residential college."

Biz@Bear's first resident master—a newly minted PhD who was formerly an MBA student at the university—started in July after the school conducted a national search. It can be challenging to find the right people to act as resident masters, admits Ken Griffin, associate dean of the College of Business and rector of Biz@Bear.

"They have to be outgoing and able to interact with students, but they also have to be disciplinarians who can enforce the rules," says Griffin. "They have to have the temperament to enjoy constant contact with students because they will be around students 24/7. They have to know how to be good listeners—when to advocate for students and when to tell them, 'You have to suck it up.' And they also have to have a strong academic background in one of the disciplines of the college." Hargis and Griffin expect a resident master to stay on the job about four years.

They also expect other COB faculty members to be involved in Biz@Bear. The fact that EPIC was a collaboration among three academic units on campus meant that it wasn't always clear to faculty what roles they should take in the programming at the residential college.

But because Biz@Bear is so closely allied with business, Hargis and Griffin think many opportunities will open up.

"There are two ways faculty can get involved," says Hargis. "One is by teaching classes in the residential college, not just in the academic building. The second is by serving as mentors or advisors to students on their projects. We've made sure faculty are aware of the residential college, and we're optimistic that many will participate."

PROS AND CONS

While other parts of the residential college program will change this year, one thing won't: the advantages offered to students who choose to live there.

Some of the benefits are pragmatic, Hargis points out—for instance, when classes are held in the dorm, students find it easy to get to class. They also have access to coordinated programming that students outside the learning community might be able to find, but not in such an integrated fashion.

In addition, says Griffin, they can participate in activities designed to develop their skills in leadership, communication, teamwork, and other critical areas. They also have access to a wide range of helpers—learning assistants, upper-class mentors, graduate students who act as residence coordinators, and the resident master—all of whom serve as role models to help students develop leadership skills. Says Griffin, "Those are some of the unseen advantages that students might not even recognize at the beginning."

Other benefits are more intangible but even more long-lasting. "When they live in the same space and go to class with their dormmates, they develop what's almost a cohort mentality," says Hargis. "They're building a student network that will become a professional network once they graduate."

That deep attachment to a cohort comes with some disadvantages, they admit, because when students live and study with the same small group they can develop a silo mentality. Hargis and

Students working on a business case competition put the finishing touches on their presentation before they pitch their idea to the review board.

Griffin are determined to minimize the chances of that happening by making sure Biz@Bear students take advantage of activities offered throughout the university, not just at the residence hall.

Hargis believes two other factors also mitigate the risk. "First, most students are only in the residential college for one year, so that doesn't encapsulate their entire collegiate career," he points out. "Second, because residential colleges are part of campus housing, there's an infrastructure that makes sure students are exposed to university programming in addition to residential college programming."

On balance, however, Hargis believes the benefits of the residential college far outweigh the disadvantages. As he notes, "At our institution, the residential college really has helped us attract and retain fantastic students."

Lessons Learned

For business schools considering starting their own residential colleges or living-learning communities, these administrators make these recommendations:

1. Be certain the university culture is supportive. "We didn't build the building and hope students would come," says D'Ambrosio of the University of Utah. "We built it in response to student demand. We had a more than ten-year history of running an interdisciplinary program before we opened Lassonde Studios."

2. Make sure programming at the residential college complements academic programming. "Think of ways to integrate activities into the classroom and integrate classroom knowledge into the service projects that students are pursuing," says the UCA's Hargis. "We found that, if we had too much programming that didn't relate to classroom projects, it became hard for students to prioritize. We've learned we need to be more deliberate in the types of courses we offer in the residential college."

3. Ask for student input. "We do a lot of student assessment," says Neubaum of Oregon State. "We ask how the living-learning experience is, how the academic advising appointment went, whether students joined a club, what other activities they would like to see. Then we iterate. Between the fall and winter term, we'll make changes based on what students tell us. Next year, we'll launch a student advisory board so we can get the student perspective on everything we do."

4. Involve the whole university community. Make sure school leadership is behind the LLC, find ways to get faculty involved, and bring in all other relevant departments, from academic advising to the career services center. "The saying is that it takes a village to raise a child," says Neubaum. "We think it takes an entire college to educate a student." ▣

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Today's business school must do more than teach students the functional disciplines. It must offer them the life skills training that will prepare them to do well on the job. In the following pages, Kansas State and the University of Tampa offer in-depth looks at their development programs, each carefully designed to turn business students into business leaders.

ILLUSTRATION BY DARIA KIRPACH

A Clear Path To Success

KANSAS STATE UNIVERSITY'S CAREER DEVELOPMENT PROGRAM PREPARES COLLEGE OF BUSINESS ADMINISTRATION STUDENTS TO SUCCEED AFTER GRADUATION.

BY BRENT FRITZEMEIER

IF COLLEGE STUDENTS are going to land their dream jobs after they graduate, they must plan what classes to take, what extracurricular activities to join, and what internships to pursue—and they often need guidance in making those plans. At Kansas State University's College of Business Administration, we have developed a suite of career development programs to help students navigate those choices from their first days on campus. We maintain a strong partnership with the career development staff, professional advising staff, and faculty to create a clear path for student success that takes a lot of the guesswork out of career preparation.

"When students start these programs the moment they walk onto campus, it really makes a difference in changing their mindsets for the long haul, because they now have an end-to-end mentality that cuts across all four years of their collegiate careers," says Kevin Gwinner, Edgerley Family Dean of the College of Business Administration. "It helps students set a precedent for lifelong learning, while emphasizing the importance of professional skills and networking throughout their careers."

The career development program has three distinct components: Professional Advantage Certification, Executive Mentoring, and Career Coaching. The three components work together to assure that students are ready to transition from classroom to office.

PROFESSIONAL CERTIFICATION, STEP 1

K-State business students are first exposed to career development programming through Professional Advantage Certification, which is composed of two steps and 15 requirements typically completed within a student's first two years. Professional Advantage sessions are led by career development staff, but they also involve collaboration with key partners, including the K-State Career Center and company representatives. This ensures consistency in content while facilitating interactions between students and the companies interested in hiring them.

Step 1 of the Professional Advantage Certification is an assignment within our Business Foundations course, so it is a requirement for all business students. It includes a series of events and commitments:

Professional Advantage kickoff event. Best-selling author and international speaker Patrick Combs has set the tone for the past few years by delivering his lecture "Major in Success." Combs is a great storyteller whose message resonates with students as he emphasizes that they should make the most of their academic opportunities while seeking a path that leads to both success and happiness.

CareerLeader Assessment. Students take this career assessment created by former career development leaders at Harvard Business School to understand their interests, motivations, and skills, as well as to identify jobs that fit their unique abilities. They're encouraged to use this information in discussions with academic advisors as they consider majors and courses, or when they're seeking advice from coaches and others about their future career options.

Three specialized workshops. These workshops include one on professionalism, in which students learn about having integrity, delivering

STUDENTS IDENTIFY JOBS THAT FIT THEIR UNIQUE ABILITIES.

Students attend a business career fair as one of their optional events toward earning a Professional Advantage Certificate.

on promises, dressing professionally, and communicating properly; one on résumé development, in which they plan experiences that will allow them to build exceptional résumés; and one on effective networking.

Elective College of Business event. Students can choose from a variety of workshops, lectures, or other career-related activities to complete this requirement.

PROFESSIONAL CERTIFICATION, STEP 2
During their sophomore years, students are encouraged to complete Step 2 of Professional Advantage Certification. While Step 1 is mandatory, Step 2 is optional because we wanted to give high-achieving students an opportunity to distinguish themselves. Nonetheless, students receive encouragement to participate from faculty and academic advisors, as well as career development staff. To complete Step 2, they attend workshops and informational sessions on a variety of topics:

Cultivating relationships. Students learn about the college's Executive Mentor program, which gives them the opportunity to forge lifelong connections with highly experienced executives.

Preparing for the job search. In this workshop, students learn how to search for internships and jobs and how to make the most of fairs and recruitment activities.

Writing résumés. In a session with a career development professional, students receive one-on-one feedback about their résumés.

Interviewing. Students learn how to prepare for an interview, how to impress a company representative, and how to follow up on interviews conducted in person, by phone, and via Skype.

During the next six to 12 months, students also attend or participate in mock interviews, consultations with career coaches, panel discussions in which experts discuss what it takes to succeed on the job, and another elective College

of Business event. In addition, they are encouraged to join career-related clubs and organizations.

The career development team tracks student participation and certification status in the program. When students attend events, they register in advance through a mobile app; their IDs are scanned at the door. Students also must complete a Learning Evaluation quiz after each event and must receive a score of at least 80 percent to receive credit. Results are uploaded into a tracker database that students can access to view their progress toward certification.

When students earn their credentials, they receive their certificates as well as the choice of a gift—such as a portfolio or duffle bag—from a corporate sponsor. They also are invited to key employer network events, as well as a Major Milestone event hosted by the dean. We note the certification in the honors section of students' transcripts, and we encourage them to list the accomplishment on their résumés and discuss it during interviews.

Even though we recommend that students complete certification by the end of their sophomore years, students can take advantage of career development programming during their final two years on campus through advanced workshops. These in-depth sessions explore the transition from school to career and bring in external speakers to cover topics such as using advanced search techniques, preparing a LinkedIn profile, evaluating job offers, communicating in the workplace, eliminating debt, and understanding investment strategies for young professionals.

MATCHED WITH MENTORS
The second pillar of our career development strategy is our Executive Mentor program, established in 2012, which pairs undergraduates with professionals who will be champions for their success. Students can be matched with mentors at any point in their academic careers, even if they don't achieve Professional

Advantage Certification. Executive Mentors are typically graduates of the K-State College of Business and have at least seven years of professional experience.

Executive mentors provide one-on-one career advice, assist students in soft skill development, and provide opportunities for networking with other professionals. Currently, the program boasts more than 500 mentors.

In the past, career development personnel individually matched students with mentors, based on interests and industry preferences. However, the staff recently transitioned to an online platform called K-State College of Business Connect, which was developed through third-party vendor PeopleGrove. This platform allows mentors to create searchable profiles that students can preview so they can initiate mentoring relationships on their own. It also allows participants to determine their level of engagement with the program. Students can look for mentors with whom they can meet on a regular basis and develop a deep connection, or they can use it on a less formal basis to network with alumni on questions related to a specific path or geographic location.

Andrea Labiste Teme, a student from Paraguay who graduated in May 2017, says that getting paired with an Executive Mentor was the best thing that happened to her at K-State. "We talked about all of the opportunities available on campus, the benefits of getting involved, and what areas of my résumé could use improvement. She became more than a mentor to me. It was almost like she became my American family. She even invited me to join her family for Thanksgiving last year, and I was able to apply for a travel scholarship through the Executive Mentor program to visit her in New York."

Generally, between ten and 15 students apply for similar travel scholarships, which are available for students whose mentors are located more than 250 miles from K-State. The money—up

CAREER COACHES HAVE AT LEAST TEN YEARS OF INDUSTRY EXPERIENCE.

to US$750—can be used to cover airfare or mileage, hotel costs, and ground transportation. Our intention is for students to use the visits to strengthen relationships, shadow their mentors on the job, and build professional networks.

CONNECTED TO COACHES

Our third and most recent career development offering is provided by Career Coaches. These industry advisors leverage their extensive experience to help students determine which career path is right for them based on their skills and interests. As with mentors, students can seek out coaches at any time. During one-on-one sessions, Career Coaches help students develop a personalized action plan that includes building professional connections, seeking internships and jobs, and preparing for their careers.

Students have found that Career Coaches help them nail down the exact jobs they want to pursue. That was particularly true for Ashley Thomas, a May 2017 graduate who realized that many different kinds of jobs were open to a graduate with a finance degree. "The coaches gave me a lot of confidence as I began interviewing for jobs by doing mock interviews and giving me advice throughout the different stages of the interview process," she says.

While K-State's three Career Coaches now are full-time professional staff members, they all have at least ten years of industry experience; two were corporate recruiters prior to joining the career development team. They draw on their backgrounds to help students see the employer's side of the job search process. Coaches also provide the school with a strong connection to employers. They strengthen existing partnerships

between the school and corporations, and they build additional relationships that will benefit both students and the college as a whole.

When the school is engaged with employers, it has a better understanding of what it needs to do to help students succeed, notes Kurt Roberts, our executive director of career development. As these relationships grow, the school can "identify potential employers that might not have K-State as one of their priority recruiting schools and figure out how we can get those companies engaged with the college to create more opportunities for our students."

MAKING STRIDES

Over the years, we have made a number of changes that have strengthened our career development program. For instance, the first version of Professional Advantage was very broad, included a menu of activities for students to choose from, and required them to accumulate points over their four years in college. As a result of the complexity and level of commitment, only about 15 to 20 students attained certification every year.

In the fall of 2016, we launched a redesigned Professional Advantage program with more defined career prep activities that students complete in Steps 1 and 2. During this first year, more than 700 students completed Step 1 as part of the Business Foundations course; of those students, 62 went on to achieve certification. Because of this positive result, we look for the number of certifications to increase in the coming years.

We also enhanced the entire program in fall 2016 when we launched the K-State Business Career Development app, which allows students to learn more about career development opportuni-

ties, register for workshops and events, and track their progress toward Professional Advantage Certification. The app also lets students see in advance when particular recruiters will be coming to campus, so they can be prepared to meet with reps from companies where they might like to work.

Student buy-in has been high for these career development offerings. In fact, a large portion of the funding for these programs comes from a career development fee, which was implemented only after student leaders voted for it. Students also take advantage of the many events we offer. During the 2016–17 school year, the college held more than 150 different workshops and events that each were attended by an average of 33 students. More than 500 students met with Career Coaches for initial consultations, and about 30 percent returned for additional sessions.

We believe recruiters and employers have noticed the difference in our students. For instance, K-State scored well in the employer survey category of the most recent Bloomberg business school rankings. We have also received excellent feedback from people like Natacha Buchanan, who has been recruiting at our school on behalf of Phillips 66 for more than ten years. She noted an "elevation" that has occurred in terms of student preparedness since we have implemented the career development program.

"I have seen students who are more prepared, confident, and knowledgeable about how to interact with employers, as well as about the industries they are entering," Buchanan says.

That's exactly how we want our students to be viewed—as prepared, confident, and knowledgeable. If we can create programs that achieve those results, we will be setting them up for lifelong success.

Brent Fritzemeier is a communications and marketing specialist at Kansas State University's College of Business Administration in Manhattan.

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Students at the University of Tampa meet with coaches as part of a certificate program on leadership.

Coaching Tomorrow's Leaders

ONE-ON-ONE COACHING SESSIONS AT THE UNIVERSITY OF TAMPA PREPARE STUDENTS TO SUCCEED IN THE BUSINESS WORLD.

BY FRANK GHANNADIAN AND STEPHANIE THOMASON

WHAT'S THE BEST WAY to ensure that business school graduates become leaders once they've entered the workforce? At the University of Tampa's Sykes College of Business in Florida, we believe one of the keys is to provide leadership coaching for MBA students.

Workplace coaching has received a lot of positive attention lately, as new research increasingly points to its benefits. For instance, in a 2016 article in the *Journal of Occupational and Organizational Psychology,* Rebecca Jones, Stephen Woods, and Yves Guillaume conclude that workplace coaching enhances employee learning and development, whether it's conducted virtually or face-to-face. In a 2014 article on Forbes.com, William Arruda suggests that a workplace coach will help individuals set goals, identify blind spots, learn to be accountable, acquire leadership skills, and focus on development efforts.

But students can benefit from coaching just as much as executives can. For example, a recent study found that when undergraduates receive individual coaching, they procrastinate less and do a better job of attaining their goals. That study was published by Sabine Losch, Eva Traut-Mattausch, Maximilian Mühlberger, and Eva Jonas in a 2016 issue of *Frontiers in Psychology.*

At the Sykes College, we have made

leadership coaching one component of a broader professional development practicum within our MBA program. The practicum is a four-credit requirement for all our MBA students, and they can complete it over one or two semesters in a variety of ways, depending on their learning needs and career aspirations. They can participate in study abroad courses, complete internships, join a faculty-led research project, earn a leadership certificate, earn an SAP ERP certificate, or take a practicum course focused on career development. The study abroad courses count for between two and four credits; the rest are all two credits.

Coaching has been part of our professional development practicum for 13 years, but for fall 2016 we developed the TECO Energy Center for Leadership Certificate program, which we call Modern Advances in Leadership. To earn the Leadership Certificate, students must attend a variety of three-hour modules that cover leadership, negotiation, strategy, human resource management, team building, and entrepreneurial innovation—and they must work with one of our 100 professional coaches. We've found that coaching can have profound beneficial effects on students, both while they're in school and once they're in the workforce.

