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BizEd

AACSB INTERNATIONAL JULY | AUGUST 2019



PREVAILING WINDS

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LEGACIES AND SWIFT INNOVATION TO KEEP BUSINESS
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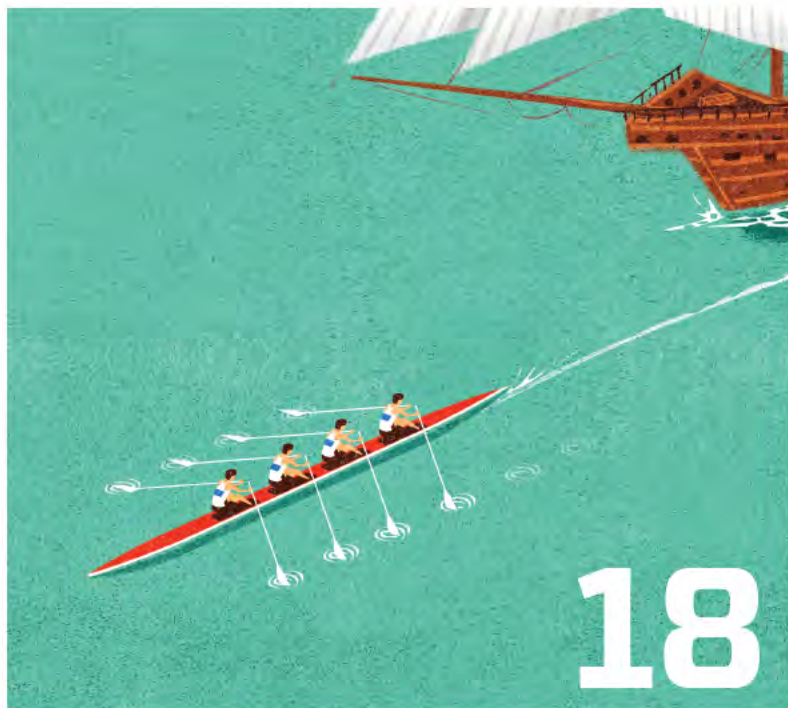
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 **Darla Moore
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Two-Way Disruption

AT ONE TIME, Amazon’s meteoric rise to online shopping dominance seemed to be the death knell of brick-and-mortar sellers. And it’s true, to a significant extent: One by one, many traditional retailers have ceased to exist. But there are notable exceptions. For instance, while other brick-and-mortar bookstores were doubling down on their existing retail strategies, Barnes & Noble revamped its inventory and built up its online presence. Its leaders leaned into, not away from, Amazon’s disruption of their industry. And that’s very likely the reason why it’s the last of its kind left standing.

Now Amazon is experiencing growing pains of its own. In April, CEO Jeff Bezos admitted in a letter to shareholders that 90 percent of retail sales in the U.S. still happen in brick-and-mortar stores. In response, Amazon has opened ten Amazon Go physical store locations and acquired the Whole Foods grocery store chain.

We’re seeing other indicators that the all-digital world that once seemed inevitable is not yet a done deal. Look at new-economy company Airbnb, whose home-sharing model has shaken up the hotel industry. In May, the company announced its partnership with a New York City real estate developer to convert ten floors of Rockefeller Center into luxury apartments, as a way to offer travelers a more hotel-like experience. Meanwhile, traditional hotel chain Marriott now has an inventory of 2,000 homes to attract customers who prefer more homelike lodging.

What’s going on? In a sense, the disruption cycle is coming full circle, as old and new organizations adopt each other’s strategies to remake their business models. And this trend—referred to as “convergence”—promises to remake entire industries.

That includes business education. What does convergence look like for business schools? How can old and new business schools stay nimble, be adaptable, and thrive over time? How can they evolve together? When we asked these questions of academic leaders, they had a common response—by being open to change.

In “Young and Nimble,” for example, Marat Atnashev, dean of the 13-year-old Moscow School of Management Skolkovo, views young b-schools as “change agents setting new standards of doing business.” And for the two-centuries-old ESCP Europe, featured in “Established & Evolving,” staying nimble depends on maintaining a spirit of “constructive dissatisfaction,” stresses dean Frank Bournois. “We never believe that we have achieved perfection.”

Welcome new ideas. Embrace change. Never stop growing and improving. These strategies are all imperative for business schools—and businesses—that want to continue to thrive for 50, 100, or 200 years or more. To remain nimble and evolving, schools must be ready and willing to disrupt *and* be disrupted—to welcome the new even as they honor the old. They need only examine the long history of business for examples of what happens to organizations that don’t.

A handwritten signature in black ink that reads "Tricia Bisoux". The signature is fluid and cursive, written in a professional but personal style.

Tricia Bisoux
Co-Editor

CREATIVITY *at* WORK

A different route to success

Gideon Boakye didn't realize that when he and his friends made a documentary about the diversity here at VCU, it would be instrumental in landing a prestigious internship at Johnson & Johnson. He couldn't know that internship would subsequently turn into a job before he even graduated with a degree in business administration. VCU's creative community helped Gideon find ways to make connections in business that he might not have somewhere else. Tomorrow's problems are going to need new solutions, and our students are leading the way.

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Global Accreditation Conference
 (#AACSBaccreditation)
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OCTOBER 14–16

Europe, Middle East & Africa
 Annual Conference
 (see inset photo)

OCTOBER 21–23

Asia Pacific Annual Conference
 (#AACSBap)
 Seoul, South Korea

NOVEMBER 12–13

Diversity & Inclusion Summit
 (#AACSBdiversity)
 New Orleans, Louisiana

NOVEMBER 13–15

Associate Deans Conference
 (#AACSBassocdeans)
 New Orleans, Louisiana

DECEMBER 2–3

Middle East Summit (#AACSBemea)
 Dubai, United Arab Emirates

FEBRUARY 2–4

Deans Conference (#AACSBdeans)
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SEMINARS

AUGUST 19–20

Business Accreditation
 Hyderabad, India

AUGUST 21

Accreditation Eligibility Workshop
 Hyderabad, India

AUGUST 26 & 27

Assurance of Learning I &
 Assurance of Learning II
 Brisbane, Australia

AUGUST 28

Quality Assurance
 Professionals Workshop
 Brisbane, Australia

AUGUST 29

Continuous Improvement Review
 Brisbane, Australia

SEPTEMBER 14

Continuous Improvement Review
 San Antonio, Texas

OCTOBER 13

Continuous Improvement Review
 Krakow, Poland

OCTOBER 17

Quality Assurance
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OCTOBER 19

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 Seoul, Korea

OCTOBER 20

Faculty Standards &
 Tables Workshop
 Seoul, Korea

OCTOBER 21

Engagement, Innovation & Impact
 Tampa, Florida

OCTOBER 22–23

Business Accreditation
 Tampa, Florida

OCTOBER 24

Faculty Standards &
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OCTOBER 24–25

Assurance of Learning I
 Seoul, Korea



OCTOBER 14–16 Krakow, Poland

Europe, Middle East & Africa Annual Conference (#AACSBemea)

Academic leaders from a diverse range of national contexts will share ideas, benchmark best practices, and form cross-border relationships. The Continuous Improvement Review seminar and Quality Assurance Professionals Workshop will also be offered (see dates below).

▶ For a complete listing of AACSB's seminars, conferences, and digital learning programs, visit www.aacsb.edu/events.

NOVEMBER 4–5 & 6–7

Assurance of Learning I &
 Assurance of Learning II
 Tampa, Florida

NOVEMBER 11

Faculty Standards &
 Tables Workshop
 Budapest, Hungary

NOVEMBER 12–13 & 14–15

Assurance of Learning I &
 Assurance of Learning II
 Budapest, Hungary

NOVEMBER 12–13

New Associate Deans
 New Orleans, Louisiana

NOVEMBER 16–17

Lessons for Aspiring Deans
 New Orleans, Louisiana

NOVEMBER 18–19

Business Accreditation
 San Juan, Puerto Rico

NOVEMBER 20

Accreditation Eligibility
 Workshop
 San Juan, Puerto Rico

NOVEMBER 30

Accreditation Eligibility
 Workshop
 Dubai, United Arab Emirates

other events

SEPTEMBER 24–27

European Association for
 International Education
 Conference
 Helsinki, Finland
www.eaie.org

SEPTEMBER 25–27

CEEMAN Annual Conference
 Wroclaw, Poland
www.ceeman.org

OCTOBER 13–16

EMBAC Conference
 Orlando, Florida
embac.org

OCTOBER 14–17

EDUCAUSE Conference
 Chicago, Illinois
www.educause.edu

OCTOBER 27–29

CLADEA 54th Annual Assembly
 Lima, Peru
www.cladea.org

NOVEMBER 6–8

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Elite but Unbalanced

20-FIRST WAKES BUSINESS SCHOOLS UP TO GENDER DIVERSITY.