COACHING BASICS

We recruit coaches primarily through our alliance with the Central Florida chapter of the International Coaching Federation (ICF). Many of our participants are professional coaches who are active members in the ICF and have been certified by that organization. But we also offer a daylong coach training program in which we share our program goals, structure, and expectations.

The coaching aspect of the leadership certificate kicks off with a Strategic Choices Workshop, which is led by two seasoned ICF coaches. Prior to attending the Strategic Choices workshop, students are expected to read material that sets out coaching expectations and to view a TED talk by Simon Sinek on the "Big Why." We also ask students to answer their own "Big Why" by formulating statements about their overall missions and purposes in life. During the workshop, individual students stand and announce their statements to the coaches.

Next, students and coaches circulate around the room to get to know one another; we facilitate this process by providing them with biographies of the others in the group before the workshop begins. As the workshop commences, coaches indicate which students they would like to work with, and students and coaches are paired up. Most coaches are matched with one student, but they have the option of coaching two students a semester.

Students are required to meet with their coaches for about an hour three times during the semester, although many coaches stay in touch with students after their official meetings are concluded. In the rare event that a match doesn't work out—for instance, one time a coach had a conflict and could no longer continue—we reassign students to different coaches.

After each of the three formal meetings, students complete reflection papers, which they email to both the coaches and the instructor. These papers

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— Joseph A. DiAngelo Jr., Ed.D. '70
Dean of Saint Joseph's University's Haub School of Business

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WE BELIEVE THAT WHEN STUDENTS MEET WITH COACHES, THEY WORK HARDER AND MORE PURPOSEFULLY IN GOAL-ORIENTED WAYS.

follow the three-step DEAL Model of reflection, in which students *describe* the learning experience, *examine* this experience in light of the learning objectives, and *articulate* what they've *learned.* They also are asked to describe an expectation they had about coaching prior to the experience; note how the expectation applied to their coaching program; analyze the ways in which their expectations were met, not met, or exceeded; and evaluate how the experience could have been improved.

GATHERING FEEDBACK

At the end of the program, students prepare papers that integrate the content they've learned in the various leadership modules. They deliver these papers in the pitch room of our new Innovation and Collaboration Building to members of the board of advisors for the TECO Energy Center for Leadership.

Student feedback on the coaching component of our professional development program has been extremely positive. For instance, one student noted that his coach helped him become more proficient at public speaking, which prepared him well for when he needed to deliver presentations at his job. Another student praised her coach for helping her talk through issues and gain clarity on her goals. The experience has even inspired her to think about how she can contribute in the future. "I hope I am able to pay it forward and become a leadership coach to a student one day," she says.

A third student appreciated his coach's recommendation not to rush toward a new goal, but instead to cele-brate his most recent achievements for a longer period of time. He was advised to view that time as an opportunity to improve work-life balance and contemplate his next goals strategically.

"My coach advised that I not limit my vision of the future to what is already visible—I should 'not focus just on the food at the buffet, but try ordering off the menu,'" he says. "To me, this means I need to spend more time seeing what possibilities exist for my next career, not retreading old paths."

These and similar testimonials lead us to believe that when students meet with coaches, they are stimulated to work harder and more purposefully in goal-oriented ways.

TRAINING LEADERS

We have found that—combined with lectures and exercises in leadership— our one-on-one coaching program has improved learning outcomes and job placement rates for our students. We also have found that part of the success of our coaching program stems from the fact that we have built it around a four-step process recommended by the Institute of Corporate Productivity:

1. We establish coaching as an organizational competence by developing a purposeful, mission-driven coaching program.

2. We use coaching to transfer knowledge by requiring students to write reflection papers.

3. We involve executives who are passionate about coaching by working with professional ICF coaches and training local leaders as coaches.

4. We build in accountability, capability, and measurement by having the coaches provide structured feedback to us about their experiences with students after the course wraps up.

The goal of our coaching program is to provide MBAs with the training they will need to become better leaders— which means they will ultimately run healthier organizations when they apply their new skills in the workplace.

While not all students in our MBA program take the coaching component of the professional development practicum, we believe those who do will gain lifelong skills. Going forward, we want to track the progress of our graduates to see how those who have gone through leadership coaching have fared in their careers. We're sure they'll go far. ◪

Frank Ghannadian is dean of the Sykes College of Business, director of the TECO Energy Center for Leadership, and professor of finance at the University of Tampa in Florida. Ghannadian also is a member of BizEd's *advisory committee. Stephanie Thomason is associate professor of management and associate director of the TECO Center at the school.*

HELPFUL LINKS

■ To learn more about the International Coaching Federation, visit www.coachfederation.org.

■ To see Simon Sinek's inspirational TED talk, visit www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.

■ To learn more about the DEAL Method of Reflection, visit static1.squarespace.com/static/51a0018 2e4b00ebfe3c66f62/t/522645c be4b05edb50d791a6/13782399 47935/DEAL+Model+for+Critical+ Reflection.pdf.

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LEARNING FOUR

Today's students are coming to campus expecting to do more than sit in class and take notes. They want to experiment, solve problems, engage across disciplines, and take on real-world projects as they learn. In response, more institutions are creating richer, more engaging educational experiences designed to allow them to do just that.

WHEN GEORGE CALHOUN WALKS into the Hanlon Lab for Financial Analytics & Data Visualization Technology—opened last year at the Stevens Institute of Technology in Hoboken, New Jersey—he says it's as if he's walking into the future of education. With its interactive video walls powered by sophisticated graphics hardware, the lab (known as Hanlon 2) allows students to view and manipulate multiple streams of information simultaneously. Any participants can control elements of the visual display through their laptops or workstations. For hands-free control, they can use a wireless wand-like device developed by tech company Oblong Industries, which provides the software for IBM's Watson supercomputer. The wand recognizes hand gestures, allowing users to "grab" images and move them from one screen to another, make them larger or smaller, or run different content on different displays from anywhere in the room.

"We can have different channels running at the same time, whether it's Bloomberg television or side-by-side comparisons of different parts of a student presentation. We can run data visualization software, show a YouTube video, or bring in someone from a remote facility. If somebody walks into a room and says, 'I have something I need to show you,' he can hit a couple of touch pads to project that on the screen," says Calhoun, an industry professor and director of Stevens' Hanlon Financial Systems Center. "This is a different experience than the audience-lecture format that has dominated academia for 300 years."

Welcome to higher education in the 21st century, where educators are adopting experimental forms of teaching and where students are poised to ask bigger questions, solve larger problems, and work across disciplinary boundaries. Educational institutions are supporting this trend with advanced technology and innovative facilities designed to make higher education programs that are more creative and collaborative—and that deliver experiences that better reflect the way today's students want to learn.

BEYOND WALLS

BY TRICIA BISOUX
ILLUSTRATION BY DARIA KIRPACH

George Calhoun works with students in Hanlon 2, the new data visualization lab at the Stevens Institute of Technology.

AGILE & INTERACTIVE

Calhoun emphasizes that perhaps the greatest feature of labs like Hanlon 2 is that students can take control of their learning experiences. In addition, by allowing them to take on multiple streams of information at once, it plays to the natural multitasking ability of today's students, who are well-accustomed to checking their phones, scrolling through social media networks, and playing video games simultaneously, and often as part of a group.

"In the traditional classroom, we tell students, 'Put away your cell phone, put away your laptop, look at the screen, pay attention to the lecture.' This approach runs counter to their nature," says Calhoun. "When we put them in a setting with five different screens, each with a different piece of information, it draws them out. It's more suitable for the way they think."

So far, professors at Stevens are using the lab in some capacity for approximately 25 courses, not only in finance, but also in analytics, data visualization, marketing, and decision sciences. The room is flexible enough that it could support activities for any course that relies on digital information or media. The room is especially useful for the 24 students who work on the school's student-managed US$400,000 investment fund, because it enables them to view data sets related to sector information, company financials, risk profiles, and a macroeconomic assessment of the overall economy all at once.

Calhoun uses the lab as part of an introductory freshman course in quantitative finance. In one assignment, student teams participate in a presentation competition, in which students compare all presentations side-by-side and collectively declare a winner. The simultaneity of these comparisons inspires far more dynamic, powerful discussions than if presentations could be viewed only one at a time—which is one of the best benefits of the lab for teaching and learning, Calhoun emphasizes.

"When someone stands at the podium of a traditional classroom walking through a PowerPoint, students in the back of the room are half listening and half doing other things," says Calhoun. But in more interactive teaching environments, he adds, faculty have to do less of the "heavy lifting" that traditional teaching methods require, such as calling on students and setting participation requirements.

"This kind of environment stimulates student learning," he says. "I'm no longer there acting like Pavarotti singing opera while the audience sits passively and listens in silence. The students take over, and my role as professor is to become a resource for them."

CREATIVE & TRANSDISCIPLINARY

If Hanlon 2 is a physical representation of higher ed's shift in focus toward more dynamic learning experiences, the new job title for Louise McWhinnie is a more figurative one. Just last year, she was appointed the inaugural dean of the faculty of transdisciplinary innovation at the University of Technology Sydney (UTS) in Australia. The role of her department? To break down the boundaries between the different departments on campus.

McWhinnie's team, too, is a cross-section of the entire university. She is a designer and former associate dean of the university's design, architecture and building department. Her deputy dean is a forensic scientist, and the office's program coordinators include a novelist, an industrial design engineer, and an accountant—all faculty at UTS. "At many universities, faculties are about silos. Professors think, 'This is what defines my discipline,'" says

McWhinnie. "But here, as a faculty, we're saying that it's not about silos. It's about breaking down and actually understanding what happens in between the silos."

The department of transdisciplinary innovation coordinates the university's Bachelor of Creative Intelligence and Innovation (BCII) program, a transdisciplinary major launched in 2014 to provide opportunities for students and faculty to solve problems and work with perspectives across all departments. The BCII was created in collaboration with faculty from all the university's core disciplines, which include business, law, engineering, analytics, science, communication, education, design and architecture, health, information technology, international studies, and transdisciplinary innovation.

All students who earn the BCII earn two degrees—the BCII and a bachelor's degree in each student's chosen major—in four years, one year more than it would take to complete a traditional undergraduate degree at UTS. In each of the first three years, students take courses toward their disciplinary majors during the regular semester; then, during breaks between semesters, they complete weeklong intensive courses. These intensives—or "subjects" as they are called at UTS—are focused on creativity, innovation, and real-world problem solving. They have titles such as "Creativity and Complexity," "Envisioning Futures," "Leading Innovation," and "Problems to Possibilities." Students complete two intensives a year for the first three years of their programs. Every BCII subject brings in industry and includes real-world projects, so that students

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learn by doing, McWhinnie explains.

So far, companies have been eager to provide projects for students to tackle. Google, for example, asked students to analyze the challenges involved with introducing an internet search engine to populations in rural India that were generally unaccustomed to conducting library searches. Representatives from the City of Sydney challenged students to create a plan to mitigate alcohol-related violence in the region.

During the fourth year of the program, students work solely on activities related to the BCII. Students complete internships and capstone projects with companies. Or, in place of the capstone, students can opt to work on their own startups.

McWhinnie describes students who apply to the BCII as "curious risk-takers," who want to know "how, why, and what-if." And if the number of students applying to the BCII is any indication, their ranks are growing. In 2014, the program enrolled approximately 90 students; this year, the school received 3,800 applications for just 250 spots. For those who cannot get into the program, UTS has set up a diploma in innovation, which also can be completed as students

work toward their core degrees but does not require an additional year of study. The faculty of transdisciplinary innovation is in the process of creating electives so that even more students can have opportunities to work across disciplines within an innovation and entrepreneurship curriculum.

The number of business students participating in BCII subjects has risen steadily, from 12 in 2014 to 64 in 2017, says Roy Green, dean of UTS Business School. Green, who was closely involved in the BCII's design, emphasizes that from a business education perspective, the BCII was a necessary addition to the UTS curriculum.

"We saw that 21st-century corporations were integrating design thinking and business analytics. At the same time, we anticipated that many of our graduates would not even look for jobs in these corporations, but would create their own entrepreneurial ventures," Green says. "In either case, we wanted to put an increased emphasis on 'boundary crossing' skills as well as specialized knowledge, because we knew our students would require different mindsets. The BCII enables them to take ideas

from concept to reality in a transdisciplinary context."

The university created BCII not only because of changes it saw in its students, but also because of a call from industry. "Employers told us they wanted innovators—people who could bring about change, who were comfortable working across borders with multiple disciplines," McWhinnie says. "They identified the necessity for different graduates for a fast and vastly changing world."

It seems that educators are moving in the same direction. McWhinnie points to her recent experience at a conference sponsored by *Times Higher Education,* attended by vice chancellors, deans, and executive vice chancellors from 31 different countries. "They all were saying, 'The way forward is transdisciplinary,'" she says. "The world is changing so fast that students need this breadth of thinking. We can't rely on the idea that everything is going to be produced the way it has been during our lifetimes."

GLOBAL & COLLABORATIVE

As industry pushes higher education to deliver richer, broader curricula, some business leaders are taking matters into their own hands to design learning experiences that develop all the skills they're looking for. When the Center for Global Enterprise (CGE) launched in 2013, it was with the idea of creating just such an alternative educational experience that complemented current business education. Based in New York City, the nonprofit is the brainchild of former IBM CEO Sam Palmisano. He created the CGE to deliver courses that were more global, collaborative, and diverse.

In 2014, the organization began offering its Global Scholars program, a direct reflection of Palmisano's vision. The hallmark of Global Scholars is its six-week "alpha team" projects. These alpha teams can include up to 21 globally distributed team members, who usually comprise 50 percent students (mostly MBAs) and 50 percent faculty and professionals. With the help of two assigned

The newly opened BCII Space at the University of Technology Sydney supports collaborative project-based learning, a hallmark of its Bachelor of Creative Intelligence and Innovation program.

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mentors, they collaborate virtually using technology such as the Zoom video conferencing platform to solve large-scale business problems for companies.

The term "alpha teams" arises from the idea that these teams go a step beyond traditional business student consultancies, says Ira Sager, a vice president at CGE and director of Global Scholars. "Almost every business school offers some kind of consulting operation, but these operations often do not pull together cross-functional teams across different departments, countries, and generations," says Sager. "Many times, they are made up of a group of

students who all have a particular view of the world. With Global Scholars, we widen that aperture. Our program helps students think globally, sharpen their leadership and communication skills, and assess business problems from different cultural perspectives."

Although CGE's alpha teams involve participants from all ages and backgrounds, seniority does not confer leadership privileges. In fact, team leaders are always business students, selected based on interviews about their past leadership experiences. All team members are chosen through an application process based on how well their skill sets,

knowledge, and backgrounds suit a given project's parameters.

So far, CGE has run five alpha teams, which collectively have included 55 participants from 28 different countries. This year, the CGE received 400 applicants for just 21 positions. Companies pay the CGE US$150,000 to submit a problem to an alpha team; participation for team members is free.

The projects have been wide-ranging. The 2017 alpha team worked on a project for Carbon, a startup 3-D printing company in Silicon Valley, in which it analyzed the market for spare parts in the U.S., the U.K., Japan, and Germa-

ENGAGING SPACES

With today's educational technology growing more sophisticated, many institutions are pouring resources into expanding online education. However, at other schools, administrators are viewing the latest advances in collaborative technologies as an opportunity to take the opposite approach, creating interactive face-to-face environments on their physical campuses.

George Calhoun expects fully interactive spaces such as Hanlon 2 at the Stevens Institute of Technology to become mainstream in higher ed over the next ten years. "When I first came to Stevens 12 years ago, many classrooms didn't even have projectors yet. Now I don't think there's a single room on campus that doesn't have a projector and PowerPoint capability," he says. "In ten years' time, we'll see the same thing happen with data visualization technology. It's going to be a pedagogical disruptor on a large scale."

The desire to encourage greater collaboration among students, faculty, and industry has driven a spate of new construction and renovation at the University of Technology Sydney, explains Louise McWhinnie. She notes that, while a number of universities have invested significantly in MOOCs, UTS in recent years has invested in designing what she calls a "sticky campus," with spaces where students truly want to come and learn.

"The university is not building big lecture theaters anymore, with rows and rows of students to be talked to. Instead, it's creating spaces that can be reconfigured very easily so that the lecture can stop and students can turn around and talk about a problem. It's focusing on what needs to be here on campus that actually brings the students into the university."

The UTS Business School opened a new facility just two years ago with this new approach in mind. Designed by the renowned architect Frank Gehry, the facility has been playfully nicknamed the "paper bag" building because of its distinctive, undulating shape. It features collaborative learning spaces, including two oval-shaped classrooms to promote interaction, and glass "work pods" for small-group work, as well as prominent, sculptural stairways designed to keep people moving through the building.

Gehry's approach of designing "from the inside out" is well-suited to building integrative educational environments, says Roy Green. "Frank started from our interest in creating a 'porous' learning environment, where barriers to collaboration were dissolved."

This year, UTS opened its BCII Space with the same kind of work environment in mind. Ready just in time for the first group of students starting the fourth and final year of the Bachelor of Creative Intelligence and Innovation program, the large area can be easily reconfigured for large classes, small-group work, and industry events. Accessible 24 hours a day, seven days a week, BCII Space can accommodate up to 200 students. It features a kitchen and dining space, sofas and coffee tables, and videoconference-enabled meeting rooms for industry engagement and presentations.

The walls are covered with whiteboard paint, and flip-up tables are overlaid with surfaces that can be written on and easily wiped off, so that students can rapidly generate ideas. Students also can project their laptop displays onto screens around the room. Each space is designed to provide a range of different opportunities for students, staff, and industry to interact and collaborate, whether via technology or across the table at the café.

ny. In 2016, three alpha teams worked on projects: one for the Nigerian job website Jobberman, which wanted to add online learning capabilities; one for the Tanzania-based software company Rasello, which wanted to expand to other African countries; and one for the U.S. National Football League, which wanted to expand its international fan base using its Game Pass digital platform. In 2015, London Taxi Company asked CGE's first alpha team to project what the global taxi market would look like in 2025, given the rise of self-driving vehicles and ride-sharing companies like Uber.

Rasello eventually hired alpha team members to work on its expansion in South Africa. A participant on the NFL team, now a graduate of the London School of Economics and Political Science, is mentoring startups on her own. In fact, she recently contacted the CGE about forming an alpha team for a two-year-old startup working on a tool for instant language translation. She's mentoring the company's founders, and she's just 25 years old.

The CGE recruits alpha team members primarily via a network of 179 business schools in 92 countries. As part of CGE's Global Scholar Schools,

this group is the first to be informed when a new alpha project becomes available. Business schools can join the network for free.

"All we ask," Sager explains, "is that schools identify a member of their faculty as a primary contact for the program. That individual will then pass along any information to the school's student body, faculty, and alumni, whether it's about our alpha teams or one of our online courses." (Read more about CGE's microcourses, which also are part of its Global Scholars program, online at bized.aacsb.edu/building-skills-with-microcourses.)

Students brainstorm in the accelerator at the University of Tampa's Lowth Entrepreneurship Center.

The University of Tampa (UT) in Florida recently unveiled its own multidisciplinary, co-working collaboration space: its Lowth Entrepreneurship Center. The Lowth Center features two business incubators and a community accelerator to support local entrepreneurs, but its more unique features include the Contemplation Loft, a quiet space where students can go to reflect and find inspiration, and Think Pods, intimate semi-enclosed spaces designed for individual or small-group contemplation. (To read about another UT initiative, a leadership coaching program, see "Future Focused" on page 30.)

The facility, designed by Beck Construction Group, was the culmination of a two-year design process, in which the architects collaborated closely with university president Ron Vaughn, UT College of Business dean Frank Ghannadian, and Lowth Center director Rebecca White.

The group wanted the completed space to be "sticky" as well—they wanted it to be a place that attracted new ideas to campus and helped bring those ideas to fruition. With that in mind, says White, the design is meant to support interaction among diverse groups and meet the learning needs of students and faculty.

White points to research that she and Giles Hertz, associate professor of business law and entrepreneurship at the school, published several years ago in which they demonstrated the power of adopting a "situated learning" model for experiential education—particularly for entrepreneurship. "Like students in medicine or architecture, students of entrepreneurship learn best when they work in a context that has results and consequences. The Lowth Entrepreneurship Center was designed around this model. It includes space that encourages all five of the situated learning opportunities: collaboration, coaching and mentoring, reflection, apprenticeship, and practice."

Such environments are meant to be "nonhierarchical," says McWhinnie, so that all users are on an even playing field regardless of educational level, work experience, or background. "Universities have changed. By providing a range of learning and social spaces, we encourage students to interact within the educational environment and prepare them for rapidly changing work practices," she says. "We are responding to the ways students want to learn."

"WE SHOULD NOT FORCE STUDENTS BACK TO A 19TH-CENTURY MODEL OF LEARNING."

—GEORGE CALHOUN, STEVENS INSTITUTE OF TECHNOLOGY

CAPABILITIES, NOT CREDITS

One of the more telling trends in higher education is the extent to which students are becoming more willing to take on learning opportunities above and beyond their coursework. At the CGE, for example, no one who works on an alpha team project receives course credit or payment for their work. Instead, they want the chance to work directly with top scholars and business leaders in a given field.

"Students are doing this for the experience, so that when they're applying for jobs they can say they've worked on this type of project and are comfortable working in digital environments, across borders and time zones," says Sager.

McWhinnie at UTS points to the fact that while companies submit real-world projects as part of the BCII's intensive subjects and capstone, they also frequently submit projects that do not fit the timing of the formal curriculum. McWhinnie finds these extracurricular BCII projects particularly exciting—and so do the students and faculty who volunteer for them. "We often tap students on the shoulder and just say, 'A really interesting challenge has come on board. Are you interested in working on it?'" Students do not receive course credit toward their majors for these projects, but view these challenges as valuable additions to their portfolios.

These extemporaneous projects can last from a few days to several weeks. For instance, the office of the governor of New South Wales recently asked a BCII team to design a governor's diary that would help him achieve his mission objectives most efficiently. The BCII staff assembled a team that included students from communications and design, as well as an accounting professor, who all spent a month designing a new coded digital diary system. A different team took only a weekend to complete another extracurricular project for Visa regarding the future of financial transactions beyond credit cards.

Many professors, too, are eager to volunteer for these projects because they present fascinating problems and new opportunities for research. In addition, faculty do not take the lead on BCII projects, but instead work side-by-side with students as equals. Many professors find this structure a refreshing change of pace from their roles as teachers.

Because activity in the BCII ebbs and flows, the school still is working out how to help faculty manage the sometimes unexpected work demands. The school now tracks when faculty take on extra BCII projects in a given year, so it can balance out their workload accordingly in the next. Because the BCII involves faculty across the entire campus, no one department is overburdened.

'WE'RE IN AN IDEAS REVOLUTION'

As business becomes far more interconnected and dynamic—and as students become eager for more interactive educational experiences—the idea of rows of front-facing students in a classroom, faculty-driven lectures, and linear presentations of information is giving way to different kinds of classrooms and different ways to teach, says Calhoun. (See "Engaging Spaces" on page 46.)

In fact, Calhoun has found that, far from balking at mastering new learning approaches, his students come to class with highly developed digital skills. "We haven't had to push them. Rather, it's been a pull from them. They know how to hop through some of these applications better than I do. They take to it right away," he says. "We should not be forcing students back to a 19th-century model of learning."

McWhinnie at UTS has found that fewer students are coming to university expecting to be passive learners and note takers—they're seeking life-changing experiences. In feedback about the program, for example, one student noted that because of the BCII, he had grown "more confident, resilient, adaptable, and comfortable to take on the most curious and challenging tasks" and able to "mine our failures for lessons and use them to shape our successes."

Organizations will need more graduates like this, McWhinnie emphasizes, who aren't just resilient, but also adaptive and ready to communicate, think critically and creatively, engage with diverse groups of people, embrace complexity and uncertainty, and create the jobs of the future. "The world has been through an industrial revolution, and we're now not only in a technology revolution but also in an ideas revolution," she says. "Our students are very aware of the fact that while their parents had a job for life, they will most likely have a life of jobs. For them, work is going to be totally different."

Undoubtedly, higher education institutions now find themselves in the center of this ideas revolution—and that means business schools do as well, as they no longer are places where students simply come to network and collect knowledge from faculty. They are becoming places where students are actively shaping their educational experiences, working across boundaries, and devising creative solutions to change business—and society—for the better. ◫

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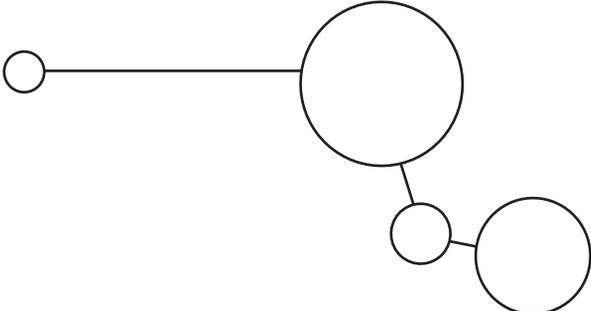
As AACSB introduces a new brand and pursues an ambitious vision, its incoming board chair calls for close collaboration along three key dimensions.

WHAT DOES IT MEAN to be connected in today's world? As business schools, we have always crossed academic boundaries, connecting with disciplines as diverse as strategy, operations, psychology, and consumer marketing. But I believe today's business schools should be crossing many other boundaries as we examine, in the broadest terms, why we exist.

We increasingly find that the problems facing the world are multifaceted, multidimensional, and involve multiple stakeholders. If business schools want to be part of the solutions, we must seek out in-depth collaborations with industry, government, and society so that we can address the world's problems in a holistic manner.

This theme of connectedness lies at the heart of what AACSB International views as its central mission. As a global organization, the association is working to connect its members across geography and bring together business schools from the Americas, Asia, and Europe. It works to design programs

● **BY SOUMITRA DUTTA**

and events that create and strengthen linkages among individuals, institutions, and industries in all parts of the world. But today, the association is stepping up its efforts even more, with the intention of enabling collaboration across dimensions that go far beyond geography.

In a recent series of meetings held by AACSB's Innovation Committee (previously the Committee on Issues in Management Education), three themes quickly emerged: connecting across disciplines, connecting with business, and identifying potential disruptors to our field. The idea of making connections was so powerful that it was the focus of two of the three sessions. In fact, the third session—on disruptors— also related to this theme as it focused on the processes that enable or inhibit connections.

As I assume the role of AACSB board chair for the 2017–2018 academic year, I want to take a moment to reflect on the organization's many initiatives that encourage these connections—and to consider what we can do to make these bonds even stronger.

BEHIND THE BRAND

Those who attended AACSB's International Conference and Annual Meeting (ICAM) in April had a chance to see firsthand the introduction of the association's updated brand. The new tagline, "Business Education. Connected," makes explicit this theme of networked business education. Similarly, the new logo, with its pattern of interwoven colors, provides a visual reminder of the fact that we all become stronger when we bring together diverse people, perspectives, and practices.
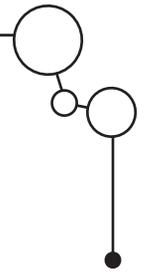
We chose this new tagline and brand because our research showed us how much our schools value the connections that AACSB enables. These connections primarily take three forms: connecting to business, connecting to other educators, and connecting to society.

AACSB made some of those connections explicit in the Collective Vision initiative that it rolled out in 2016. The initiative considers how business schools can remain relevant into the 21st century by playing five key roles that enable them to engage with multiple stakeholders. For instance, schools connect with *society* as they become leaders on leadership and enablers of global prosperity. They connect with *business* when they act as catalysts for innovation and co-creators of knowledge. And they connect with other *educators* as they become hubs of lifelong learning.

The association spent two years developing this industry vision, and I encourage all member schools to integrate it into their strategic thinking as they consider, "What does this vision mean for our school?" AACSB will support the vision by creating programs, venues, and processes that connect individuals and organizations along these three dimensions.

CONNECTING WITH BUSINESS

The association unites business and academia in a number of ways—for instance, by making sure that some of its board members are corporate leaders. But the association also connects with industry representatives through a variety of other initiatives, including:

■ **The Business Practices Council.** This collaborative partnership, which brings together business leaders and business school deans, strives to improve management education while addressing issues that are important to both schools and companies. The association also makes sure that the public, private, and nonprofit sectors are all represented on the Business Practices Council.

■ **The Co-Lab Conference.** At this event, educators and practitioners come together to explore how to build partnerships that serve both industry and academia. Programming events address questions such as: How can schools and businesses work together to create relevant knowledge? How can they collaborate to develop and deliver programs? How can they work together to create social impact?

Business schools are encouraged to register for the event in tandem with their own corporate partners, such as members of their advisory councils, to create even more opportunities for synergy. The 2017 event was held in June and hosted by the Haas School of Business at the University of California, Berkeley.

■ **The Bridge Program.** This program guides senior-level executives through the steps necessary to become practitioner faculty at business schools. These new faculty members can draw on years of knowledge and experience to show business students how theory connects to practice in the real world. They also build relationships between their business school colleagues and their former co-workers, providing opportunities to collaborate on research and pursue knowledge together.

■ **School-based initiatives.** AACSB also encourages business schools to make their own efforts to reach out to members of their business communities. Recently, the Innovation Committee surveyed members to discover what kinds of initiatives they had instituted in their own regions. The responses were varied and impressive.

For instance, the Institute of Corporate Responsibility at the George Washington University School of Business in Washington, D.C., has partnered with Ford Motor Company to launch Sustainable Urban Mobility with Uncompromised Rural Reach. This initiative seeks to learn how Ford can use its vehicles and technology to provide rural communities with access to healthcare, clean water, and education. Baylor University's Hankamer School of Business runs the Baylor Angel Network, which provides early-stage capital to entrepreneurs; it is overseen by an advisory board of successful entrepreneurs and one faculty member. Oxford University's Saïd Business School in the U.K. has partnered with executive search firm Heidrick & Struggles to speak to 152 CEOs who anonymously reflected on their leadership challenges. They discovered that leaders must develop a "ripple intelligence" as they anticipate what factors might interact to disrupt their organizations.

Through all these collaborations, business schools are building strong bonds with corporations—and creating graduates who are fully prepared to succeed in the workplace.

CONNECTING WITH BUSINESS EDUCATORS

Similarly, AACSB manages a number of initiatives designed to connect business professors with educators at institutions around the world. Among them:

■ **Conferences and seminars.** Connections happen frequently and organically at AACSB events that range from the annual ICAM conference to the dozens of seminars on topics from accreditation to leadership. At these events, attendees network with peers, hear about the latest trends in education, and learn how other schools have
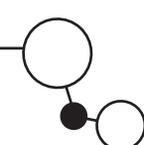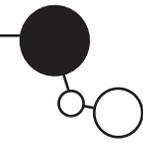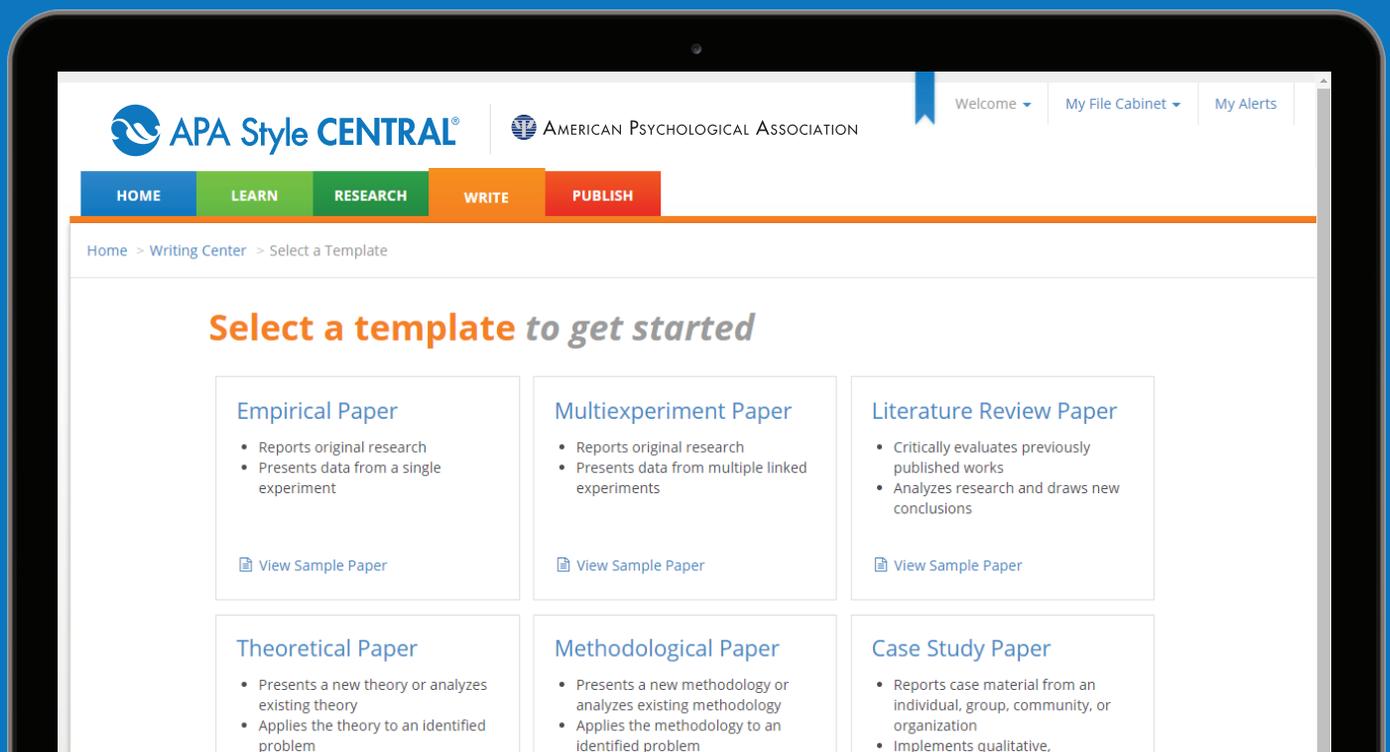
How can schools and businesses work together to create relevant knowledge and develop and deliver programs?