THE WORLD'S TOP business schools are not exactly leading the way in promoting gender equity among either faculty or students, according to a new analysis by 20-first, a global consultancy focused on gender balance as a business and economic opportunity.

“Business schools are key gateways to management and leadership,” says 20-first’s CEO Avivah Wittenberg-Cox. When business schools lack gender equity, she continues, “this impacts who creates and runs businesses, what problems and needs they address, and what assumptions and management skills are being taught to the next generation.”

Using data from the *Financial Times*’ Global MBA rankings from 2018 and 2019, the organization identified 20 elite business schools and categorized them by whether they were *asleep* (having fewer than 20 percent female students or faculty), *starting* (20 to 29 percent), *progressing* (30 to 39 percent) or *balanced* (having a maximum of 60 percent of either gender). Overall, 20-first determined that the gender balance of the top 20 global business schools was 39 percent female and 61 percent male, compared to 23 percent and 77 percent a year ago.

More specifically, 12 of the top 20 schools have a balanced gender mix of students in 2019. While this is the same number as 2018, some of the schools have switched spots, according to 20-first’s calculations: In 2019, London Business School and Duke University’s Fuqua School of Business achieved gender balance, while Columbia Business School and the University of Oxford’s Saïd School of Business lost it.

Even less encouraging: None of the 20 schools in the analysis could boast 30 percent female faculty. Fifteen of the schools fell into the “starting” category, with between 20 and 29 percent female faculty members; the remaining five were “asleep,” claiming fewer than 20 percent female faculty.

20-first has created an infographic that summarizes its analysis—and includes photos of deans at the surveyed schools. That’s because “leaders are responsible for the gender balance they design, and it is clear that some schools are making this more of a priority than others,” says Wittenberg-Cox.

What will it take for business schools to achieve gender parity? “First, putting it on the agenda in a strategic way,” says Wittenberg-Cox. It also will require business schools to stop trying to make women “become more like male students and faculty. Instead, schools should adapt their curricula, case studies, cultures, and faculties so they have more gender-balanced talent pools.”

It’s imperative for schools to balance their gender representation, she continues. “The business world thrives on talent,” she says. “If business schools want to claim an innovative edge, they better become more innovative in their own approach to a key 21st-century business challenge.”

► To see an infographic of the entire 20-first analysis, visit 20-first.com/thinking and click on the “business schools” tab.



How Do Graduates Measure Success?

It's no surprise that business school graduates want their educations to translate into higher salaries. But they value work-life balance just as highly. Recent graduates shared this sentiment in a survey conducted by CEMS, the Global Alliance in Management Education. Among 750 graduates of its master's in management program, 471 listed salary in their top three criteria for job selection. However, nearly as many, 405, prioritized work-life balance. Others valued opportunities for quick career progression (390) and the ability to have an impact at an early stage in their careers (291).

The survey also asked respondents what skills they thought would be most important to their future careers. The graduates ranked soft skills such as persuasion, emotional intelligence, and

empathy as most important. These attributes were followed by team leadership and motivation. They believed that these skills would be more crucial to their careers than hard skills such as data analysis and mathematical reasoning.

These results indicate that although these graduates are motivated and ambitious, they "also want to lead balanced, well-rounded lives and, more important, they want to make a positive impact on the lives of others," says Greg Whitwell, chair of CEMS and dean of the University of Sydney Business School in Australia. These students' responses, he notes, send a clear message to employers—that they need to offer more than high salaries if they want to attract the best young talent.

PATENTED PRODUCTIVITY

WHAT DRIVES PRODUCTIVITY across firms and sectors? Is it innovation and technology, or something else? That question motivated three finance professors to work with an Amazon executive to explore how productivity has increased in the U.S. over the past two centuries even as the workweek has grown shorter and production has become less capital-intensive.

The research was produced by Bryan Kelly of the Yale School of Management in New Haven, Connecticut; Dimitris Papanikolaou of Northwestern University's Kellogg School of Management in Evanston, Illinois; Amit Seru of Stanford University's Graduate School of Business in California; and Matt Taddy of Amazon. They measured the innovativeness of each patent by comparing how similar it was to earlier and later ones—reasoning that innovative ones would be unlike the ones that came before.

"For example," Papanikolaou says in an article on Northwestern's website, "the first patent that mentions the word 'electricity' is going to be important.



The thousandth patent that does this, less so." In addition, when patents represent breakthrough innovation, later inventions build upon them and use similar descriptions. Using these distinctions, the researchers could give higher quality scores to patents that were dissimilar from previous ones but similar to later ones.

By analyzing the text of more than nine million patents filed in the U.S. since 1836, the researchers found that periods defined by a high number of innovative patents were followed by periods of high productivity growth.

In fact, innovative patents matched the time frames for three eras of U.S. technological progress: railroad expansion and the birth of electricity in the late 19th century, the development of chemicals and synthetic plastic in the 1930s, and the tech and communications boom of the 1990s.

The link between innovation and productivity held across sectors. For example, during periods when a given sector saw 30 percent more innovation than average, that sector might enjoy up to 11 percent higher productivity. Individual firms also benefited: Companies that filed innovative patents could realize 5 percent greater profitability in the future.

According to Papanikolaou, "Now we can use this measure to explore other patterns, such as how much productivity is driven by changes in technology versus regulatory changes, shifts in market power, or other factors."

The NBER working paper "Measuring Technological Innovation over the Long Run" was issued in November 2018.

Positivity and Petitions

WANT MORE PEOPLE to sign that online petition in support of your cause or political candidate? Make sure its message is framed in a positive way. Petitions that try to win public support with complaints, strong moral beliefs, or exaggerated language might actually have the opposite effect.

Five assistant professors of information systems recently published a study on how the success of online petitions is affected by the cognitive, emotional, and moral linguistic tone of their appeal. The co-authors include Yan Chen of Florida International University's College of Business in Miami; Shuyuan Deng of Grand Valley State University's Seidman College of Business in Grand Rapids, Michigan; Dong-Heon Kwak of Kent State University's College of Business Administration in Ohio; Ahmed Elno-shokaty of Northern Michigan University's College of Business in Marquette; and Jiao Wu of the Northern Illinois University College of Business in DeKalb.

In their examination of 45,377 online petitions collected from Change.org, the researchers found that petitions with the least number of signatures, falling in

the bottom 25 percent of the sample, used words such as "right" and "God" far more often than petitions in the top 25 percent.

People also were less likely to sign petitions that used too much data or hyperbolic language such as "large" or "enormous." In contrast, more people signed petitions presented in a straightforward "breaking news" style.

Activist groups have increasingly shifted from using in-person canvassing to using online methods to obtain petition signatures. While online canvassing helps activists reach larger audiences, it prevents them from using facial expressions or body language to persuade people to support their causes. Nor can they adjust their tone when others are irritated by the way their arguments are presented, says Chen.

At a time when the public is being bombarded by negative political messages, people tend to be more responsive to positively framed arguments, Chen adds.



"Although language expressing anger and frustration may attract attention to the severity of the underlying issues, a petition cannot be simply a complaint," she says. "It should focus more on the positive outcomes that could be accomplished by the proposed change."

"A Multi-Appeal Model of Persuasion for Online Petition Success: A Linguistic Cue-Based Approach" was published in the March 2019 issue of the *Journal of the Association for Information Systems*.

Investing in Innovation

Late last year, the National Institute of Standards and Technology, a division of the U.S. Department of Commerce, released a 135-page report describing progress to date on the Return on Investment Initiative for Unleashing American Innovation, which is designed to advance lab-to-market innovations.

The executive summary lists five strategies for maximizing federal investment in science and technology and enhancing U.S. global competitiveness. These strategies include identifying regulatory impediments, increasing engagement with private sector tech investors, building an entrepreneurial workforce, supporting tech-

nology transfer, and improving understanding of global science and technology trends.

The paper also recommends that the government build a more entrepreneurial workforce by strengthening the National Science Foundation's Innovation Corps. I-Corps is a network of universities that teach business skills to teams of scientists and engineers.



▶ [Download "Return on Investment Initiative for Unleashing American Innovation" at doi.org/10.6028/NIST.SP.1234.](https://doi.org/10.6028/NIST.SP.1234)

LOCAL CEOs LESS MYOPIC

DOES IT MATTER whether a CEO is a hometown native or has relocated from elsewhere? Absolutely, say a team of finance and accounting professors in China. They find that nonlocal CEOs are more likely than their homegrown counterparts to favor short-term financial fixes.