SPANNING BOUNDARIES

If the new AACSB board chair is eager to foster engagement among educators, business leaders, and society in general, that's because he has spent his personal and professional life crossing borders. Soumitra Dutta was born in India, studied in the United States, and has worked in Europe and the United States.

"In some sense, I bring European, Asian, and American perspectives into my personal life, so spanning boundaries has always been essential to my life, either by accident or by design," he says.

He holds a bachelor's degree in electrical engineering and computer science from the Indian Institute of Technology in New Delhi; master's degrees in business administration and computer science from the University of California, Berkeley; and a PhD in computer science, also from Berkeley. "I have degrees in computer science, but I have spent my professional life in business schools," says Dutta. "For that reason, much of my focus has been on trying to connect technology with business."

That connection guided much of his career before he joined Cornell University in 2012 as dean of the Samuel Curtis Johnson Graduate School of Management. Previously he was the Roland Berger Chaired Professor of Business and Technology at INSEAD, where he also led eLab, the school's research and analytics center for business.

In addition, he is co-editor of the *Global Information Technology Report*, published by the World Economic Forum in partnership with INSEAD and Cornell University. He also is author of *The Global Innovation Index,* published jointly by Cornell University, INSEAD, and the World Intellectual Property Organization. Both publications explore the closely allied fields of technology and business.

At Cornell, Dutta will have yet another opportunity to pursue connections between business and technology through Cornell Tech, a multidisciplinary campus launched by Cornell University in partnership with the Technion–Israel Institute of Technology. Cornell Tech is a collaboration among Cornell's colleges of business, engineering, and computer science, with some input from the law school. Not only do faculty work across disciplines to create the curriculum, but they are required to collaborate with the community—for instance, by teaching in local high schools and middle schools and organizing hackathons and innovation workshops. Cornell Tech also maintains

Cornell SC Johnson College of Business deans at the 2017 commencement ceremony. From left: Mark Nelson of the Johnson Graduate School of Management, Kate Walsh of the School of Hotel Administration, Soumitra Dutta, and Edward McLaughlin of the Dyson School. (McLaughlin returned to Dyson faculty in July.)

tight connections with business, inviting practitioners to set up office space on campus so they can work closely with students and faculty. While the school has been operating for four years in a temporary space, it moved into its permanent home this summer.

"Cornell Tech is a unique partnership across a major university, a local city government, the private sector, and civil society, with the ambitious goal of transforming the economy of New York City," says Dutta. "That's the kind of ambition I think universities should seek to have in terms of impact, and that's the kind of role that business schools should seek to have."

Not only is Dutta planning to forge connections outside of the business school, he's building connections inside it as well. Cornell recently merged three separate units—the School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management—into a single college. A naming gift rechristened the new entity the Cornell SC Johnson College of Business, and Dutta became founding dean of the college. (To read more about the merger, read "Perfect Unions" on page 32 of the July/August issue of *BizEd.*)

Dutta is excited about the possibilities offered by the new synergy among these three distinct schools. He notes that the Dyson School, which emerged from Cornell's College of Agriculture and Life Sciences, focuses many programs on sustainability and climate change; the Hotel School is concerned with hospitality and customer service; and the Johnson School specializes in traditional finance, accounting, and marketing. In effect, the combined college brings together programs that will emphasize the triple bottom line of planet, people, and profit—all enhanced by the technology focus of Cornell Tech.

"We believe we will be able to create value in ways that could not be attained by the schools operating independently," says Dutta. "In terms of faculty and students, we are now the third-largest business school, after Harvard and Wharton. But we want to create something that is not just large, but distinctive."

Leading the SC Johnson College and working with Cornell Tech are the two areas where Dutta expects to devote most of his energy, and he believes these two initiatives will form a large part of his legacy. He says, "I hope we can all work together to create a unique body of programs at Cornell."

"Spanning boundaries has always been essential to my life. Much of my focus has been on connecting technology with business."

solved challenges or implemented new programs. These connections are maintained even from a distance as members continue to share ideas and information through the Exchange, AACSB's member-only online forum.

■ **Affinity Groups.** AACSB members create additional connections through these networking groups that facilitate communication among individuals who share common interests or job responsibilities. Among the current Affinity Groups are those devoted to entrepreneurship, technology, small schools, metropolitan schools, new deans, women in management, minorities, and various global regions. The members of Affinity Groups convene both virtually and at events to exchange ideas, share effective practices, and collaborate on developing data sets that support industry benchmarking.

■ **Collaboration Concourse.** Through this global virtual platform, member schools seek out other schools with

the association's activities are meant to support these partnerships:

■ **The Influential Leaders Challenge.** Through this annual event, AACSB asks business schools to submit names of some of their most outstanding alumni and describe their accomplishments. Past leaders highlighted by the challenge have focused on key issues such as reforming healthcare, changing public policy, empowering women, improving low-income housing, and bringing prosperity to emerging nations. The 2016 Influential Leaders Challenge included individuals from more than 15 sectors living in 11 countries.

■ **Innovations That Inspire.** In this annual event, AACSB members are invited to describe their most distinctive and impactful programs and initiatives. For 2017, the association received 315 entries from member schools in 33 countries. Many of the innovations that schools highlighted clearly were designed to benefit society,

vening events, fostering collaborations, prototyping new methods of community building, and sharing ideas. At AACSB's Deans Conference in February, GRLI facilitated a workshop titled "Deans as Agents of Change," in which participants discussed ways that business schools could be forces for good.

AACSB also helped draft the United Nations' Principles for Responsible Management Education (PRME), which outlines the steps needed to educate socially aware business leaders. In addition, the association maintains close relationships with organizations such as the Aspen Institute Business and Society Program, which is dedicated to making sure that business decisions and investments are aligned with the long-term health of society.

GREATER ASPIRATIONS
In the coming year, I would like to see AACSB expand all the ways it makes connections. For instance, we already have excellent relations with industry, but I would like to see us do more to bring business perspectives directly and indirectly into AACSB's initiatives. I would like to see us strengthen connections between schools—for example, by finding ways to help institutions in emerging markets connect to each other, not just to schools in the developed world. How can we help *all* of our members build better networks?

I would like to make this notion of connectedness a living reality for AACSB and its member schools. I would like us to consider how we can be ever more effective and inclusive in the way we educate students, conduct research, and seek solutions to society's problems. Promoting this theme of connection across the whole AACSB ecosystem will be one of the important goals of my tenure as board chair. ◨

Business schools understand that they must partner with society to address some of the great challenges facing the world.

which to partner on opportunities such as student and faculty exchanges. Schools that want to initiate partnerships complete a semiannual survey detailing the collaborations they would like to pursue; they can search for interested schools through the Exchange.

CONNECTING WITH SOCIETY
As AACSB members, business schools also understand that they must partner with society to address some of the great challenges facing the world. Some of

such as programs focused on increasing gender diversity, developing minorities into leaders, and aiding refugees. More details and access to the full database of submissions can be found at www.aacsb.edu/innovations-that-inspire.

■ **Advocacy and awareness.** It's critical for the association to join other organizations that emphasize how business can benefit society. For instance, AACSB works with the European Foundation for Management Development (EFMD) and the Globally Responsible Leadership Initiative (GRLI) to promote socially responsible leadership by con-

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The Social Value Of Translational Research

BY GRAEME CURRIE

THE CHALLENGE: At a time when business and society are changing quickly, how can business schools maintain their relevance and show the world how they provide social value? One crucial way is by asking faculty to address societal challenges in their scholarship, particularly through developing alliances across the university to produce cross-disciplinary research.

At Warwick Business School (WBS) at the University of Warwick in the United Kingdom, we call this our "lowering the walls" strategy. By this, we mean that our faculty look beyond the business school to join forces with other academics, not just in the social sciences, but in medicine, science, engineering, and the arts and humanities. We believe that, in order to survive in today's markets, business schools must seek out interdisciplinary collaboration on projects that put social value front and center.

THE APPROACH:

Because we recognize the needs of the healthcare industry in our region, at Warwick, we encourage our faculty to address what is termed "translational health research," defined as research that provides evidence-based innovations that can be quickly scaled across the health system for patient benefit. We specifically encourage research related to improving healthcare for people diagnosed with long-term conditions, from young people with mental illnesses to older people suffering multiple morbidities.

I lead a team of four postdoctoral researchers from Warwick Business School who work closely with researchers from Warwick Medical School over the life of a five-year grant. Our researchers embed themselves in hospitals, community health services, and other providers in the West Midlands region of England to offer feedback in real time. The goal is to help providers improve their operations, leadership, risk management, workforce development, and decision-making processes. For instance, one of our researchers is embedded within Sandwell and West Birmingham Hospitals, providing feedback to

healthcare providers as they pilot test a system to triage patients diagnosed with medically unexplained symptoms. The objective is to refer them to psychological services delivered within the hospital. With our feedback, the hospital plans to expand the pilot from three clinical departments to departments across the entire hospital.

Our postdocs take a similar approach with other providers, in ways that make a direct, positive impact on the region's healthcare services. Examples of our other projects include:

■ Working with local healthcare agencies that want to continue offering mental health services to young people up to age 25, rather than transitioning them to adult care at age 18.

■ Helping community-based providers improve services for patients

> We must "lower the walls" and invite other disciplines into our communities. Our aim should be "to move from what we know to what we do" to solve societal challenges.

experiencing lower back pain, as a way to reserve hospital care for more severe cases.

■ Creating a triage intervention for pregnant women at Birmingham Women's Hospital.

■ Designing a leadership development program at University Hospitals Coventry and Warwickshire to foster innovation.

Once the postdocs are finished giving feedback, doctoral students, funded by Warwick Business School, follow up with each healthcare organization to help its leaders implement our research team's recommendations.

SOCIAL RESEARCH STRATEGIES:

Business schools can place greater emphasis on translational research in many ways:

Prioritize a research focus. A business school can intensify the impact of its research by prioritizing a limited number of issues, which we call "communities of impact." At WBS, we choose to focus on healthcare, as well as topics such as energy and global governance. Other schools could target different social challenges, from population migration to food security.

Seek out grants. In our field of translational health research, large-scale funding is available. We recently received £10 million in funding from the National Institute for Health Research (NIHR) through its five-year initiative called Collaborations for Leadership in Applied Health Research and Care (CLAHRC). These funds, along with £20.6 million we received from regional healthcare partners (about US$37.3 million total), now supports the core of our translational health research projects.

Invest in the right faculty. We have made significant investment in faculty with specific interests in the healthcare field, and we now have 20 full-time faculty whose scholarship revolves around healthcare. We are careful to mainstream these faculty into more traditional business disciplines—such as operations management, organization and human resources management, behavioral science, information systems management, and entrepreneurship—so that they do not find themselves marginalized within the business school.

Recruiting faculty with expertise in translational health research, who also can publish in top journals, has not proved easy, but it has been possible. The good news is that as schools establish a critical mass of research faculty interested in a particular area, recruiting others becomes far less challenging.

Hire professors of practice. WBS has appointed professors of practice whose work spans academic, corporate, and public-sector organizations. One such professor is Ian Philp, associate medical director at the Heart of England NHS Foundation Trust. Philp facilitates access to studies, particularly those concerned with the care of the elderly, his area of clinical expertise. He also helps facilitate the implementation of our research and is currently co-writing several academic articles.

Such collaborative efforts do not just generate a virtuous circle that promotes impact for social value. They also result in peer-reviewed publications, external grant applications, and capacity building for future research efforts.

Invite external participation. We have physicians whom we call Diffusion Fellows embedded within our research teams. These fellows act as "knowledge brokers," applying their expertise and understanding of current medical research to our work. We also solicit feedback from patients, who have a vested interest in the particular services we evaluate. Taking all of this input into account, we create short summaries of our feedback and findings. These summaries then are disseminated to healthcare providers to encourage the adoption of best practices not only at the site where our researchers were embedded, but also at other providers in the West Midlands region and beyond.

Offer incentives. To progress in their careers, business academics have learned to publish in journals that are increasingly specialized in nature, often

siloed within their disciplines. As a result, many prioritize theory over social impact—they would rather attend to their own research than invest the time and effort necessary to build relationships with clinical scientists.

To mediate this, business schools often must incentivize faculty to engage in interdisciplinary research. At Warwick, researchers who work collaboratively are funded for part of their time through the NIHR CLAHRC grant. In addition, WBS has adopted what it calls an Academic Balance Model, in which we accommodate any time faculty spend on external research by reducing time devoted to teaching or administration.

Our annual appraisal system offers financial rewards to faculty who engage in this activity. Faculty view research income generation, academic publication, and impact for social value as complementary to their work rather than mutually exclusive.

Build external relationships.
Through our CLAHRC West Midlands project, WBS has extended its relationship with Warwick Medical School and Australia's Monash School of Medicine. Each university has contributed £1 million (approximately US$1.2 million) to develop collaborative research related to low- to medium-income nations. In addition, the partners are creating a master's-level distance learning program

focused on healthcare improvement for clinicians and managers; it will include case studies developed by clinical and management scientists in collaboration with practitioners from both sides of the world.

Of course, no school can adopt a social-value strategy without the support of its leadership. We are fortunate that our previous dean saw the benefits of making healthcare a core theme in WBS research and impact strategy. Andy Lockett, appointed as dean in August 2016, not only supports our emphasis on healthcare organization and management, but also engages in translational health research himself.

FROM 'KNOW' TO 'DO':

Our projects have been aided by strong faculty relationships that already existed between the business and medical schools. Prior to the CLAHRC bid, a large number of teams made up of business and medical faculty already had made several successful smaller bids to Research Councils UK and NIHR. Leaders from both schools have agreed to split any funding equally across the two departments.

In addition, senior managers across the university had supported another interdisciplinary initiative, Global Research Priorities, which provided administrative infrastructure and a budget for events to promote interdisciplinary research related to social issues.

However, we have faced challenges, largely stemming from epistemic gaps between the disciplines, especially when it comes to setting criteria to judge the quality of our research. In our case, clinical scientists in medicine who highly value experimentation have occasion-

ally downgraded the value of qualitative research carried out by our management scientists. As we developed our CLAHRC bid, a professor from the medical school repeatedly questioned the senior professor from the business school about his theoretical references. Our management scientists, on the other hand, regarded the experimental methods preferred by medical academics as insufficient to capture the subtleties of the social world.

Even so, we look forward to expanding our healthcare initiatives. For example, we recently won a £2 million NIHR grant to create a center dedicated to improving the mental health of youth in India. We will use the grant money to work with Warwick Medical School and NGOs in Delhi and Chennai.

What's important is that business schools encourage faculty to step beyond business to pursue such projects—if not in healthcare, then in areas where they believe they can make the

largest contributions. We must "lower the walls" and invite other disciplines into our communities. As my team notes in our objectives, our aim is "to move from what we know to what we do" to solve societal challenges. By adopting more global research policies, business schools will more easily be able to demonstrate positive impact on the communities they serve. In the end, their long-term survival might depend on it.

Graeme Currie is pro-dean research and professor of public management at Warwick Business School at the University of Warwick in the United Kingdom. He recently co-authored "A call for university-based business schools to 'lower their walls': collaborating with other academic departments in pursuit of social value" with Julie Davies, HR subject group leader at the University of Huddersfield, and Ewan Ferlie, a professor of public services management at Kings College London in the U.K. Their paper appears in the December 1, 2016, issue of Academy of Management Learning and Education.

Wisdom of Peers

ENCOURAGE CROWDSOURCED LEARNING TO ENRICH ONLINE PROGRAMS **BY PATRICK MULLANE**

FOR DECADES, MANY HAVE BELIEVED that traditional education, which centers on the faculty lecture, would be disrupted by new technologies. As the years came and went, though, not much changed. Correspondence courses, pioneered in the late 19th century, did little to drive substantial innovation. Neither did radio or television—even though both received government support to help deliver educational programming to the masses. Technology in education was like flying cars in transportation—both were always on the verge of changing the world.

But while flying cars still seem to be an empty promise, the internet is finally having significant impact on education, in ways that its predecessors in distance education did not. This is particularly true for how students and faculty interact online (or don't). One innovation of special interest is "educational crowdsourcing": the use of peer-to-peer interaction among students to help them learn.

Crowdsourcing has always been an elegant way to solve problems, but it didn't become a household term until the internet allowed large numbers of people to share information and solicit feedback instantaneously and with no incremental cost. In fact, the internet has been especially helpful for researchers who now can easily share and refine their data and analyses with other academics.

An October 2015 article by Raphael Silberzahn and Eric L. Ulmann in the journal *Nature* presents an interesting case study on this process. The pair recruited 29 research teams to analyze the same question and data—after each team tested its own hypothesis, all teams evaluated the findings of other researchers and discussed them in an open online exchange. The result: Crowdsourcing presented a wider range of findings, provided more nuanced examinations, and encouraged greater collaboration among scientists than would have been possible with a single team.

So, if researchers can get to better answers to questions by posing them to a crowd of their peers, why can't students get a better educational experience by doing the same? As it turns out, they can.

EDUCATIONAL ENRICHMENT

At HBX, the online initiative at Harvard Business School (HBS) in Boston, Massachusetts, students rely on each other not just to answer questions about the concepts they are studying, but also to connect and engage in ways that make them feel a part of something that goes beyond the screens in front of them. There is enough critical mass in a cohort of a few hundred students for individuals to be able to find answers to their questions. Better yet, they can do so without ever having to interact with a teaching assistant (TA) or faculty member—neither of which are even options at HBX.

And here's the surprising thing: Students seem to enjoy this process of mutual discovery more than interactions with lecturers. This enjoyment could come from a sort of "pay-it-forward" feeling that arises from a sense of contributing to the common good. It's a feeling students cannot get from asking a professor a question and receiving a reply, with no expectation that they reciprocate with knowledge of their own.

Our HBX courses follow a case-based model, in which students explore real-world case studies to learn business concepts. In addition to providing them with interactive video and learning tools, HBX includes a peer help feature where students can engage in discussions, ask questions of others in their cohort, and debate courses of action in a particular case. The key to the success of this feature is that the discussion the student sees when accessing the peer help is related to the content on the page he or she is viewing—no endless searching is required to get prompt, relevant help.

This model of students helping each other encourages them to carry the social part of their online experience into the physical world. Many students self-organize study groups in cities where they live. In addition, once a year we invite HBX students to campus for a day of networking and academic exploration. Between 400 and 500 students come from all over the globe, at their own expense. Once they arrive, they fall into exchanges with each other that, to an observer off the street, would seem more appropriate for alumni at a 20-year college reunion. Robust peer-to-peer interaction online leads to rich person-to-person socialization offline.

THE ONLY 'SCALE-UP' STRATEGY

While students find real value in talking through sticky problems with each other, there is another reason that peer-to-peer learning is critical to online education. Once an online cohort reaches a given size, it's simply not possible for faculty or TAs to support students on a one-to-one basis. This reality makes the economic model for online education unviable for many institutions, since for every *x*-number of students it is necessary to hire *y*-number of TAs.

The use of peer-to-peer interaction solves this problem. It is the *only* model that allows an organization to scale the reach of its online program in a way

that does not make students feel as if they are part of a one-dimensional, non-social experience.

If done right, peer-to-peer learning models blow up the long-held assumption that there is a tradeoff between quality and intimacy on one hand and scale and economic viability on the other. The key to avoiding the scale-versus-quality tradeoff is to put students at the center of the course design. Schools must find ways for students to engage with each other, make sure the content and platform fit the medium, and ensure that faculty work with course designers who understand how to make engaging programs in the online world.

HBS relies on the case method, in which students induce principles from a real-world case rather than absorb knowledge from a lecturer. Because that pedagogy is so closely identified with our institution, it guided the design of our online platform. It is a pedagogy that *requires* students to interact with each other, to challenge each other, and to learn from each other, as much online as in a physical classroom.

EMPHASIS ON CONNECTION

No matter what pedagogy a business school embraces, our experience with HBX offers lessons for others who want to develop compelling online programs:

■ Start with a deep understanding of how you want students to learn. What is *your* pedagogy?

■ Once you understand your pedagogy, put yourself in your students' shoes and imagine their experience. What will keep them engaged online?

■ Build out social tools that allow students to interact with each other. When possible, *require* interaction. It's critical that online students feel a part of something. Humans are social animals, and they desire to be connected. Make sure students online can feel this connection just as much as students on campus.

■ Spend time with faculty up front to help them translate what they know

into online environments. Consider this: A recent Eduventures survey showed that 85 percent of universities don't require faculty who are building digital programs to work with instructional designers who specialize in internet learning. This omission almost assures that the product will be less than it could be. Translating physical-world teaching into online programs is not as straightforward as it seems.

■ Get feedback! Reserve part of your budget to fund surveys of program participants, who can provide rich information about what works and what doesn't. Use that information to iterate quickly.

One final point: Some critics believe that if students are responsible for the learning process, the primacy of the faculty member is removed from the learning experience. This mindset assumes that the best way for faculty to provide the best value to the learner is to answer students' questions.

But this may not be the case. By creating programs that encourage students to learn from their peers, schools might give faculty more time to conduct research, develop engaging online courses that reach many more students, or work across departments to introduce cross-disciplinary programs. Or maybe—just maybe—they'll have time to invent the flying car.

Through educational crowdsourcing, the promise of effective and scalable online education could become reality sooner than we think. ◱

Patrick Mullane is the executive director of HBX, the online learning initiative at Harvard Business School in Boston, Massachusetts.

▶ **To read the paper by Silberzahn and Ulmann, referenced in the article above, visit www.nature.com/news/crowdsourced-research-many-hands-make-tight-work-1.18508.**

Career Connection

HOW TO GET FACULTY INVOLVED WITH CAREER SERVICES

BY JILL GUGINO PANTÉ

AN ESSENTIAL COMPONENT of the business student's overall university experience is the piece that comes at the very end: landing a job. Career service centers can work with students to help them prepare for internship and employment opportunities throughout their time in college. But if career centers are going to be truly successful, they must find advocates among faculty who will promote the center's services, events, and resources to students.

As the director of a career services center, I know that sometimes there is a disconnect between faculty and the professional services staff. Faculty have so many other responsibilities that career service professionals sometimes find it difficult to secure their participation. But over time, I've found that several strategies make it possible to forge critical relationships between business faculty and professional services—and bridge the gap between career services and students.

1. Make faculty feel included. I have found that most professors want to help—which they can't do if they don't know about upcoming activities. In my office, we send a weekly one-page newsletter of up-

coming events to a faculty listserv that we created. These emails have become so standard that faculty ask me to put their networking events in the newsletter and inquire if I can track which of their students come to career fairs.

Additionally, two or three weeks before the start of each semester, when professors are finalizing their syllabi, we send them a list of large-scale career fairs. This allows them to include fair dates in their syllabi and/or offer extra credit for attendance.

2. Use the R word. If career services activities provide some benefit for faculty research, professors are more likely to respond. My office frequently hosts lunch-and-learn events that create opportunities for corporate reps and faculty to connect and discuss ways to merge academic research and industry needs. We also discuss recruitment and other topics, but research is always at the top of the agenda.

3. Personalize the message. I've found that a weekly e-blast that goes out to a 200-person listserv can get lost in the shuffle, but an individual email to a person or a department can help build a relationship. For example, when I'm trying to develop a partnership with an employer who wants five minutes in one of our classrooms to pitch his company's opportunities, I will email a whole department outlining this request. If I don't receive a response, I then will send personalized messages to individual faculty members explaining how a classroom visit could benefit their students and their classes. Most times, that individual touch works.

4. Create an event that relies on faculty expertise and input. Large-scale career fairs are great and necessary, but more boutique networking nights and meet-ups can serve a different purpose. An event that is focused on a topic like sports management, fashion, or social services can build common ground between the career services center and a particular department.

There's another benefit to such specialized events. Most faculty are being bombarded with requests from students who want help securing internships or job offers. If I create a networking night tailored to a particular industry, faculty can refer students who might want to meet potential employers in that sector.

5. Attend faculty-related events. Most colleges and academic departments will host external and internal speakers to talk about current topics and research. Career services staff need to be there too if they want to create better connections with faculty. When I attend such events, I sometimes find that the subject matter is over my head. But most often, I find the topics interesting and I learn something new. I also enjoy the experience of mingling with the academics.

6. Find an "inside" faculty member. I've found that having a great relationship with one or two faculty members can help me open the door to good relationships with other professors. My "inside" friends can explain the culture of a certain department or give me advice on how to approach their colleagues. When I don't have that one close relationship, I'll go straight to the chair of the department. I'll ask for a meeting and come prepared with agenda items to discuss. A stronger partnership often develops.

Of course, not every faculty member will want to connect with the career services department. I follow the rule that I share with students who are job-hunting: If I've followed up twice and they haven't expressed interest, it's time to move on. But by remembering these critical steps, I've managed to build strong connections between business professors and the career development office—which has ultimately improved the student experience at our school.

Jill Gugino Panté is the director of the Career Services Center at the University of Delaware's Alfred Lerner College of Business & Economics in Newark.

Career Community 101

To help students make connections between their majors and the jobs they want to pursue, Bentley University in Waltham, Massachusetts, has embraced a new career development model: the career community. Communities consist of alumni, employers, and professionals who offer students candid glimpses into their workdays and career paths.

According to Susan Brennan, associate vice president of university career services at Bentley, the school first piloted the career community concept after it launched its professional sales major as a way to show students what a career in sales might look like. "It was also an organic way to connect employers and professors to students," she says.

The school currently operates more than a dozen career communities in areas such as human resources, sustainability, entrepreneurship, and consulting. Each one is designed to align not only with Bentley's curriculum, but also with alumni and professional networks, labor market trends, and market positioning. Each community is organized by a career services advisor who works with an industry professional, a staff member, a faculty liaison, and a student organization to help market the program.

Students learn about career communities through courses that introduce them to career development. In fact, one class assignment is to attend a handful of career communities to get a feel for how they are run. The groups hold meetings once or twice a month in casual settings, bringing in speakers or planning discussion topics. At these events, students are encouraged to seek advice from professionals who can answer questions about their own experiences.

In the fall, communities hold small group meetings; in the spring, they plan larger combined events that include networking opportunities, roundtable discussions, and job-related activities. For example, during one event arranged by the professional sales career community, Liberty Mutual conducted mock interviews, did a presentation on professional sales etiquette, and offered a site visit.

Outside of meetings, students stay connected to the community through Bentley's CareerEdge website, which includes alerts for targeted content. They also can interact through the recently launched Mentor Marketplace, an online platform where Bentley students and alumni can form discussion groups and reach out to mentors.

Other schools can begin their own career communities by engaging more with students online through webinars and mentorship portals, says Colleen Murphy, senior associate director of undergraduate career services at Bentley. If they want to take it a step further, she says, they can secure speakers who will add value to students' career development. To determine how successful a program has been, she recommends that schools follow up with student surveys afterward.

Career communities allow students of all majors to come together and learn about a whole range of industries and companies—including those they might not have considered approaching otherwise, says Murphy. She adds, "Students are able to filter all this information and begin their search for the right role that aligns well with their business knowledge and skills."

▶ **Visit careeredge.bentley.edu.**

Leaders as Change Agents: First 100 Days

BY TERRY J. SCHINDLER

WHAT BETTER WAY to show business students change management in action than to have them evaluate the performance of a recently elected national leader? Any new administration brings a wave of change, along with new priorities for the country. In the U.S., this shift is accompanied by intense media attention, as the first 100 days of an administration now are recognized as a benchmark for how well—or how badly—a president is doing as a change agent.

Twice in the past eight years, I have asked MBA students in my Leading Organizational Change course to evaluate the real-life leadership of a new U.S. president in what I call the First 100 Days assignment. First, I have students study classic leadership theories from John Kotter, William Bridges, and W. Warner Burke. Then I ask them to focus on the transition through the lenses of organizational change theory as well as public response to the new president.

Students discuss theories both in small groups and with the entire class. They also are required to bring to class accounts of real-world events from literature, media, and their own workplaces. In written papers and in class presentations, they must identify the course-related theory or model that each event illustrates, as well as identify three key points of learning they have derived from it. Most of these events focus on the political realm.

This year's class consisted of 23 students in two cohorts. Many described Donald Trump's administration as being in what Bridges refers to as the Neutral Zone—a period of chaos and re-patterning. In this climate, members of the "neutral" public are deciding where they stand and how they want to respond to the change. President Trump ultimately will adjust his leadership tactics based

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56%
of the students credited Trump with establishing a sense of urgency and a need for change.

43%
cited Trump's ability to achieve short-term wins for the country.

73%
noted that Trump must do more work to anchor the change in the culture.

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on this feedback—which, according to Neutral Zone theory, could impact views of him as a change agent.

Students also evaluated Trump's performance using Kotter's "8-Step Process for Leading Organizational Change." (A snapshot of their evaluations is presented in the graphic above.)

When I asked students to evaluate how effectively Trump has served as a change agent, the responses were markedly different for men and women. On a scale of 1 to 10, with 10 being high, the 15 male students gave him an average score of 6.55; the eight female students ranked him at 3.38. This was in line with current polls that showed women's approval rating of Trump hovering around 40 percent.

Trump's rankings also differed among the two cohorts. The ten students in a specialized cohort working at a manufacturing facility gave Trump an overall score of 6.4, while the 13 students enrolled in an on-campus class rated him at 4.71. Those in the industry group might have been more likely than university students to be influenced by recent debates about trade and economic issues.

I require all students to make their analyses with objectivity, tossing aside their own political leanings and personal views as they grade the president's performance. The public furor both for and against Trump made this a tall order. However, because students were forced

to take ideology out of the discussion, they had productive conversations about his leadership style and tactics.

I believe the First 100 Days assignment provides the ultimate case study of large organizational change. Even if a president faces a particularly intense crisis during this period—such as the events of 9/11—I would continue to teach the class the same way, focusing on the crisis as a "triggering event" for the presidency.

Watching new national leaders in action allows business students develop the skills they will need when they are in the workplace—attempting to navigate organizational change, influence corporate culture, and carry out strategic planning efforts. In short, they learn to think like organizational change agents who must navigate the complex challenges of our ever-changing world, which needs effective leadership more than ever before.

Terry J. Schindler is an assistant professor of management at the School of Business at the University of Indianapolis in Indiana.

▶ **To see more about the students' analysis of Trump's presidency, visit news.uindy.edu/2017/05/10/mba-students-dedicate-semester-to-analyzing-trumps-first-100-days. To see how students evaluated Barack Obama's first three months in office, visit news.uindy.edu/2009/04/28/mba-class-rates-presidents-first-100-days.**
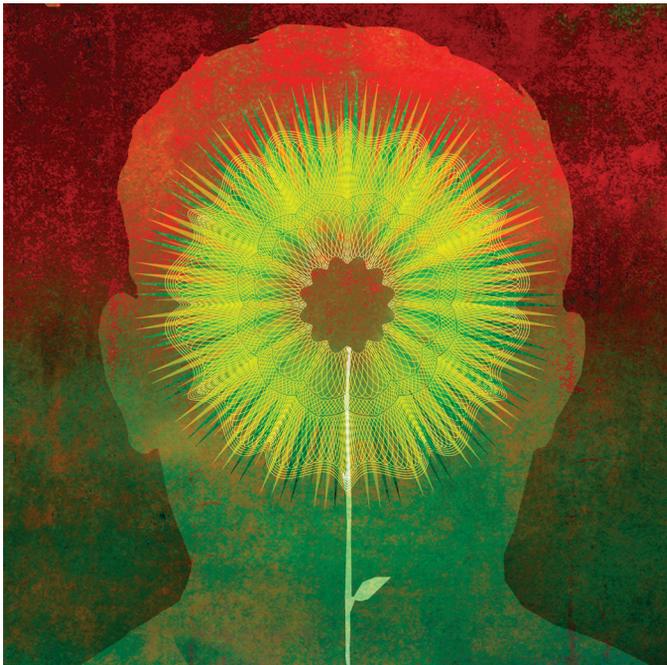
WHOLE-BRAIN THINKING

HOW DO YOU THINK? Are you analytical and detail-oriented, or do you tend to make creative decisions by going with your gut? How does your style mesh or clash with the styles of the other people on your team—either in the classroom or at the office? If you develop a better understanding of how people think, will you be a better team player?

At Miami University's Farmer School of Business in Oxford, Ohio, students learn the answers to some of these questions when the school screens them for "brain dominance." For more than a decade, the Farmer School has been using the Herrmann Brain Dominance Instrument (HBDI) to assess whether students prefer ways of thinking that are *analytical, practical, relational,* or *experimental*—and then organizing them into groups where all types of thinking are represented.