George Yang of the Chinese University of Hong Kong, Shufang Lai of Southern University of Science and Technology, and Zengquan Li of Shanghai University of Finance and Economics examined data related to 2,000 CEOs at S&P 1500 U.S. firms from 1992 to 2012. The scholars wanted to know whether CEOs with local ties were less likely

than nonlocal CEOs to succumb to “managerial myopia,” which refers to a CEO’s decision to cut research and development spending to offset short-term decreases in company earnings.

Local CEOs were 25.5 percent less likely to decrease R&D spending than nonlocal CEOs, even if doing so would offset slight drops in earnings. Firms with local CEOs also paid 7.3 percent more taxes to their states than firms with nonlocal CEOs, suggesting local CEOs felt a greater sense of social responsibility to their regions.

The more connected CEOs were to local religious, civic, and political organizations, the less likely they were to “focus on near-term payoffs,” says Yang in CUHK’s *China Business Knowledge*. “Hiring a local CEO gives an advantage to a firm by elevating the CEO’s long-running concern for her reputation.”

► **The working paper “East, West, Home’s Best: Are Local CEOs Less Myopic?” is available at ssrn.com/abstract=3047568.**

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BUYERS PREFER PRO-REFUGEE BRANDS

U.S. consumers favor brands that support refugees, according to a new report from New York University Stern School of Business and the Tent Partnership for Refugees, a network of 100 companies that support refugees in 34 countries.

An online survey of more than 7,000 consumers indicates that consumers want to support companies that hire refugees, deliver services to refugee communities, invest in refugee entrepreneurs, and source materials and services from refugee-owned businesses. This finding runs contrary to what appears to be an increase in anti-immigrant sentiment in the United States,

In fact, 48 percent of millennials are more likely to purchase products from companies that show a commitment to extending financial, educational, or other services to refugees—only 10 percent are less likely to do so. Similarly, 44 percent of millennials are more likely to purchase from companies that hire refugees, compared to 11 percent that are less likely to do so.

These findings indicate that businesses can view these efforts as more than just philanthropy, says Tülin Erdem, co-author of the report and chair of NYU Stern's marketing department. A company's support of refugees "impacts brand image and consumer brand purchase behavior positively," says Erdem. The survey results are consistent with other research that shows an increasing number of consumers prefer socially responsible brands.

► [Download the report at www.tent.org/resources/helping-refugees-helps-brands.](http://www.tent.org/resources/helping-refugees-helps-brands)



Crowds Love Women

WOMEN HAVE HIGHER success rates at crowdfunding scientific projects than men, according to new research by Henry Sauermann of ESMT Berlin in Germany, Chiara Franzoni of the School of Management at Politecnico di Milano in Italy, and Kourosh Shafi of the University of Florida in Gainesville. Their study suggests that the "crowd" providing the funding might apply different decision-making criteria than traditional funding agencies.

The researchers analyzed data from more than 700 campaigns on Experiment.com, a platform dedicated to crowdfunding scientific research. They found that women obtained more funding than men, even though most campaign creators on the site were male. Women reached their funding target 57 percent of time, while men only did so 43 percent of the time.

"Women's significantly higher success rates in crowdfunding contrasts with their sometimes lower odds when competing with men

for grants from government agencies," says Sauermann. "Through crowdfunding, access to resources is broadened for groups that have been excluded or disadvantaged in traditional funding systems."

The study also suggests that students and junior scientists were more likely to receive crowdfunding support than senior scientists. This could mean that crowdfunding could be an important tool for less conventional projects, such as those that are entrepreneurial, artistic, and social in nature.

Crowdfunding "can provide important monetary benefits," notes Sauermann. "A number of universities actively encourage their researchers to start crowdfunding campaigns for this very reason."

► **"Crowdfunding scientific research: Descriptive insights and correlates of funding success" was published January 4, 2019, in *PLOS ONE*. Read it at journals.plos.org/plosone/article?id=10.1371/journal.pone.0208384.**

Cultural Bonds = Successful Businesses

Companies that help their communities maintain cultural traditions do more than spread goodwill—they contribute to their own success and longevity. Researchers who studied century-old companies in Kyoto, Japan, discovered that these companies thrive because of the relationships they have forged with local residents.

In Kyoto, these companies, often family-owned, are known as *shinise*. Citizens view *shinise* as local institutions and imbue their products with special significance, say Davide Ravasi of the University College London School of Management and Innan Sasaki of the Lancaster University Management School, both in the U.K., and Evelyn Micelotta of the University of New Mexico's Anderson School of Management in Albuquerque.

The researchers conducted interviews with 56 owners, managers, and employees of Kyoto *shinise*, as well as 33 representatives from the local community. Family-owned firms in the study represent diverse sectors, from a sake

brewer to a timber supplier. The researchers found that these companies were valued not only for their efficiency and profitability, but also for the extent to which they represent local cultural heritage.

“*Shinise* enjoy a special standing because they are seen not just as producers of exquisite goods, but also as essential to keep the local culture alive,” says Ravasi. “That is why the local government acknowledges and supports them, and their products receive preferential treatment in shops.”

Shinise do face certain challenges. For instance, their elevated status and strong ties to tradition can curtail the freedom of family members associated with these firms. Even so, the co-authors argue, *shinise* show that by promoting local cultural traditions, companies could help preserve their own longevity.

“Family Firms as Institutions: Cultural Reproduction and Status Maintenance Among Multi-centenary *Shinise* in Kyoto” was published online February 1, 2019, in *Organization Studies*.



NEW MEASURE FOR GENDER EQUITY

RESEARCHERS HAVE DEVELOPED a new way to measure gender inequality that they say is fairer to both men and women and that presents a simplified but more accurate picture of well-being than previous tools. The new Basic Index of Gender Inequality (BIGI) focuses on three factors—educational opportunities, healthy life expectancy, and overall life satisfaction. It was created by David Geary, Curators Distinguished Professor of Psychological Sciences in the College of Arts and Science at the University of Missouri in Columbia, and Gijsbert Stoet, professor of psychology at the University of Essex in the U.K.

After calculating BIGI scores for 134 nations, representing 6.8 billion

people, Geary and Stoet found that men are more disadvantaged than women in 91 countries, compared with a relative disadvantage for women in 43 countries. They found the most developed countries in the world come closest to achieving gender equality, albeit with a slight advantage for women. In the least developed countries, women nearly always fall behind men, largely because they have fewer opportunities to get good educations. The picture is more mixed in countries with medium levels of development, with nearly the same number of countries where women fall behind as countries where men fall behind. The men's disadvantage is largely due to shorter healthy lifespans.

Previously, one of the most established measures of national gender inequality was the Global Gender Gap Index, which has been used by academics and policymakers since it was introduced in 2006. But it does not measure factors that put men at a disadvantage, such as harsher punishments for the same crime, compulsory military service, and a higher number of occupational deaths.

The researchers aim to help policymakers improve quality of life for both men and women. Says Stoet, “Internationally, improvements in gender parity may be reached by focusing on education in the least developed nations and by focusing on preventative healthcare in medium and highly developed nations.”

Men are more disadvantaged than women in 91 countries, compared with a relative disadvantage for women in 43 countries.

► “A simplified approach to measuring national gender inequality” was published January 3, 2019, in *PLOS ONE* and can be downloaded at doi.org/10.1371/journal.pone.0205349.

Can Multitasking Improve Your Performance?

BAD NEWS FOR so-called multitaskers: Time and time again, studies have shown that there's no such thing as multitasking. Rather, when people think they are working on multiple tasks simultaneously, their brains are actually switching from one task to another. As a result, they are likely not performing their best at any.

However, a new study has uncovered a little good news for die-hard task switchers: People who simply *perceive* that they are multitasking perform better than those who don't view their work as multitasking, say Shalena Srna, assistant professor of marketing at the University of Michigan's Stephen M. Ross School of Business in Ann Arbor; Rom Y. Schrift of the Wharton School at the University of Pennsylvania in Philadelphia; and Gal Zauberaman, professor of marketing at the Yale School of Management in New Haven, Connecticut.

The researchers analyzed data from 30 studies that measured participants' performance on a range of tasks, such as transcribing videos, solving math problems, doing word searches, or taking lecture notes. Not only did participants' performance improve when

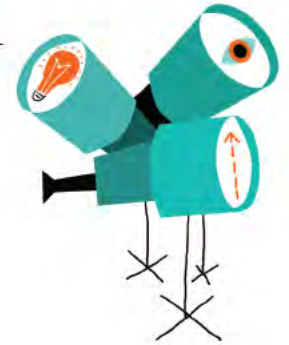
they believed they were multitasking—the positive effect of that perception was twice as strong for some tasks as it was for others.