"Research shows that diverse brain groups are 67 percent more effective than homogeneous groups in solving problems," says Jim Friedman, White Family Clinical Professor of Creativity and Entrepreneurship at the Farmer School. "Being aware of their own brain preferences also helps students communicate their thinking styles and provides them with an appreciation for how other people think and react to situations as well."

In the past, the Farmer School conducted the HBDI assessments primarily with students in upper-level entrepreneurship and marketing courses. However, when the school introduced a new core curriculum in August 2016, HBDI assessments were made mandatory for all first-year students.

To discover their dominant thinking preferences, students first complete an online assessment exercise the week before classes begin in August. Then, they are required to participate in an in-person, 75-minute debriefing that helps them gain a clear understanding of their individual results. They also are encouraged to download an app that helps them track their strengths and weaknesses and provides feedback on how to make improvements.

"It's important for students to understand that just because they are dominant in certain areas doesn't mean they don't possess some skills in other areas," says Friedman. "If they're low in one quadrant, they should work harder in that area—or, when they're managers, they should hire employees with dominance in that quadrant."

Once they determine their individual thinking styles, freshmen are placed into "whole brain" groups that represent all types of thinking. Within these groups, they will complete a semesterlong assignment as part of the new curriculum. Friedman expects that groups will change several times over the next four years, depending on the courses students take. The goal is to expose students to the many different perspectives they will encounter in the workplace and help them learn to manage colleagues who have different modes of thinking.

It's too early to tell how helpful it will be for underclassmen to operate within "whole brain groups," but when such groups have been deployed in upper-level courses, projects were measurably better, says Friedman. "What I hear from students is that once they understand their own strengths and can articulate to others how they communicate, they often organically fall into roles that best suit them and the group," he says. "Not only does this help move projects along most efficiently, it also ensures everyone feels good about the process and outcomes."

Friedman expects students to benefit from an understanding of brain dominance once they're in the workforce. First, they will be more aware of the way they think and work. Second, they'll be more aware of how their preferences may be viewed by others. And finally, they'll be able to assess the strengths and communication preferences of those around them more quickly.

Says Friedman, "There are clues that people leave behind—the way they dress, the way they stand, the way they decorate their offices—that students are taught to notice. By recognizing how others think, they are able to more effectively and efficiently work with different types of thinkers."

Messaging in a Mobile Era

PREPARING STUDENTS TO SHINE ON THE SMALL SCREEN BY THOMAS CLARK

AN IMPORTANT TREND is emerging in business communications: People are now opening email on their phones more often than on their laptops. Activities such as distributed decision making, remote workforce management, and even employee recruitment are increasingly taking place via mobile platforms.

That's why, in our Managerial Communication course, we're teaching students the key skill of writing professional messages that display well on tablet and smartphone screens.

MOBILE LIMITATIONS

First and foremost, students must be aware that in mobile communications, brevity reigns. Because of the limitations inherent to reading on mobile devices, the most clear and accessible messages fit on a single cell phone screen.
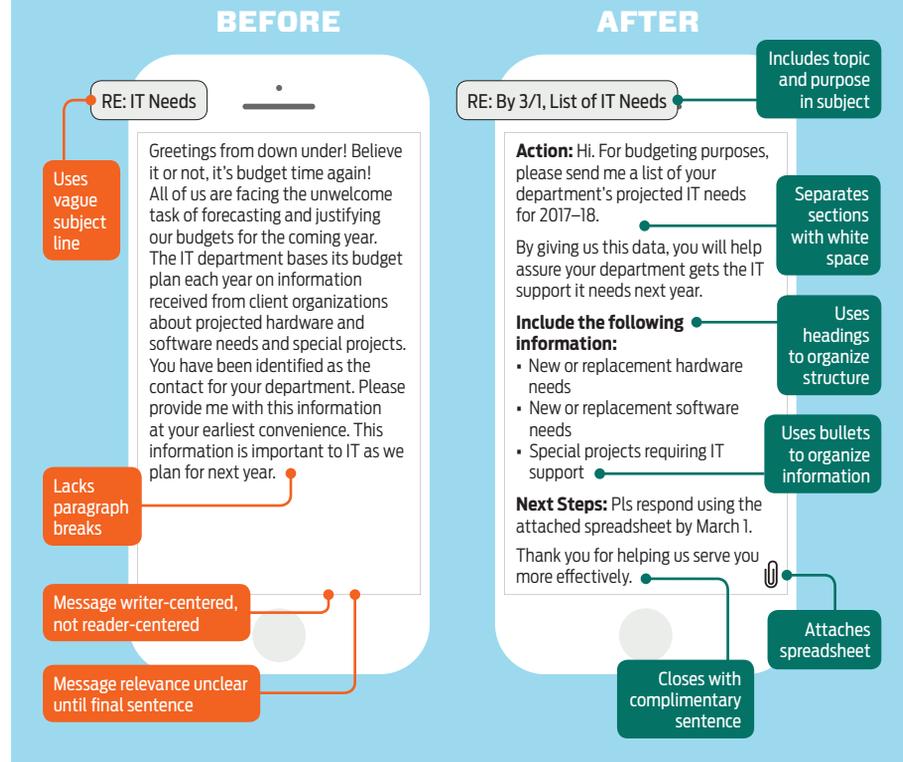
This is true for two reasons. First, according to a study by researchers from the University of Alberta, "Evaluating the Readability of Privacy Policies in Mobile Environments," people comprehend only half as much information on phone screens as they do on laptop screens. As readers scroll down, they must depend on short-term memory to recall information on prior or subsequent screens, which can lead to information overload in a mobile medium.

Second, people spend less time with text they read on mobile devices. In his book *The Smarter Screen,* Shlomo Benartzi notes that our ability to process information is limited "by the scarcity of attention [and] by our ability to focus on more than a few things at a time." In fact, a user's typical interaction with information on a mobile device lasts an average of 72 seconds, compared to 150 seconds on a desktop. One reason is that reading on cell phones is more prone to interruption by incoming calls and texts.

WHAT WE TEACH

Effective mobile-based messages achieve three things: They create positive first impressions, are easily comprehensible when read word for word, and are designed so that readers can easily recover context after interruptions.

As Benartzi writes, "Good design can speed up the learning process." He goes on to say, "We know what we like even before we know what we are looking at." We take this idea to heart in Managerial Communications, where we emphasize that readers' first impressions of a message predict how they will assess its importance and trustworthiness.

We also identify a recipient's initial and subsequent readings of a message as "moments of truth." To win the first moment of truth, students learn to use a few high-impact visual design tools:

■ Headings and subheadings—the message's "table of contents."

■ Lists that indicate the number of points and where they begin and end.

SCREEN WRITING

We use the following before-and-after graphic to show students the difference between ineffective and effective writing for mobile communications.

BEFORE

RE: IT Needs

Uses vague subject line

Greetings from down under! Believe it or not, it's budget time again! All of us are facing the unwelcome task of forecasting and justifying our budgets for the coming year. The IT department bases its budget plan each year on information received from client organizations about projected hardware and software needs and special projects. You have been identified as the contact for your department. Please provide me with this information at your earliest convenience. This information is important to IT as we plan for next year.

Lacks paragraph breaks

Message writer-centered, not reader-centered

Message relevance unclear until final sentence

AFTER

RE: By 3/1, List of IT Needs

Includes topic and purpose in subject

Action: Hi. For budgeting purposes, please send me a list of your department's projected IT needs for 2017–18.

By giving us this data, you will help assure your department gets the IT support it needs next year.

Include the following information:
- New or replacement hardware needs
- New or replacement software needs
- Special projects requiring IT support

Next Steps: Pls respond using the attached spreadsheet by March 1.

Thank you for helping us serve you more effectively.

Separates sections with white space

Uses headings to organize structure

Uses bullets to organize information

Attaches spreadsheet

Closes with complimentary sentence

■ White space to give visual relief between sections.

■ Short paragraphs of no more than five lines to prevent information overload.

To win the second moment of truth and maintain the reader's attention, students practice the following strategies:

■ **Make it personal.** Start with a brief greeting.

■ **Keep it simple.** Use a simple organizational structure so that the message is easy to understand in one reading. We give students a three-step process: Start with the message's purpose (what, why, and when); next, share information related to the purpose; and, finally, close with next steps (who does what when).

■ **Prioritize the essential.** It's important to keep messages short. If additional information is necessary, we advise students to provide it as an easily accessible link or attachment suitable for larger screens. Make sure any long-form information can be printed easily for further analysis.

PRACTICE THE PRINCIPLES

As an exercise, we ask students to write an email message on their laptops that follows these principles, and then send it to themselves on their mobile phones. They then read and evaluate it as if they were the recipient reading it for the first time.

Finally, students send their emails to the instructor, and as a class they reflect on what they learned from the exercise. Many are surprised by how poorly their previous emails must have come across to readers; they realize that most of those messages won neither the first nor the second moments of truth.

SCREEN-SAVVY STUDENTS

Students enjoy this exercise as they discover how to create truly reader-friendly, single-screen messages using effective writing, organization, and visual design techniques. More important, they realize why it is so important to create business messages that suit different platforms, whether on paper, laptops, or mobile devices.

Thomas Clark is a professor of management and entrepreneurship at Xavier University's Williams College of Business in Cincinnati, Ohio. He also is president of Communiskills, a company that trains executives in effective communication.

tools of the trade

U-M RELEASES 'GAMEFUL LEARNING' PLATFORM

Educators at the University of Michigan (U-M) in Ann Arbor have released GradeCraft, an open-source video-game-based instruction tool for K-12 and higher education institutions. The tool was developed in 2012 by Barry Fishman, a professor at U-M's schools of information and education, and Caitlin Holman, a doctoral candidate in the School of Information and lead software developer at the Digital Innovation Greenhouse within the Office of Academic Innovation.

GradeCraft employs what its creators call "gameful learning," which refers to a system of assignments that is more self-directed and points-based than a traditional grading system. In a traditional course, students follow a set schedule of assignments set out by the instructor. But students have a range of choices in a gameful course, says Fishman in a video on the GradeCraft website. "That can feel a little bit scary at first," he notes. "But once you get past that, you feel empowered, more in control of what's going on, and you know

at many more steps how you're doing and what you need to do next in order to accomplish your goals."

Using this platform, students accumulate points for assignment completion rather than receive traditional grades. They must complete one assignment before the system "unlocks" a new, more challenging assignment. In addition, they have the freedom to look ahead and choose different assignments and paths through the course content, depending on their own learning needs.

Students can plan their own coursework using GradeCraft's "Grade Predictor" tool (shown below), indicating the assignments they want to work on and how well they think they will do. The software marks completed assignments and points earned in green. At any time, students can see their total points earned, predict their grades given their current progress, and see where they fall in a points-based ranking of their peers.

Built into the platform is the "freedom to fail," say its designers. That is, students can make multiple attempts to complete an assignment without those attempts affecting their final grades. Stu-

dents and instructors both can keep track of their progress.

GradeCraft was made available earlier this year to all U-M faculty and staff through the Canvas course management system, and it now has been integrated in some way in more than 50 courses, including a series of MOOCs, across eight different schools. The University of Arizona was among the first external universities to adopt GradeCraft in its programs.

"When [students] are doing work that they've chosen to do, that they're really excited and pleased about, they pursue it much more intensely. They do better work," says U-M physics professor Tim McKay. "We hope, too, that they will develop a sense that the real excitement of learning doesn't come from doing the assignments that are on the syllabus. It comes from asking your own questions and going out and pursuing the answers to those questions."

U-M's Third Century Initiative supplied a US$1.88 million grant to help fund the tool's creation, as well as funds to create the Gameful Assessment in Michigan Education (GAME) project in 2015. GAME, in turn, formed a Gameful Learning Community of Practice and Gameful Learning Lab to support the design of more tools that encourage this style of learning.

In July, U-M hosted its inaugural Gameful Learning Course Design Institute, a one-and-a-half-day workshop open to all educators. The school also offers a MOOC through edX on designing gameful learning experiences. "We hope to launch a virtual community of practice for gameful instructors from around the world to share ideas and push the pedagogies forward," says Fishman. He anticipates that community will launch by the end of the year.

A single-course, six-month license to use GradeCraft costs US$40 and accommodates up to 350 students. ▶
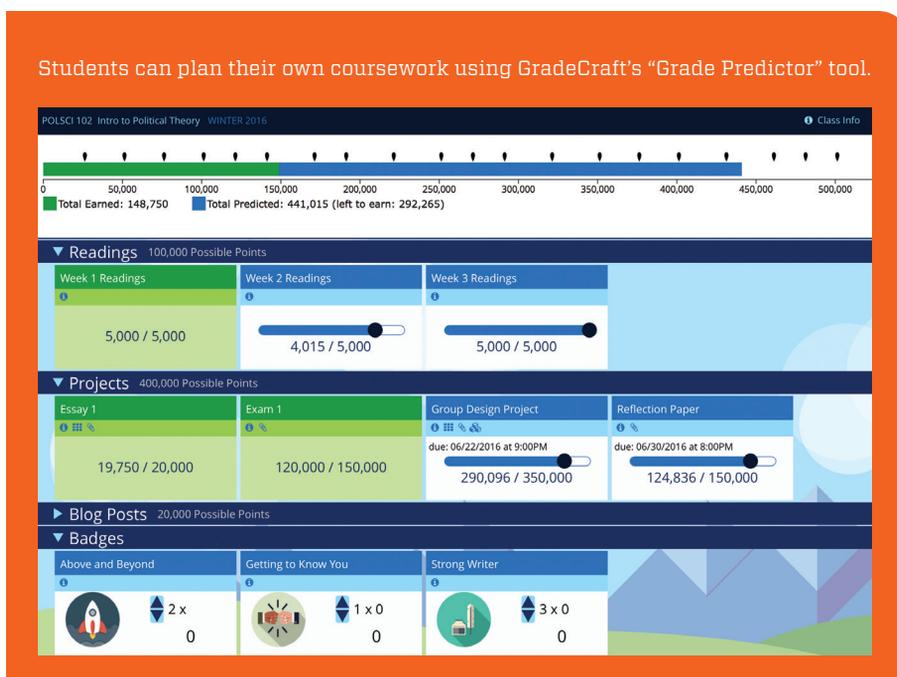
▶ **Visit ai.umich.edu/portfolio/gradecraft. To take U-M's MOOC on gameful learning, visit www.edx.org/course/leading-change-go-beyond-gamification-michiganx-microsoft-eduction-gl101x.**

Students can plan their own coursework using GradeCraft's "Grade Predictor" tool.