The takeaway of the study, says Srna, is not that workers should glorify multitasking—which, once again, she points out doesn't exist. However, she and her co-authors say that people can improve their performance if they consciously note when they are attending to multiple tasks simultaneously—or if they perceive a single complex task as encompassing multiple components.

"The Illusion of Multitasking and Its Positive Effect on Performance" was published October 24, 2018, in *Psychological Science*.



new projects



FELLOWSHIPS IN INDIA


Researchers at business schools outside India are invited to apply for one of 20 three-month fellowships at the **Birla Institute of Management Technology (BIMTECH)** in Greater Noida, India. Offered on a rolling basis, the fellowships include eight in entrepreneurship, eight in sustainability and corporate social responsibility, and four in general disciplines. The fellowships are intended to assist young researchers who wish to collect data or advance research related to India, engage in joint research with scholars in the country, or simply further their doctoral or post-doctoral study. Selected fellows will be expected to stay on campus and conduct seminars and other scholarly activities. They will receive stipends of €2,000 (approximately US\$2,230). *For information, contact assistant professor Nimisha Singh at international@bimtech.ac.in.*

THE ECONOMICS OF EDUCATION

The Strathclyde Business School in the U.K. has received £130,283 (US\$164,651) from the Nuffield Foundation. With the funding, **Markus Gehrsitz, Stuart McIntyre, and Graeme Roy** of the school's economics department will use data from the Scottish government to build a dataset that follows every Scottish pupil from primary school until one year after they leave high school, in order to create a tool to analyze education policy and practices and evaluate policy interventions. The project will run through 2020.

BEYOND CITATIONS

Emerald Publishing is one of the latest signatories to the Declaration on Research Assessment (DORA), which holds that journal-based metrics are often applied incorrectly in the evaluation of research, especially where it applies to hiring, promotion, and tenure in academia. The company plans to implement several of DORA's recommendations. These include featuring journal impact factors with other journal-based metrics, making article-level metrics available, encouraging Emerald's editors and authors to recognize that rigorous research is not limited to journal publication, and introducing new open access opportunities.

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Young and Nimble

Unburdened by big bureaucracies and legacy systems, newer business schools in emerging markets can respond quickly to market trends and student demands.

WHILE A GROWING number of business schools around the world have been celebrating their centennials, a handful of upstarts are opening their doors every year. Although these new schools have to start from scratch as they recruit students, fill their faculty rosters, and develop ties with the community, they do enjoy two key advantages over their more established counterparts.

First and foremost, they're nimble in the face of change. They're rarely burdened by cumbersome bureaucracies, so they're able to experiment with new ways to deploy faculty or rapidly revamp their curricula to respond to shifts in the marketplace.

Second, they're very interested in carving out distinct identities for themselves. Many are based in emerging economies, and their central goal is to reflect and serve the dynamic markets where they're based. This desire to serve their home communities often leads them to develop close relationships with local governments and business organizations, and it makes them quick to respond to new trends.

To examine how younger institutions compete with older and more well-known competitors, *BizEd* talked to leaders from three relatively young schools—one that's been around 50 years, one that's just marked an 18-year anniversary, and one that's only 13 years old. These educators discuss how their institutions are creating their niches, capitalizing on advantages, and adapting to the changing management education market.



Moscow School of Management Skolkovo's building was designed by British architect David Adjaye.

A DUAL IDENTITY

The Moscow School of Management Skolkovo is globally focused and locally grounded.

In 2006, a group of Russian and international businessmen founded the Moscow School of Management Skolkovo with the goal of creating a world-class institution that was both globally focused and grounded in the realities of a developing economy. That dual identity continues to shape the school today.

“The founding partners laid down four values for the school that define our identity and stay relevant now—openness to the world, entrepreneurial leadership, lifelong learning, and partnership,” says the school’s dean, Marat Atnashev. With those precepts in mind, the school strives to educate transformational leaders for the region, connect Russia with the world, make an impact on business and society, and offer lifelong learning opportunities with a strong experiential focus.

Soon after Skolkovo’s founding, administrators took steps to ensure

the outside world would take the new school seriously. Not only did they pursue international accreditation and enter the MBA program rankings, they invested heavily in the school’s physical infrastructure.

“Back in 2006, there were no modern university buildings in Russia,” Atnashev explains. To design its new facilities, Skolkovo commissioned British architect David Adjaye, whose audacious plan was inspired by avant-garde Russian artist Kazimir Malevich. *The Calvert Journal*, which covers culture and innovation in Eastern Europe, the Balkans, Russia, and Central Asia, has called the building “reflective of both the rebellious nature of Russian art and the innovation agenda of Skolkovo.”

Even so, administrators understand that the outside world will view the school as a very young institution from a developing nation. They know that

they must both lean into and shape that perception. “Russia’s image in the world often influences attitudes toward us,” says Atnashev. “This encourages us to pay more heed to our own reputation and to understand that the global academic community often sees us as a representative of the country.” Skolkovo’s leaders know they bear responsibility for creating a “holistic and constructive” image of the country—and their school.

FOCUS ON FACULTY

One of Skolkovo’s most important tasks has been to develop a faculty model that suits its youthful age and the realities of the country’s emerging economy. Formal tenure-track contracts don’t exist in Russia; in addition, Russian legislation demands that the qualifications of all international appointees be regularly reviewed—and sometimes re-defended by the applicants.

“We have adapted to this restriction by offering a variety of long-term contracts to international faculty. Some might be for three to five years, others might be open-ended,” says Atnashev. “In addition, we are building a partnership with Hong Kong University of Science and Technology, which facilitates a joint appointment model of international faculty with strong academic backgrounds.”

Currently, Skolkovo has 36 core faculty employed on a permanent basis, 42 part-time adjuncts, 44 visiting professors, and 40 teaching and research assistants on short-term contracts. The biggest advantages to this faculty model are flexibility and breadth of offerings, notes Atnashev. “But the weaknesses include the need for additional alignment among the program faculty and the difficulty of planning teaching assignments, since visiting faculty have to balance the teaching commitments they have to Skolkovo with those they have to their own institutions.”

To make sure faculty teaching aligns with the school’s vision, Skolkovo provides extensive academic oversight

of all programs, and academic directors regularly debrief participants to be certain the contributions of individual teachers create a cohesive whole. The school also hands out teaching assignments well in advance to avoid scheduling conflicts with visiting faculty. In addition, the school makes a deliberate effort to include visiting and short-term faculty members in curriculum development. “Non-core faculty members participate in the design of courses and contribute to writing cases,” says Atnashev. “They also work closely with academic directors and research project leaders.”

To remain competitive in the future, the school not only wants to develop its existing Russian faculty, but also to attract more international professors. The school constantly scouts for new prospects through existing connections, conference presentations, online courses, and research publications.

New faculty members are extensively briefed about the program they will be teaching, the “cultural particularities” of the class, and the teaching philosophy of the school, says Atnashev. In addition, the school has introduced a personal development plan for all faculty members, based on their experience, teaching and research interests, and current evaluations. Junior faculty are supported by scholarships to PhD and DBA programs as well as mentorship from senior faculty. The school also runs internal workshops and programs on continuous improvement. For instance, the Leaders as Teachers program helps professors develop their skills in pedagogy and curriculum design. Says Atnashev, “This task is probably the most challenging and most important to the school’s long-term success.”

PROGRAM PRIORITIES

Creating the right faculty mix enables Skolkovo to keep its programs fresh and responsive to the market. By deploying a wide range of non-core faculty with strong business backgrounds, the school

Building Communities

It’s a problem around the world: Small towns built around a primary plant or industry slowly start to die when that industry falls. In Russia, these towns are known as monocities, and there are more than 300 of them, mostly created during the USSR’s era of planned economy. For example, the city of Tolyatti is home to Russia’s largest carmaker, AvtoVAZ, while the town of Novotroitsk focuses on the iron and steel industries. Today, approximately 15 million Russians live in such communities, many of which are struggling, particularly since the economic crisis of 2008.

To help these places thrive again, the Russian government set up a working group and the Monocities Development Fund under the auspices of Vnesheconombank, a major Russian financial institution. The government brought in Skolkovo to create an educational program that would teach teams of city representatives how to attract investment, create new jobs, and improve the urban environment.

The educational program was piloted first with seven monocities in 2015, then with 20 additional communities in 2016. Eventually the government decided project teams from all 319 cities should complete the program in groups of 11 at a time. Teams included the top officials, as well as representatives of local investors and regional authorities.