POLSCI 102 Intro to Political Theory WINTER 2016			ⓘ Class Info

| 0 | 50,000 | 100,000 | 150,000 | 200,000 | 250,000 | 300,000 | 350,000 | 400,000 | 450,000 | 500,000 |

Total Earned: 148,750 Total Predicted: 441,015 (left to earn: 292,265)

▼ Readings 100,000 Possible Points

Week 1 Readings	Week 2 Readings	Week 3 Readings
5,000 / 5,000	4,015 / 5,000	5,000 / 5,000

▼ Projects 400,000 Possible Points

Essay 1	Exam 1	Group Design Project	Reflection Paper
		due: 06/22/2016 at 9:00PM	due: 06/30/2016 at 8:00PM
19,750 / 20,000	120,000 / 150,000	290,096 / 350,000	124,836 / 150,000

▶ Blog Posts 20,000 Possible Points

▼ Badges

Above and Beyond	Getting to Know You	Strong Writer
🚀 2 x 0	🎖 1 x 0 0	✒ 3 x 0 0

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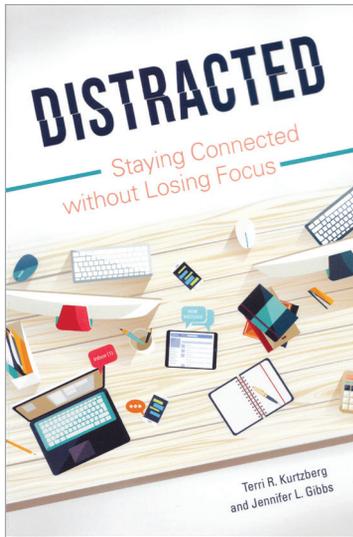
DISTRACTED

Has your smartphone permanently compromised your ability to focus? Maybe yes, maybe no. "Digital communication tools may just be the latest in a long line of technological advances that people were initially sure were ruining their lives, including the printing press, the telephone, and the radio," write Terri Kurtzberg of Rutgers and Jennifer Gibbs of UC Santa Barbara. They draw on recent research to examine how technology changes the way we think and learn. For instance, multitaskers believe they're good at juggling activities, but their performance is worse than that of people who focus on one thing. However, the authors suggest that the multitasker's ability to notice competing bits of data could end up being a strength. They also examine tech in the classroom, noting that its mere presence can distract students from learning, but also make different kinds of learning possible. They conclude, "Though reading and learning from online materials is indeed a different process with changed outcomes, the adaptable mind is adjusting to the new type of inputs." (Praeger, US$37)
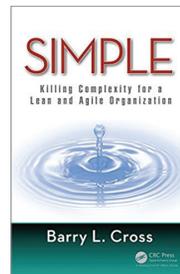
ADAPTIVE MARKETS
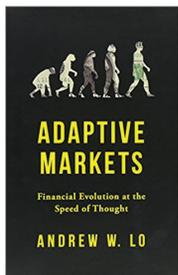
The Efficient Market Hypothesis is based on the notion that no investor can beat the stock market because it always reflects all known financial information. But the hypothesis took a hit after the great recession of 2008 when the "rational market" essentially disappeared. "The Efficient Markets Hypothesis isn't wrong—it's just incomplete," writes Andrew W. Lo of MIT. "We need a better theory." He proposes the Adaptive Markets Hypothesis, which treats the market as a biological, not mathematical, construct that is subject to all the principles of evolution—competition, innovation, reproduction, and adaptation. To make his points, he detours into the fields of psychology and neuroscience, showing how humans make decisions based on fear, risk aversion, and irrational beliefs. "Changing business conditions and adaptive responses are often more important drivers of investment behavior and market dynamics than enlightened self-interest—the wisdom of crowds is sometimes overwhelmed by the madness of mobs," he writes. Clever and insightful, the book is an absorbing glimpse into the human brain—and the financial system it has devised. (Princeton University Press, US$37.50)

SIMPLE

"Who are your customers? Do you know?" Barry Cross of Queen's University asks a version of that question numerous times as he encourages readers to simplify their strategies and product lines until every company activity is aligned around serving the customer. "Lean is, and always has been, about the creation of value (what your customer wants and will pay for) and the reduction of waste and complexity (what your customer does not want to pay for)," he writes. Simplifying doesn't just make organizations leaner, it makes them more agile, which allows them to react quickly to industry shifts and changes in customer preferences. Cross identifies other barriers to agility, including a lack of urgency, a lack of resources, an unclear time horizon, and a culture of "no." He believes that companies get bogged down in this complexity when they try to maintain "excess products, segments, categories, services, processes, policies, projects, regions, or whatever." He knows that simplifying is not, in fact, simple—and it's usually not fast—but he's certain it's essential. (CRC Press, US$39.95)

TEACHING NAKED TECHNIQUES
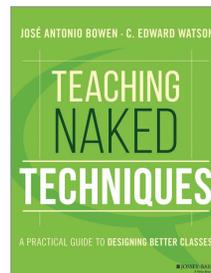
"Education is ultimately a design problem: the goal is to create structures and processes that will encourage students to engage in behaviors that lead to learning," write José Antonio Bowen of Goucher College and C. Edward Watson of the University of Georgia. In the opening pages, they review the current literature on learning and note that face-to-face—or "naked"—interaction between faculty and students is still a university's greatest value. The rest of the book is a

step-by-step guidebook on how to promote student learning. For example, a chapter on creating digital content not only explains how to create a podcast, but includes a list of resources and a selection of notes from other professors describing tips and tools that have worked for them. Another chapter explores how—and why—to create online exams students can take before a class so they are better prepared for what will be covered that day. "Remember that motivation was not *your* problem; you liked school so much that you are still there," the authors note. The book should be a tremendous resource for anyone teaching in higher ed. (Wiley, US$32)

BLUE OCEAN SHIFT
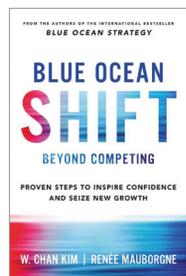
In this sequel to *Blue Ocean Strategy*, W. Chan Kim and Renée Mauborgne of INSEAD lay out the steps organizations must take to move from the shark-infested "red" oceans of competition to the uncontested "blue" water of new opportunities. The authors studied businesses, nonprofits, and governmental agencies that have implemented blue-ocean strategies and found they followed three steps: They adopted new perspectives on market realities, relied on a humanistic process that invited employees and outsiders to participate, and developed practical tools to identify new opportunities. Naturally, the book goes into detail about these tools, but it also provides many examples of organizations that are thriving in blue water. The most fascinating is Malaysia's Community Rehabilitation Program (CRP), an alternative to prison for petty criminals. In five years, recidivism has dropped by 90 percent and cost savings are estimated at US$1 billion. "By not benchmarking and following the existing global best practices, CRP made a blue ocean shift," the authors write. They show how other organizations can do the same. (Hachette Books, US$16.99)

## REALIZING THE DISTINCTIVE UNIVERSITY
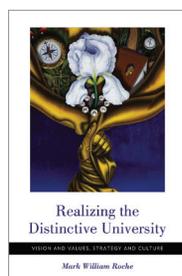
Mark William Roche, longtime dean of arts and letters at Notre Dame, explores how whole universities—and the academic units within them—can and should develop their own individual characters that set them apart from competitors. He notes that too many universities appear identical, describing themselves with "vague and indistinguishable rhetoric, which often amounts to fostering excellent research and educating future leaders." He believes a distinctive university starts with a vision: Is it religious or secular? Does it cater to the elite or educate all students? Does it exist to address a particular weakness of higher education, such as an opportunity gap for minorities? Can this

vision appeal to diverse stakeholders but retain its distinctiveness? Roche draws heavily on his own experiences at Notre Dame as he ruminates on the historical idea of the university, the current state of higher education, and the pragmatic tools administrators have at their disposal. His goal is "to bridge the normative (what we should be) and the descriptive (what we are now)." Thoughtful, personal—and yes, distinctive. (University of Notre Dame Press, US$25)

THE END OF LOYALTY
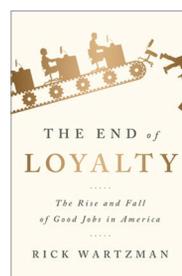
Close to half of American workers today earn less than US$15 an hour, and about 33 percent of men don't earn enough to care for a family of four. Why? It's certainly not because U.S. corporations are struggling, writes Rick Wartzman of the Drucker Institute. "Corporate profits have reached historic highs in recent years," he notes. To understand the present, Wartzman turns to the past, examining the history of four iconic companies: GE, GM, Kodak, and Coca-Cola. He details some of their early benevolent efforts—such as medical insurance, pensions, and profit-sharing—alongside their strenuous resistance to unions and endless legal maneuvering. While remaining clear-eyed about the failings of U.S. corporations, he is convinced there was a time when these companies genuinely saw themselves as partners with society in the attempt to create a better life for all. "We as a country have to find a way to share our prosperity more broadly again," he writes. "At stake is nothing less than the well-being of our democracy." (PublicAffairs, US$30)

THE IMAGINATION GAP
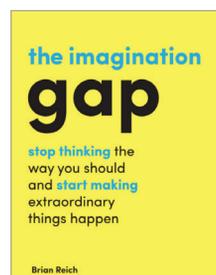
Innovation is all well and good, writes consultant Brian Reich, but it mostly focuses on incremental improvements. To bring about the sweeping changes we need to solve the refugee crisis or send humans into space, we need to use our imaginations. Reich believes adults lose their imaginations as they learn that only certain ways of thinking and behaving are acceptable. He knows that many business leaders prize creativity and encourage employees to develop it by "going offline, rejecting technology, or setting aside designated times to think expansively." But that's not enough, says Reich. "The key is to break the pattern. Try new things. ... Imagination requires our brains to make connections between seemingly unrelated concepts, to produce new and novel ideas." When people use their imaginations, he writes, progress will be unlimited for everyone, including individuals, governments, schools—and businesses. (Emerald Publishing Group, US$43.99)

The University of Chicago's Polsky Center

Inner-City Initiative

CHICAGO SCHOOLS HELP BUILD MINORITY BUSINESSES

RESEARCH SHOWS THAT minority-owned businesses can drive economic growth in underserved urban areas even more than in wealthier districts. And, yet, these businesses can struggle to find funding: Less than 2 percent of African-American-owned businesses in the U.S. received loans from the Small Business Administration in 2013, according to a report by the U.S. Senate Committee on Small Business and Entrepreneurship. This offers business schools a rich opportunity to support small businesses in disadvantaged neighborhoods.

Two business schools recently joined forces to amplify the reach of their own programs into inner-city neighborhoods in Chicago, Illinois. Northwestern University's Kellogg School of Management in Evanston, located just outside of Chicago, and the University of Chicago's Polsky Center for Entrepreneurship and Innovation and Booth School of Business have formed a three-year partnership to support minority-owned businesses located in Chicago's South Side and West Side neighborhoods, where unemployment is high.

JPMorgan Chase has provided each university with US$200,000 to launch new programs as part of the partnership's effort. For example, in July, the Kellogg School offered a four-day residential program for businesses in underserved neighborhoods. Participants attended sessions on creating business plans, making effective presentations to potential investors, and growing businesses through acquisition. Each business owner also was advised by two MBA students, who were available to the participants for several weeks after the program ended.

This fall, the Polsky Center at the University of Chicago launches a program that pairs student teams with business owners. As part of 11-week extracurricular consultancies offered during the fall and spring academic quarters, students will solve challenges for client companies with the guidance of adjunct associate professor of marketing Craig Terrill. Business owners will have access to the Polsky Exchange, the school's 34,000-square-foot co-working facility.

That kind of support is crucial, according to a JPMorgan statement. A report from the National Business Incubation Association finds that new businesses with access to incubators and mentorship have a five-year survival rate of 87 percent, compared to just 44 percent for firms that did not have access to such sustained support.

JPMorgan's funding helps expand universities' existing community-building efforts, such as UChicago Local, a University of Chicago initiative in which the school supports local agencies that help residents find jobs with businesses in South Side neighborhoods.

This collaboration between Kellogg and Booth is part of Ascend 2020, a national program developed by the University of Washington Foster School of Business in Seattle to promote inner-city businesses. Ascend 2020 will launch similar initiatives in Atlanta, Los Angeles, Oakland/San Francisco, Seattle, and Washington, D.C., in 2017.

▶ **For information about JPMorgan Chase's Small Business Forward program, visit www.jpmorganchase.com/corporate/Corporate-Responsibility/small-business-forward.htm.**

B-Schools Embrace Digital Tech

As advances in technology come fast and furious, business schools are quickly launching efforts to help both themselves and businesses keep up with the pace of change. Three business schools have recently announced such just-in-time programs, which aim to expand each school's digital curriculum and partnerships:

■ The rise of emerging technologies such as data analytics, artificial intelligence, robotics, machine learning, and the Internet of Things has inspired a partnership between IMD Business School of Lausanne, Switzerland, and École Polytechnic Fédérale de Lausanne (EPFL) to establish TransformTECH, a four-day experiential program for mid- to senior-level managers.

Scheduled to begin January 2018, TransformTECH will ask participants to come to the program with business challenges they're facing. They will visit different EPFL laboratories to learn more about the possibilities of new technologies, before creating prototype business solutions for products, services, operations, or the customer experience. After the program has ended, they can test their prototypes for viability within their organizations, as they continue to receive feedback from EPFL and IMD faculty.

This year, IMD also will launch its Digital Business Acceleration Series, a selection of two-and-a-half-day programs held throughout the year. Focused on helping senior managers improve their digital skills, these programs include an introduction to disruptive technologies called Digital Bootcamp, as well as sessions dedicated to digital strategy, execution, and leadership. Next year, the school will offer similar courses on digital analytics and finance.

The series is designed for those completely new to the technologies under discussion, as well as those who are experienced but would like to see their challenges and potential solutions with fresh eyes, explains Misiek Piskorski, professor of strategy and innovation and director of the series. "These courses are meant to take executives on a learning journey through the digital landscape," he says.

■ Indiana University's Kelley School of Business in Bloomington, Indiana, is collaborating with Microsoft to deliver a new dual-certificate program in cloud-based analytics. The yearlong, 12-credit-hour certificate program uses the Microsoft Professional Program's curriculum for data science now available via the edX MOOC platform.

"Our goal is to explore how startups and organizations embrace digital technologies, and the influence these technologies have on innovation and strategy."

—RUBAN MANCHA, BABSON COLLEGE

In the program, students will learn to use cloud-based tools such as Microsoft Azure, Apache Hadoop, and R. Upon completing the program, students will receive certificates from the Kelley School and be prepared to complete the Microsoft Professional Program's data science track.

Kelley School students will have the option of transferring credits to Kelley's online education platform Kelley Direct, as well as other online master's degrees in business analytics and IT management.

■ Seven professors in the technology operations and innovation management division at Babson College in Babson Park, Massachusetts, launched what they call the Digital Experience Initiative (dXi) earlier this year. Through dXi, the team will focus on topics related to digital innovation, such as the impact of digital technology on team dynamics, as well as emerging technologies such as cybersecurity, artificial intelligence, blockchain, and virtual reality.

The initiative's founding members include Jennifer Bailey, Sinan Erzurumlu, Sebastian Fixson, Steven Gordon, Bala Iyer, Ruban Mancha, and Victor Seidel. "We created dXi as a transdisciplinary initiative to research digital technologies and their impact on business and society," says Mancha, assistant professor of information systems. "Our goal is to explore how startups and organizations embrace digital technologies, the influence these technologies have on innovation and strategy, and the social challenges and opportunities they generate."

The professors also will promote experimentation with digital technologies, as well as digital entrepreneurship. They have partnered with several digital startups, providing them with prototyping equipment and mentorship. Other dXi activities include sponsoring a recent hackathon, where students experimented with wearable technology, and creating the Babson's Women in Technology Fellows program. The first three WIT Fellows, chosen in March, will work with faculty and industry partners to design new initiatives to support women in technology at Babson.

▶ **To learn about TransformTECH, visit www.imd.org/tt/technology-business-transformation. For more about dXi, follow @Babsondxi on Twitter. Those interested in partnering with dXi can email dxi@babson.edu.**

University of Witwatersrand in
Johannesburg, South Africa

Tuition Breaks

COMPLETING A BUSINESS PROGRAM might
open doors to new opportunities—but
only if students can afford the tuition.
When business schools reduce the cost
barrier, they not only attract a wider
range of students, they also help diversi-
fy their student bodies and the potential
pool of workers for employers. Two busi-
ness schools have designed scholarship
programs that specifically target those
who want to boost their skills, whether
they're entering the workforce for the
first time or re-entering the workforce
after taking breaks from their careers.

This May, Wits Business School at
the University of Witwatersrand in
Johannesburg, South Africa, welcomed
250 students between the ages of 18
and 35 to attend its New Venture Pro-
gramme. All the students had received
a unique opportunity: a full scholarship
to the 12-month program, provided by
Johannesburg-based Services Sector
Education and Training Authority in
partnership with Wits' Centre for En-
trepreneurship (CfE). The scholarship

also includes a stipend, so students can
support themselves while they study.

In addition to completing course-
work, the students will complete
internships with company partners to
gain work experience and improve their
future employability. "This project is
about helping young people understand
the workplace from an entrepreneur-
ial orientation, and to do that we need
companies to assist with placements,"
says Chimene Chetty, director of the
CfE. The program, she adds, offers
companies the "chance to do their civic
duty in addressing economic growth and
unemployment," while having access to
an affordable pool of workers.

A new tuition program at the Austra-
lian Graduate School of Management
(AGSM), part of the UNSW Business
School at the University of New South
Wales in Sydney, targets caregivers
re-entering the workforce after having
taken care of loved ones. AGSM recently
offered ten fully funded Career Come-
back Sponsorships, each worth up to

AU$21,000 (nearly US$16,000), to cover
tuition for its certificate program in ex-
ecutive management and development.

To make it easier for recipients to at-
tend class, the school will provide up to
AU$60 per day to cover child care costs
and up to $350 per course to cover any
costs for travel to the Sydney campus.
Those traveling from Western Austra-
lia are eligible to receive up to $550 for
travel reimbursement.

Scholarship recipients also will have
access to the Career Comeback Net-
work, an online community providing
professional development, career ser-
vices, and networking opportunities.

Research shows that family caregiv-
ers are primarily women who choose to
stay at home to care for their children,
says Julie Cogin, AGSM's director and
UNSW Business School's deputy dean.
The Career Comeback sponsorships
were a way to encourage these wom-
en—many of whom face financial con-
straints—to return to the work.

Both men and women were eligible
to apply for the sponsorships, but of the
186 applications AGSM received, 91 per-
cent were submitted by women. Of the
ten students selected as Career Come-
back recipients, nine were women.

"A career break shouldn't exclude
intelligent, capable women from re-
turning to the workplace," says Cogin.
"Sponsorships allow them to build upon
their existing skills, access professional
networks, and progress in their careers."

Scholarship recipients can choose to
follow one of four pathways, each sup-
porting different stages of a management
career. Because these applicants are like-
ly to face time constraints as well, they
can take courses at any time, as long as
they complete the program in two years.