The school created a 25-day program held at the Skolkovo campus where team members participated in lectures, workshops, training sessions, case studies, team-building exercises, simulations, and project work. In addition to hearing from academics, experts, and motivational speakers, team members spent 30 percent of their time in project-based learning, preparing development plans for their cities. Learning modules covered how teams could develop a positioning strategy for their cities, get support from government programs, design and implement improvements, and involve all stakeholders.

Because the program required such a huge investment of time and personnel, Skolkovo looked for a partner school to deliver the training after the two pilot programs were concluded. Skolkovo opted to work with the Russian Presidential Academy of National Economy and Public Administration (RANEPA), based in Moscow, a well-established educational institution for government officials in Russia. Eventually the educational program was institutionalized as a federal program and became part of the work of the Ministry of Economic Development.

Teams from each city are required to report their progress six months and 12 months after they finish their programs. It could take years before communities see concrete results, but the changes they have made so far have been promising. Cities have invested in new industries, launched festivals, and developed plans to promote tourism; team members are also networking with their counterparts in other cities. Such relationships can be particularly important in Russia, say school officials, “where there is a low level of trust in institutions and where people are used to trusting other people.”

► Skolkovo created a case study about the monocities project, which received a gold award at the 2018 EFMD Excellence in Practice Awards. Read the complete description at www.efmd.org/images/stories/efmd/EIP/2018/Winners/Monocities_Skolovo-EIP2018-FullCase.pdf.

can promote collaborations between practitioners and faculty and develop new educational offerings on the most current topics. To ensure those offerings continue to deliver value to students, Skolkovo follows four distinct strategies:

1 It adapts to market changes. Such changes can be particularly dramatic in emerging economies. As one example, at the time that Skolkovo was founded, many business leaders hoped to see more privatization and increasing competitiveness for Russian companies. Instead, the country became dominated by large state corporations, while international business barriers were created by sanctions and import substitutions, which favor domestic products over foreign ones. In response, Skolkovo diversified its program portfolio—for instance, adding classes about expanding into the public sector—to continue to fulfill its mission.

2 It emphasizes international content. Skolkovo maintains strong relationships with schools such as Hong Kong University of Science and Technology, IMD in Switzerland, and ESMT in Germany, particularly through joint programs and international modules. Recently, Skolkovo and HKUST launched a dual-degree EMBA program for Eurasia, while Skolkovo and IMD created a program called Leadership Identity Foundation and Transformation. The school also welcomed more than 300 participants from Chinese business schools for its “Understanding Russia” training programs.

Such international exchanges are critical to students’ understanding of business, says Atnashev. “Any product on the market is in competition with goods from Asia, Europe, and America, so it is a dead end for both businesses and academic institutions to limit their vision to a single country. Our task is to help students understand what is happening in the world and to show them

that there are far more opportunities than they are exposed to in the day-to-day business routine.”

3 It integrates experiential learning into the classroom. Most courses include simulations, coaching, online elements, and real-life project work. For instance, the capstone project of the MBA is a consulting module delivered in partnership with McKinsey, and the final leadership module takes place under extreme mountaineering conditions at Kamchatka Peninsula on Russia’s east coast. Says Atnashev, “Students have to ascend Vilyuchinsky Pass, set up camp, spend the night in the snow, and descend.” Afterward, they reflect on the experience and all the changes that have occurred during the course of their MBA studies.

4 It provides opportunities for in-depth analysis. For some courses, particularly those delivered to executives and government workers, the school uses an educational approach it calls “the Skolkovo project method,” which consists of situation analysis, problem definition, goal setting, modeling, and organization design. This approach is particularly useful when executive education students work on consulting projects brought by governmental agencies and private or public organizations undergoing transformation. “Managers analyze the existing problem, consider the relevant experience, build development strategies with experts and moderators, and then defend their projects,” says Atnashev.

The school has also partnered with the government on large-scale projects with far-reaching potential. (See “Building Communities” on page 21.)

A SUSTAINABLE FUTURE

Can more established schools learn from younger ones like Skolkovo? Yes, says Atnashev—but the learning goes both ways. “We constantly adopt practices used by our partners and competitors, and I am

sure that they do the same,” he says. “Our strength is our ability to adapt business processes promptly, to offer educational products that the market needs today, and to select practitioners and professors who have extensive practical experience.”

Atnashev points to another aspect of Skolkovo that he views as a signature strength and a source for innovation: its commitment to working for the betterment of society. “We believe we have a special role in promoting sustainability principles in Eurasia,” says Atnashev. This region is one of the most dynamic emerging economies in the world, he says, but it is facing a broad spectrum of sustainability challenges relating to rapid urbanization; human capital development; environmental pollution; deteriorating natural resources; inequality and disparity; and food, water, and energy security.

“Unlike ‘old’ and developed economies, emerging markets often lack established institutions of civil society that would ensure balanced development, so a broader share of responsibility goes to business,” says Atnashev. “We believe that the business leaders in emerging markets should adhere to a specific code of values, qualifications, and behaviors that allow them to maintain rapid growth while taking broader responsibility for social development and environmental consciousness.”

In such situations, he continues, business schools play a unique role—and that’s particularly true for new schools in emerging economies. “We not only offer educational services, but act as change agents setting new standards of doing business, providing an independent platform for an open dialogue on the burning issues for business and society, and developing tailor-made programs to ensure systems change toward a more sustainable future. Schools of management are uniquely positioned to inspire business and public sector leaders with powerful ideas and equip them with effective frameworks and tools for making real impact.”



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The library in the Academic Centre at the Indian School of Business.

‘A NATURAL EXPERIMENT’

The Indian School of Business must continuously adapt to changes in its country’s dynamic market.

For the Indian School of Business, which opened its doors in Hyderabad in 2001, the goals are both straightforward and ambitious: to be a global institution with deep local ties, able to respond quickly to every nuance of a dynamic market. Its relative youth means the school has few legacy systems in place, allowing it to be nimble in the way it deploys faculty, responds to changing business trends, and adapts to institutional needs.

From the beginning, the school positioned itself in the postgraduate space, recruiting students with a certain level of experience. Today, it offers several tiers of programming: a basic residential Post Graduate Program (PGP) that is the equivalent of an MBA, where students usually have about five years of experience; an MBA for working professionals who have been in the workforce about ten years; and an EMBA, whose participants have, on average, 17 or 18 years in the workforce.

These older, experienced students tend to be savvy and somewhat demand-

ing, asking tough questions and making sure professors don’t simply teach from the textbook, says dean Rajendra Srivastava. “The education space in India is changing quite quickly,” says Srivastava, noting that some top competitors are also adding programs for post-experience students. To carve out its own space, ISB must stay flexible and market-focused.

A LABORATORY FOR RESEARCH

To understand ISB’s place in its market, it is important to first look at India itself, says Srivastava, because the country is undergoing rapid changes. He points to its airline industry, which is growing at more than 18 percent each year; its GDP is increasing at about 7.3 percent. “The middle class is growing at about 15 percent,” he adds. “Companies have to take into account the opportunity costs of taking too long to make a decision.”

Meanwhile, the market is highly fragmented—not only are there upper-, middle-, and lower-income segments, but each segment might have high,

medium, and low price positions as well. “This can result in eight or nine pricing and brand position levels.”

In addition, distribution systems are changing rapidly. “India has become something of a war zone between companies like Amazon and Walmart, which has just acquired the Indian company Flipkart,” says Srivastava. “At the same time, an Indian ride-share company called Ola has passed Uber in terms of market share and is now moving into Australia, southeastern Asia, and Canada. An entrepreneurial company called On Your Own, or OYO, provides management services to privately owned hotels, and it has become the largest hospitality company in India and the third largest in China in terms of rooms managed.”

Other factors make India a laboratory for conducting research, says Srivastava. For instance, he says, a “natural experiment” is occurring around brands, which are extremely popular in India. “About 20 years ago, there were only three or four automobile brands, but now there are more than 300 brands or models. If you want to study how brands gain or lose market share, if you want to compare competitive strategies or see how markets evolve, India is the place to be. External parties can come to ISB to gain insights into India, into growth markets, and into public policy that impacts commerce.”

In fact, the school encourages both faculty on staff and faculty visiting from other institutions to create case content uniquely suited to the Indian market. To this end, it invites outside faculty and executives-in-residence from corporate partners to come to its Centre for Learning in Management Practice (CLMP) to conduct their own research in collaboration with ISB faculty and graduate students. CLMP creates connections with other research centers and institutes at ISB in areas such as healthcare, digital transformation, and public policy; the institute also arranges for housing, most often on ISB’s campuses in Hyderabad and Mohali, and transportation.

“We want to create new content, because a lot of the existing cases don’t apply to emerging markets, particularly markets where governments have a huge say,” Srivastava explains. “For example, one of the world’s largest employers is Indian Railways. It takes permission from parliament to change the lower-end price and service structure of the Railways. You don’t have situations like that in the West.”

It’s also essential that the school maintain relationships with governmental and industry partners, and these relationships can pay off in a big way. As an example, not long ago the school hosted an offsite event for the National Institution for Transforming India. Present were high-ranking government officials in charge of healthcare, transportation, and monetary policy. Srivastava was granted 45 minutes of their time to make a presentation about ISB, and three concrete projects have emerged as a result.

Says Srivastava, “We are trying to use our research centers and institutes as platforms to enable dialogue between the government and the corporate sector, through activities such as roundtables and workshops.” Such dialogue, he emphasizes, benefits India’s society as much as it benefits the school.

AN ADAPTABLE INSTITUTION

In addition to reacting quickly to the needs of the market, ISB remains flexible in other ways—particularly in its administrative functions. Srivastava meets monthly with a dean’s council and with his department heads to discuss issues and make key decisions.

“When the faculty requests something, we are often able to approve it the same week,” he says. The school can also move quickly to make major changes to the curriculum. “For example, we launched a DBA program within a semester. In the U.S., it would have taken two or three years to get it off the ground.” He credits the flexibility to a lack of entrenched committees that create barriers to change.

Adaptability and openness allow the school to keep its offerings current and relevant, says Srivastava, which makes its students attractive to employers. For instance, 98.5 percent of the 884 MBAs who graduated in April already had secured jobs by graduation.

But that flexibility also manifests in another critical way: faculty deployment. Because the school aims to be globally competitive, it follows the tenure system and requires tenure-track professors to publish in peer-reviewed journals. “But we have a very young faculty,” adds Srivastava. “Eighty to 85 percent do not have tenure, so they’re not set in their ways.”

Other components of ISB’s faculty system are more unconventional. All faculty have two affiliations—one with a discipline, and one with a research center. Srivastava calls this a nine-plus-three model, where nine months of salary and engagement come from the discipline affiliation and three months from the research centers and institutes.

“I’m a faculty member in marketing, and my research affiliation is with the Centre for Innovation and Entrepreneurship,” says Srivastava. “Someone else might be a professor in operations management with an affiliation with the Max Institute for Healthcare Management. Our logic is that you need the discipline to create frameworks and structures, but you need a domain to test out your hypotheses.”

At the same time, ISB encourages its faculty to develop close ties to outside stakeholders by spending time in corporate or government immersions. These immersions, which generally last a week or more, allow faculty to gain a richer understanding of the challenges and opportunities these organizations are facing. Meanwhile, about 30 percent of ISB’s faculty consists of practice or clinical faculty—and some of them, like the former head of Accenture India and the former head of Nestlé Global, are senior figures with a great deal of practical knowledge. As Srivastava points out, “A

student in our executive MBA program who has 20 years of experience is not going to benefit that much from an assistant professor who just earned his PhD and has limited or no work experience. But if we couple that professor with clinical faculty from industry, it’s a learning experience for everybody.”

The school is still figuring out exactly how to deploy clinicians—or “pracademics”—in ways that best complement research-track professors. “One way we make that connection is by creating thematic research initiatives or clusters,” says Srivastava. “For example, when we look at healthcare as a domain, it includes people from marketing, operations, and strategy working together. Another example is the area of mergers and acquisitions, which requires people with expertise in strategy, valuation, finance, and marketing—and also organizational behavior, because there are significant HR challenges when one company absorbs another.”

It’s essential that faculty from different disciplines, and different tracks, work together, he adds. “Unless some interaction takes place, the learning opportunity is lost.”

CHALLENGES TO TACKLE

Despite the advantages that ISB enjoys as a newer business school, its age also presents certain challenges, says Srivastava. For instance, while he is enthusiastic about assembling multidisciplinary research teams, those teams don’t have a lot of publishing options. “That’s holding our faculty back,” says Srivastava. “We’re a young school, and we aren’t ready to launch a multidisciplinary journal, but something needs to be done.”

Even so, Srivastava believes ISB is showing the rest of the world what’s possible. “We might be struggling with the multidisciplinary research, but at least we’re taking a crack at it. And I think older schools could learn from watching what we’re trying to do. Either our success or our failure could prove useful as a lesson.”



POISED TO PIVOT

The Asian Institute of Management thrives because of its ability “to work fast and work smart.”

At 51 years old, the Asian Institute of Management (AIM) is only a few years younger than ESAN in Peru (profiled in the article that begins on page 30). Thus it straddles the line between being a new school and a mature one, enjoying the advantages that come with both ends of the spectrum. But while it’s comfortably established, AIM is one of the newer schools in its market in the Philippines—it still maintains a youthful attitude and an agile mindset.

“About four years ago, we realized we needed to stake new ground in order to stay competitive,” says Jikyeong Kang, president and dean of the school. “We began a period of transition in which we expanded our academic portfolio, strengthened our partnerships, recruited faculty with international experience, and streamlined and digitized our operational processes. At the same time, we established a new school, revitalized our consulting arm, launched an incubator and a data science laboratory, and created three new degree programs.”

All of this activity was possible because of the school’s small size, independent status, and commitment to relevance. “We do not have the onus of a large bureaucracy, nor do we have to overcome numerous obstacles to designing programs,” says Kang. “Our stakeholders understand that if we want to stand out and make a big dent in the market, we need to seize every opportunity that comes our way. That means we have to work fast and work smart.”

BRINGING IN THE NEW

With its revamped programs and new initiatives, AIM is investing heavily in the related fields of entrepreneurship, innovation, and data science. “Part of our strategy was to create an ecosystem that saw entrepreneurs as vital to value creation, inclusive growth, and sustainable development—not only in the Philippines, but across Asia,” says Kang.

In 2016, the school relaunched a master of entrepreneurship that it had not offered for eight years. It also partnered with Filipino venture capitalist Dado Ba-

natao to establish the AIM-Dado Banatao Incubator. The following year it added a master of science in innovation and business (MSIB) to appeal to graduates from the fields of science, technology, engineering, agriculture, math, and medicine.


“Our research showed that graduates of highly technical disciplines have the potential to become successful innovators who can create products and services that will generate profit as well as benefit people and the planet,” says Kang. “The MSIB trains these graduates in the fundamentals of business, design, and leadership.”

Next came a master’s degree in data science, which debuted in 2018. “Most business schools offer business analytics, not a hardcore, technical course like data science,” says Kang. “We knew we could train data scientists who can work with the C-suite. We not only develop their technical skill set, but also give them business and management fundamentals so that they can ask the right questions, produce actionable insights, and effectively communicate data-driven solutions across any organization.”

To support the three new programs and act as a catalyst of innovation in the region, the school launched the Analytics, Computing, and Complex Systems laboratory, known as ACCeSs@AIM. The lab houses a 500 teraflop supercomputer—a GPU farm optimized for AI computing—that Kang believes is the fastest one in the country.

“We then realized we needed a new school to anchor the ecosystem we were creating,” Kang says. At that point, AIM established the School of Innovation, Technology, and Entrepreneurship, which soon attracted a US\$10 million donation from the Aboitiz Foundation. Kang hopes the renamed Aboitiz School of Innovation, Technology, and Entrepreneurship will spark change in the region by training tech-driven innovators who also possess management skills.

Kang notes that some local universities recently had looked into offering data science programs, but cumbersome



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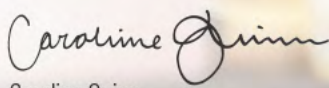
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approval processes made it difficult for them to act quickly. “We surprised the market by being the least expected first mover,” she says.

Despite its recent establishment, the Aboitiz School is growing rapidly. In 2017, it admitted 75 students to its programs for entrepreneurship and innovation; by 2019, it was admitting 167 students in all three new programs. Furthermore, 88 percent of the students who graduated from the MSIB program in 2017 were employed three months before graduation, while the average graduate enjoys a 245 percent increase in salary.

She says, “We hope we’re making our mark and gaining an edge by creating this new ecosystem, by using data science, and by tapping entrepreneurship to generate dynamic growth.”

RETHINKING THE OLD

In addition to focusing so much attention on the rising field of data science, AIM is adapting quickly in other areas. The school is launching new programs on other critical topics, revamping existing programs, tending to crucial relationships, and frequently tweaking its administrative approach.

New programs. One of the ways AIM stays relevant is by addressing pressing issues with global implications. For instance, this summer, AIM’s Zuellig School of Development Management will launch a part-time executive master’s in disaster risk and crisis management to tackle the challenge of climate change and the havoc caused by natural disasters. The goal is to help create safe, resilient organizations by teaching professionals to move efficiently through the cycle of preparation, prevention, mitigation, response, recovery, and rehabilitation. The new risk management program aligns with several initiatives developed by the United Nations, including the Sendai Framework for Disaster Risk Reduction 2015–2030, the Sustainable Development Goals, the Agenda for Humanity, and the 2015 Paris Agreement on climate change.