"The Career Comeback sponsor-
ships," says Cogin, "are a reflection of
the AGSM's commitment to removing
employment barriers, increasing diver-
sity in Australian organizations, and
contributing toward the development of
future female business leaders."

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TRANSITIONS

AACSB International, headquartered in Tampa, Florida, has announced that **Stephanie Bryant** will become an executive vice president and its chief accreditation officer beginning January 2, 2018. Bryant is currently dean and David D. Glass Distinguished Leadership Chair at Missouri State University's College of Business in Springfield. Bryant will succeed **Bob Reid,** who will retire as chief accreditation officer at the end of the year.

John Quelch has been appointed dean of the University of Miami (UM) School of Business Administration in Florida. Previously the Charles Edward Wilson Professor of Business Administration at Harvard Business School, Quelch also will serve at UM as vice provost for executive education.

John D. Mittelstaedt has been named dean of the University of Dayton School of Business Administration in Ohio. Mittelstaedt was previously a professor of marketing, former interim dean of the College of Business and inaugural director of The Sales Initiative at the University of Wyoming.

Concordia University's John Molson School of Business in Montreal, Quebec, has appointed **Anne-Marie Croteau** as its new dean. Croteau most recently served as the school's associate dean of professional graduate programs and external relations.

Paul Almeida has been named dean and William R. Berkley Chair of Georgetown University's McDonough School of Business in Washington, D.C. Almeida has held positions at the university for more than two decades; he most recently served as deputy dean for executive education and innovation and as a professor of strategy and international business at McDonough.

Manoj K. Malhotra has been named dean of the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio. He most recently was senior associate dean of graduate programs and former longtime chair of the department of management science at the Darla Moore School of Business at the University of South Carolina. He begins his new appointment September 1. Malhotra succeeds **Rob Widing**, who will join the faculty after a one-year sabbatical.

Lance Nail is the new dean of San Diego State University's Fowler College of Business in California. Nail previously served as dean of the business schools at both Texas Tech University and the University of Southern Mississippi. Most recently he was founding chairman of the board of advisors for the Texas Tech University Innovation Hub and Research Park.

Ilian Mihov has been reappointed to a second five-year term as dean of INSEAD Business School. He is also the Rausing Chaired Professor of Business and Economic Transformation. He is the first dean to be based at INSEAD's Asia campus in Singapore; the school also has locations in Fontainebleau, France, and Abu Dhabi.

HONORS AND AWARDS

AACSB International's Women Administrators in Management Education (WAME) affinity group has awarded its 2017 Patricia M. Flynn Distinguished Woman in Business Education Award to **Susan McTiernan**, dean at the Mario J. Gabelli School of Business at Roger Williams University in Bristol, Rhode Island. The award, created in 2016, recognizes women who have helped other women advance in business education.

Two business professors received Excellence in Teaching/Training Awards for Online Technology–Higher Education at the 2017 United States Distance Learning Association's international awards program. **Julia Cronin-Gilmore** is an associate professor of business at Bellevue University's College of Business in Nebraska. **Kinda Wilson** is a marketing professor at the Spears School of Business at Oklahoma State University in Stillwater. For information about all the winners, visit www.usdla.org/awards/2017-awards-winners.

The *Journal of Financial and Quantitative Analysis* has given its William F. Sharpe Award for Scholarship in Financial Research to **David Easley**, Henry Scarborough Professor of Social Science and professor of information science at Cornell University in Ithaca, New York; **Maureen O'Hara**, professor of finance and holder of the Robert W. Purcell Professorship of Management at Cornell; and **Liyan Yang**, associate professor of finance at the University of Toronto's Rotman School of Management in Canada. The co-authors were honored for their paper "Differential Access to Price Information in Financial Markets."

Another scholar at the Rotman School was recently honored by the Canadian Academic Accounting Association. It recognized **Partha Mohanram**, professor of accounting, with its 2017 Haim Falk Award for Distinguished Contribution to Accounting Thought at its annual conference in Montreal.

NEW PROGRAMS

The **University of South Florida's** Muma College of Business in Tampa plans to create a new

John Quelch

John D. Mittelstaedt

Anne-Marie Croteau

Paul Almeida

major in supply chain management that could be available to students by the fall of 2019. Courses in the major, which will draw on the school's Center for Supply Chain Management as a resource, will focus on topics such as contract management, procurement, logistics, manufacturing, warehousing, transportation, and network design.

The John L. Grove College of Business at **Shippensburg University** in Pennsylvania is launching two concentrations as part of its MBA program. Its new concentration in healthcare management will be delivered online, and its concentration in business analytics will be delivered in a hybrid format that incorporates online and face-to-face elements at locations in either Shippensburg or Harrisburg, Pennsylvania.

EDHEC Business School in Lille, France, has launched a Global Economic Transformation & Technology (GETT) track within its Master in Management program. The three-year, full-time program comprises coursework and professional immersion at three institutions globally: EDHEC; **Sungkyunkwan University** SKK Graduate School of Business in Seoul, Korea; and the Haas School of Business at the **University of California, Berkeley**. The GETT program opens in September 2017.

At graduation this spring, **East Carolina University's** College of Business in Greenville handed out its first certificates in two new specialties: project management and business analytics. Each course was launched in the fall of 2016 and consists of four online classes. The business analytics certificate is offered in conjunction with the Joint Certificate Program from SAS. The certificate in project management prepares students to sit for the Certified Associate in Project Management Certification or the Project Management Institute professional certificate exams.

This fall, the College of Business at the **University of Michigan–Dearborn** will launch a new undergraduate major in small business management. The 21-credit major, designed to prepare students to work in small or medium-sized enterprises, will cover small business management, entrepreneurial thinking and behavior, sales management and personal selling, human resource policy, and financial reporting.

ESSEC Business School in Cergy, France has restructured its Global BBA program. The redesigned program will include courses that introduce students to entrepreneurship and innovation, see them through the development of a creative project, and expose them to ESSEC's incubators and seed fund. The school also will introduce compulsory online courses through its partnership with Coursera. Students will be required to follow a different MOOC each semester for the first two years of the program, choosing from courses that range from the humanities to neuroscience. Other courses will cover coding and HTML, as a way to integrate digital technology into the curriculum. In another redesign element, the school will offer students an international experience by allowing them to study on any of its three campuses in France, Singapore, and Morocco.

Niagara University in New York has announced a new MS program in information security and digital forensics, intended for students from a wide range of educational backgrounds, including accounting. Participants will concentrate on network security, ethical hacking, data privacy, and modern cryptography; they will work in Niagara University's new information security lab. Students who complete the course will gain the knowledge necessary to obtain a Certified Information Systems Security Professional (CISSP) credential.

Warwick Business School in the U.K. is launching a module in its MBA program that will take students to San Francisco, California, to learn from some of Silicon Valley's top entrepreneurs. In the new Entrepreneurial Finance module, which starts in December, students will receive lectures from entrepreneurs and academics and visit the offices of venture capitalists, angel investors, and fast-growing startups.

The **University of Dayton** School of Business Administration in Ohio announces new master's degrees in professional accountancy and finance. The professional accountancy program allows students to choose specialized accounting courses, such as tax or auditing, or pursue other options, such as a graduate certificate in cybersecurity. The finance program gives students access to hands-on learning through the university's two investment centers.

The **University of Dayton** also has partnered with the Air Force Research Lab (AFRL) on a class that brings together entrepreneurship and engineering students to commercialize Air Force technology. The class, which also involves the Entrepreneurs Center in Dayton, culminates with an opportunity for students to pitch their business plans to angel fund investors, venture capitalists, and AFRL leadership.

OTHER NEWS

Imperial College Business School in London has launched a new Entrepreneurship Scholarship worth £23,500 (approximately US$33,600), which covers half the tuition for the school's full-time MBA program. The scholarship targets established entrepreneurs who are looking to build the necessary skills to expand an existing business or develop a new one.

The CFP Board Center for Financial Planning of Washington, D.C., recently launched an "I am a CFP Pro" educational campaign to inspire young people—especially women and people of color—to consider pursuing careers in financial planning. To support the campaign, the CFP Board has created a website at www.CFPPro.org that features a toolkit for schools, video stories, and other resources regarding financial planning careers.

Global Voice, an electronic magazine produced by the Council on Business & Society, has released the first issue of its quarterly magazine. The council is an alliance of **ESSEC Business School** in Cergy, France; **FGV-EAESP** in São Paulo, Brazil; the School of Management at **Fudan University** in Shanghai; and **Keio Business School** in Tokyo. The issue can be downloaded at councilcommunity.com/2017/06/21/the-council-on-business-society-a-global-voice.

The Institute of Management Accountants (IMA) has revised its Statement of Ethical Professional Practice, which was last amended in 2005, to reflect changes in the business and regulatory environment and the globalization of management accounting. Among other developments over the last 12 years, it considers the whistleblower provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act of 2010. For information, visit imanet.org. ◻

classifieds

***BizEd* Classifieds** advertise administrator, faculty, and staff openings. Advertising rates are as follows:

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FACULTY POSITIONS

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

Accounting and Management: Closing date: 14 November 2017.

Business, Government and the International Economy: Political Science closing date: 28 September 2017, History closing date: 1 November 2017, Economics closing date: 16 November 2017.

Entrepreneurial Management: Entrepreneurship (MOS) closing date: 31 October 2017, Entrepreneurship (ECF) closing date: 28 November 2017.

Finance: Closing date: 27 November 2017.

Negotiation, Organizations and Markets: Behavioral Sciences closing date: 5 October 2017, Economics closing date: 16 November 2017.

Organizational Behavior: Closing date: 28 September 2017.

Strategy: Closing date: 14 November 2017.

Technology and Operations Management: Curriculum vitae and job market paper abstract due by 6 October 2017. Complete job packet due by 16 November 2017.

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.

To learn more, please visit: 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.

SOLBRIDGE
INTERNATIONAL SCHOOL OF BUSINESS

Assistant and Associate Professorships in Korea

We have opened several new positions to meet our continuing enrolment growth in our BBA and MBA programs. These are full-time tenure track appointments in Management, Data Analytics, Information Systems and Entrepreneurship. SolBridge International School of Business, AACSB accredited and located in Daejeon, Korea's Silicon Valley, is in its tenth year of operation. English is our language of instruction. Currently, we have 1150 students, from 40 nations. Our curriculum is based on the American business school model. See www.solbridge.ac.kr for more information.

We are a top quality teaching school with defined research expectations. Three quarters of our faculty are international and come from 14 countries. Our most successful faculty demonstrate a good balance of teaching, research and service, and all have a sincere interest in Asia. While we seek PhD qualification in a business discipline, corporate or industrial experience is a plus. We provide housing for international faculty and their families.

Positions start in the Spring Semester, which begins March 1, 2018, or in the fall starting September 1, 2018. The March starting date is preferred.

Qualification and application: Candidates must possess a PhD or equivalent in a business discipline or be at the dissertation defense stage. Because we are an English program, candidates must be able to demonstrate English fluency, if not a native speaker. Teaching experience and a demonstrated research direction characterize the top candidates. Corporate or industrial experience is a plus. Applications are welcomed on a continuous basis until positions are filled.

If you are interested in joining an international community of teacher-scholars, in the heart of East Asia, please email a cover letter expressing why you are interested in Solbridge, your current CV, and the names of three references, to Jerman Rose, Dean, Solbridge International School of Business at jerman.rose@solbridge.ac.kr.

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO
Jack H. Brown College
Business and Public Administration

Tenure Track faculty positions (in Accounting, Finance, Cybersecurity and Analytics, and Organization Behavior and Communication) open in the Jack H Brown College of Business and Public Administration at California State University San Bernardino (CSUSB), beginning in September 2018. Rank is open. Candidates are expected to show excellence in teaching, scholarly research, and service.

The College is AACSB accredited and has five departments: Accounting and Finance, Information Decision Sciences, Marketing, Management, and Public Administration. California State University, San Bernardino (a Hispanic serving Institution) is located in San Bernardino in the Inland Empire, 60 miles East from Los Angeles. We serve approximately 20,700 students and offer 47 undergraduate, 35 graduate and one doctoral degree as well as 13 programs with national accreditation.

CSUSB actively encourages qualified applicants to apply who demonstrate a commitment to serving a diverse student population and advancing student success through highly engaged, high impact educational practices. We are particularly interested in receiving applications from women and members of historically underrepresented groups.

For more information, please contact Dr. Taewon Yang (taewon@csusb.edu) for Accounting and Finance, Dr. Frank Lin (flin@csusb.edu) for Cybersecurity and Analytics, and Dr. Michael Stull (mstull@csusb.edu) for Organization Behavior and Communication.

at a glance

45% The percentage of non-U.K. citizens who recently took the GMAT test who said they are less likely to want to study in the U.K. as a result of the Brexit vote.

▶ SEE "MBAS FOR THE HIGHLY EDUCATED" IN THE RESEARCH & INSIGHTS SECTION OF BIZED.AACSB.EDU.

STUDENT ENRICHMENT

"In the traditional classroom, we say, 'Put away your cell phone, put away your laptop, look at the screen, pay attention to the lecture.' This approach runs counter to students' nature," says George Calhoun of the Stevens Institute of Technology. "When we put them in a setting with five different screens, each with a different piece of information, it draws them out. It's more suitable for the way they think."

READ "LEARNING BEYOND FOUR WALLS" ON PAGE 40.

WORK & SCHOOL

To design educational programs that will encourage employees to complete degrees, the U.S. Chamber of Commerce Foundation says employers and universities should concentrate on three best practices: They should focus on ROI, be transparent about goals, and link educational experiences to career pathways.

READ "EDUCATION AT WORK" ON PAGE 16.

EMBRACING ETHICS

"If part (or all) of our responsibility as business schools is to prepare aspiring business leaders for positions in business, it's time to increase our attention to how we are preparing students—our future business leaders—to embrace these ethical challenges, in anticipation of what they will experience in the workplace," writes Jennifer L. Eury of the Smeal College of Business at Pennsylvania State University.

▶ READ "PREPARING BUSINESS STUDENTS TO SPEAK UP" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

MOBILE MOMENTS OF TRUTH

The most effective messages sent and read over mobile devices are personal, organized, and simple, and include only essential information, writes Thomas Clark of Xavier University. "Readers' first impressions of a message predict how they will assess its importance and trustworthiness upon reading it word for word."

READ "MESSAGING IN A MOBILE ERA" ON PAGE 66.

SCALING ONLINE ED

"The use of peer-to-peer interaction," writes Patrick Mullane of Harvard Business School, "is the *only* model that allows an organization to scale the reach of its online program in a way that does not make students feel as if they are part of a one-dimensional, non-social experience."

READ "WISDOM OF PEERS" ON PAGE 60.

2% The portion of U.S. African-American-owned businesses that received loans from the Small Business Administration in 2013, according to the U.S. Senate Committee on Small Business and Entrepreneurship.

SEE "INNER-CITY INITIATIVE" ON PAGE 72.

CREATING CONNECTIONS

"We increasingly find that the problems facing the world are multifaceted, multidimensional, and involve multiple stakeholders," writes AACSB's new board chair, Soumitra Dutta, dean of the Cornell SC Johnson College of Business at Cornell University. "If business schools want to be part of the solutions, we must seek out in-depth collaborations with industry, government, and society so that we can address the world's problems in a holistic manner."

READ "BUSINESS ASSOCIATION, CONNECTED" ON PAGE 50.

ONLINE MBA
conference

Hosted by the Fox School of Business at Temple University
October 4 – 6, 2017 • Philadelphia

BUILDING COMMUNITY. DRIVING EXCELLENCE.

During this interactive event, attendees will collaborate, share ideas, and discuss the program qualities and initiatives that enrich the student experience and enhance the overall value of online MBA programs.

Topics Include:

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- The Nuances of Curriculum Delivery in an Online World
- Supporting the Student Experience in an Untraditional Framework

The conference will cover advanced topics and is well suited for schools with existing online programs.

▶▶ REGISTER TODAY!

Hosted by the Fox School of Business, this conference is presented by the Online MBA Consortium in partnership with the MBA Roundtable.

Founding schools in the Online MBA Consortium include: Arizona State University (Carey); Auburn University (Harbert); Carnegie Mellon University (Tepper); Indiana University – Bloomington (Kelley); North Carolina State University (Jenkins); Pennsylvania State University – World Campus (Smeal); Temple University (Fox School of Business); University of Florida (Hough); University of North Carolina Chapel Hill (Kenan-Flagler); and University of Texas – Dallas (Jindal).

The Fox School of Business is also proud to host the 2017 MBA Roundtable Curricular Innovation Symposium on October 5-6. Participants attending both the MBA Roundtable Symposium and the Online MBA Conference will benefit from a discounted joint-registration fee.

Learn more and register at
FOX.TEMPLE.EDU/OMBACONF

Space is limited. Register today!

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