Revamped programs. To meet the needs of today’s learners, AIM has redesigned several of its longstanding offerings. For instance, this fall it will debut a 12-month MBA program that will include specializations in areas such as business analytics and digital marketing. The institute also is going after new markets for its executive education offerings and designing lifelong learning programs for workers who need to upgrade their skills.

Critical partnerships. AIM provides executive education to major corporations, such as Nestlé and Unilever; maintains partnerships with financial organizations such as the Asian Development Bank, USAID, and the Asia-Pacific Economic Cooperation; and builds relationships with governmental agencies both in the Philippines and nearby countries in Asia. These relationships influence what is taught in the classroom and pursued in research.

“Given that this part of the world has experienced dynamic changes in the past ten years, our active engagement with multi-sectoral stakeholders informs our instruction and thought leadership,” says Kang. “Our school culture values research that creates impact and is directly beneficial to business, government, and society. The output of our faculty is intended for a wide range of audiences and purposes, and it includes case studies as well as research papers for business practice improvement and government policy reform.”

Administrative functions. AIM maintains a core of 35 academic and clinical faculty, complemented by 80 part-time adjuncts and a handful of visiting professors. While the school currently uses a tenure-track system, it experimented with other options to make sure that such a system was the right one to pursue. Says Kang, “Going back to a tenure system—but with a shorter probationary period of three years—has been instrumental in allowing us to recruit international faculty who are hesitant to move to the

Philippines without being able to obtain tenure or long-term job security.”

The school also encourages cross-disciplinary teaching and research across its six academic programs and four schools by doing away with silo-based departments and treating its teaching staff as a single faculty. Kang says, “This setup allows for greater dynamism, flexibility, and adaptability.”

BEING DIFFERENT

By striving to stay dynamic in all phases of operation—from the way it deploys faculty to the way it adapts to the market—AIM ensures that it remains nimble. Kang believes that other young schools, and small schools, should take the opportunity to react quickly to trends, becoming “first movers” who thrive even during market disruptions.

“They should take advantage of the fact that they don’t have big engines to turn around, so they can experiment with new ideas and engage people with new perspectives,” she says. “That’s how small schools can establish their competitive edge quickly—possibly before the ‘big guys’ have a chance to pivot.”

She also believes such schools should find their own market niches, whether they pour their energies into teaching, research, or a particular sector. “They should not feel that they have to do everything that well-established large schools are doing,” Kang says. “Being different has worked for us so far.”

Finally, they should stick to their own particular missions. “Our founders had this lofty vision of going beyond business in order to make a meaningful and sustainable difference in Asian business and society,” says Kang. “That is still what we are about. The work that we want to do makes it necessary for us to keep striving for relevance, and this desire to stay relevant makes us focus on being innovative. There is so much more room for us to grow. We just have to keep reinventing our present and inventing our future.” □

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BY TRICIA BISOUX

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Established and

As business education matures, so do the business schools formed at the industry's outset. How do these elder institutions stay innovative for decades—even centuries—after their founding? By ensuring a continuous flow of fresh ideas and an ongoing spirit of experimentation.

IF THERE'S A single question that drives management research, it might be this: Why do organizations succeed or fail over the long term? When experts sift through the wreckage of once iconic, now fallen organizations such as Blockbuster and Nokia, they almost always find the same cause for the collapse: Each company's leaders held on to past accomplishments too tightly and failed to adapt to changing markets. Firms still thriving 100 years or more after their founding—think DuPont, which began as an explosives company in 1802, or Colgate-Palmolive, which started making toothpaste in 1873—have stayed true to their original missions *and* adapted their offerings to market demand.

Similarly, long-established business schools have stood the test of time largely because of their ability to evolve with new markets, new competition, and even new world orders. Take, for example, École Supérieure de Commerce de Paris. Founded in 1812, ESCP Europe claims the title of “oldest business school in the world,” says its dean Frank Bournois. Its faculty take pride in the fact that their institution was co-founded by the 18th- and 19th-century economist Jean-Baptiste Say, who coined the term “entrepreneur”—a word that, in the original French, often translates to “adventurer.”

The school has thrived for more than two centuries by maintaining the entrepreneurial and adventurous mindset that Say built into its culture from the start, says Bournois. Because of that legacy, its faculty are still willing to take risks. “Business schools cannot move forward if they allow others to take the lead,” Bournois says. “We must always be encouraging our people to take initiatives that are in line with the future of management education.”

Evolving



Jorge Talavera, president of Escuela de Administración de Negocios para Graduados (ESAN) in Lima, Peru, points to a spirit of experimentation and collaboration as keys to his school's longevity. Founded in 1963, ESAN was created in partnership with the Stanford Graduate School of Business in California, at the behest of the United States Agency for International Development. As one of the oldest business schools in Latin America and the first to offer graduate business degrees, ESAN initially fulfilled its mission to strengthen the Peruvian economy by offering programs modeled after Stanford's. But over time, the school has advanced its position by staying responsive to the market. "Everything we offer must be because the country, companies, and society need our programs," says Talavera, "not just because we want to offer it."

Higher education is often criticized for being slow to change—but the stories of the world's oldest business schools show the opposite. In the following pages, four academic leaders point to factors that have allowed their schools to flourish for nearly 60 years, 75 years, or 100 years or more. At the heart of their success? Cultures that not only have stayed adaptive to change, but also have been willing to make change happen.

'HAPPY TO COMPETE'

In the earliest days of business education, competition, when it existed, was mostly among local institutions. However, as more providers entered the market, they often replicated the models established by their older counterparts; for-profit consultants and alternative educational providers now exert additional pressures on established institutions. But in many respects, it's that competition that keeps mature schools agile, says Talavera. On the one hand, "the umbrella of a legacy helps a lot," he says. But on the other, "we are very happy to compete because it means we have to be very creative and innovative to differentiate our programs."

ESAN faculty view competition through the lens of collaboration, maintaining a wide range of partnerships with peer institutions. For example, 18 years ago, ESAN opened its own fablab, part of a global network of 1,680 fablabs that began with a 2001 initiative at the Massachusetts Institute of Technology in Cambridge. These maker spaces collaborate and share best practices related to innovation across the network.

Additionally, ESAN delivers its International MBA jointly with schools across Latin America, Europe, and the United States, as well as in Japan. Students from participating schools spend time at both ESAN and a partner school, which exposes them to different cultures and allows them to earn degrees from two different institutions.

ESAN also participates in the Partnership in International Management (PIM), a network of 65 business schools on six continents. Once schools are selected as members, they must send representatives to every PIM meeting—schools that miss two meetings in a row will have their membership terminated. To remain in good standing, they also must engage in substantive exchanges with at least 20 percent of PIM's membership. Schools negotiate many partnership agreements at "Open Market" sessions, held at each PIM meeting.

PIM is a boon for its members, because the quality of programs at each school in the network has already been vetted. In return, the schools are able to combine strengths in ways that enrich their students' educational experiences and keep their programs fresh.

These collaborations have helped ESAN raise its global profile—and increase enrollments. Just a few years ago, its MBA enrolled around 1,000 students, mostly in its full-time program. Today, more than 7,000 students attend its full-time MBA, part-time MBA, and specialized master's offerings at campuses across Peru. With each new partnership, Talavera says, "we become more international and more open" to new ideas.

Students come to ESAN's joint programs from countries around the world, but they "don't need to speak Spanish because our programs are offered in English," says Talavera. "They'll get to live in a Spanish-speaking country, where they'll be able to listen, watch TV, interact with people, and learn another language." As part of such a large global network of schools, ESAN is able to promote its bicultural, dual-degree experiences to a large number of potential students. That reach, Talavera adds, has helped the school stay competitive over time.

EXPANDING OLD INTO NEW

ESCP Europe boasts a rich history, but parts of that history were shaped by events that might today be viewed with disapproval, Bournois admits. The school was founded on the heels of French Colonialism, an era when France put local populations in Africa and North America under its rule. The school cannot change that past, but it can take the best from it, Bournois says, pointing out that it was during ESCP's earliest days that its faculty cultivated relationships with leaders in government and global business. These relationships laid the foundation for its expansion into international markets in the 1970s and 1980s. Those years, he says, "were a little bit shambolic. But as we gathered momentum, we acquired more experience."

ESCP Europe now has six campuses, including the largest in Paris, as well as those in London, England; Madrid, Spain; Berlin, Germany; Turin, Italy; and Warsaw, Poland. Each country legally recognizes the school as a local university. "We've had to adapt to the national regulations, but that has made us stronger because it has helped us understand the differences in management in each of these countries," Bournois says.

Each campus closely links its programs to local industry, from hospitality management in Spain to sustainability in Germany to the food and beverage sector in Italy. Today, ESCP's faculty represent more than 50 nationalities,

and 65 percent of the students come from countries outside France.

Expansion has similarly driven growth at the Desautels Faculty of Management at McGill University in Montreal, Quebec, Canada, says its dean Isabelle Bajoux-Besnainou. However, in this case, Desautels expanded into new disciplines. The business school began in 1906 as a department of commerce offering a two-year program within the university's Faculty of Arts, and it focused primarily on economics and accounting. In decades that followed, that department branched into new disciplines before being rebranded as the Faculty of Management in 1968. It became the Desautels Faculty of Management in 2005, in honor of executive Marcel Desautels.

Since its founding, the school has increased its disciplinary emphases

from two to ten. That growth culminated in the creation of the Marcel Desautels Institute for Integrated Management, which encourages faculty to cross disciplinary barriers. At each stage, "we have evolved to meet the management education needs we are currently facing," explains Bajoux-Besnainou.

To keep its programs nimble, the school's faculty also pay close attention to "sectors of business that are shifting the fastest," says Bajoux-Besnainou. In 1996, for example, the school collaborated with McGill's schools of medicine and engineering to offer a joint MD/MBA program and a master's in manufacturing management. It recently expanded its entrepreneurship programs to include several interdisciplinary minors.

In November 2018, it opened the Bensadoun School of Retail Manage-

ment, which will house a retail lab that integrates disciplinary areas such as big data, neuroscience, sustainability, and law. The next frontier for Desautels, says Bajoux-Besnainou, is likely the development of more online and blended offerings, an area of education also currently experiencing swift change.

McGill University is preparing for its 200th anniversary in 2021, and Bajoux-Besnainou wants to ensure that Desautels one day reaches that same milestone. "At Desautels, traditions have never been an impairment to innovations," she says. "Our tradition of research translates into innovation and entrepreneurship."

'FIRST-MOVER' STRATEGY

For many business schools, longevity has been the result of a willingness to

Encouraging More Nimble Research

For many years, management scholars have prioritized two R's when it comes to their research: rigor and relevance. But in today's changing market, a third "R" is quickly growing in importance, and that's responsiveness. Accrediting bodies and business leaders alike are calling on business schools to generate scholarship that is more accessible to the public and more quickly applicable to business problems. For faculty, this might mean publishing in practitioner-focused journals, open-access publications, and even mainstream media.

But at many older business schools, at least, traditional paths to publication remain predominantly the norm. Full-time faculty still are evaluated primarily on the number of papers they publish in highly ranked journals.

What *is* rapidly changing? The incentives schools are giving faculty to think outside the box of A-journals. For example, professors at McGill University's Desautels Faculty of Management are encouraged to use their research findings to inform the curriculum as well as extracurricular experiences, says Isabelle Bajoux-Besnainou. She points to the student-run annual McGill International Portfolio Challenge, which draws from the latest faculty research focused on finance for social good. As another example, at Indiana University's Kelley School of Business, faculty are offered financial incentives to write applications to federal grant agencies. In addition, the Kelley School measures the impact of its faculty's research on business practice, teaching, and service to the community.

"We ask, how is that research being used?" says Idalene Kesner. "Do other schools use our faculty's research in their syllabi or in textbooks? How often are our faculty's papers downloaded?"

At ESAN, A-journal publication is especially important. In Peru, only doctorally qualified, full-time faculty with research portfolios can legally be promoted into senior academic leadership positions. That means that professors who don't publish must remain at the level and salary of assistant professors—or are retired from the school. But while traditional publication is necessary for promotion at ESAN, the school provides its faculty additional incentives to publish in a wider range of journals. It also evaluates each professor's accomplishments in other areas, such as teaching, consulting, and service to the school.

ESCP Europe faculty receive bonuses if their published research also can be translated into executive education courses, and the school's use of company-funded chairs and professorships ensures that faculty work closely with industry. These connections, in turn, keep their research aligned with industry needs.

The takeaway, says ESCP's Frank Bournois, is that approaches to traditional research can be structured in nontraditional ways that keep faculty's scholarship responsive to the market. "We must be very good at transforming and communicating our research," says Bournois. "Otherwise, we will have nothing new to offer to help companies move forward."

experiment. That is likely the case at the Kelley School of Business at Indiana University in Bloomington. Set to celebrate its centennial in 2020, the business school can trace its spirit of reinvention to that of its parent university, says its dean Idalene Kesner. She points to the number of “firsts” throughout the university’s history. In 1867, Indiana University was among the first U.S. higher education institutions to admit women; in 1895, it was among the first to admit African American students. It also brought the Kinsey Institute to campus in the 1950s, a time when opening a center that studied human sexuality was highly controversial.

“I am very proud of the way IU operates,” she says. “As my father used to say, ‘The apple doesn’t fall far from the tree.’”

The school’s history became a focal point a couple years ago, when faculty underwent a maintenance of accreditation review from AACSB. As part of that process, administrators and faculty had to answer the question: “What differentiates the Kelley School of Business from other schools?” It was a difficult question to answer, says Kesner, because many business school deans and faculty believe their schools offer the best courses and produce the best research.

“What stood out to us was that, over our school’s history, we have always been a first mover or an early mover,” she says. For example, she points out that the Kelley School launched its online MBA program in 1999, ahead of most of the market. The school was among the first to integrate its core curriculum across disciplines, and one of the first public business schools in the U.S. to adopt responsibility-centered management, in which each department or unit oversees its own budgeting processes.

Kesner points to a course at the Kelley School that she believes well illustrates the school’s evolution over time: The Computer in Business. It was first offered in the 1960s as a required course, at least a decade before the first desktop computers had made their way into businesses.



Completed in 1966, the Kelley School’s original building (shown above) was designed by architectural firm Hall-Kane & Associates in what many believe was a deliberate effort to resemble the keypunch cards that supported early computer systems. The building is now part of the school’s newly constructed Hodge Hall Undergraduate Center (shown on opposite page).

Today, The Computer in Business is still a required course, but it has evolved to teach students everything from Access and Excel to simulations to the impact of technological innovation on society.

Business schools with longevity do not fear jumping in first, Kesner emphasizes, but they also never stop making adjustments to keep courses like The Computer in Business relevant to new generations. “It’s surprising how many elements have stayed in our curriculum,” she says.

BUILDING BRIDGES TO BUSINESS

It has become customary for business schools to cultivate strong relationships with companies as a way to bring in practitioner perspectives and real-world projects for students, provide executive training, support research, and secure funding. But while those elements are vital to business education, it might be the ongoing feedback from companies about emerging trends and future challenges that truly keeps mature business schools young.

At IU Kelley, this feedback comes from regular brainstorming sessions with corporate partners. Says Kesner,

“We don’t ask them, ‘What are your needs going to be next year?’ because we’ve got that handled. We ask, ‘What are your needs going to be in five years?’”

Because executives might find that question difficult to answer, the school’s faculty looks for ways to help them work through the problem. “We say, ‘Let’s imagine artificial intelligence and machine learning. Here’s the list of jobs that companies recruit for now—mark off everything you think isn’t going to exist in five years,’” says Kesner. “Then, we talk about what jobs they think will exist, so we can develop our curriculum for those jobs today.”

At ESCP Europe, practitioner perspectives flow into its curriculum via formal company-funded chairs and professorships, described on the school’s website as “a privileged space for reflection and sharing, allowing a company to pass on its expertise, and support research and teaching activities in specific fields of activity or professions.” Chairs refer to units that design and deliver topic-specific educational programming with the help of their corporate sponsors. Professorships are held by faculty who primarily conduct research.



ESCP now has nine chairs and two professorships. Among them are a chair in the factory of the future sponsored by tire manufacturer Michelin, one in industrial relations and firms' competitiveness sponsored by aeronautics company Airbus, one in international corporate governance sponsored by accounting firm KPMG, and one in the circular economy and sustainable business models sponsored by the accounting firm Deloitte. Professorships, too, provide content for the curriculum: For example, the L'Oréal Professorship in Creativity Marketing puts students to work on projects from the cosmetics company. Through these relationships, students provide companies with fresh perspectives, and the companies suggest ways that the school might improve its programs, says Bournois.

Companies also co-design customized executive education offerings. For instance, NetExplo Observatory, which studies the impact of technology on business and society, collaborated with ESCP faculty to create a Digital Transformation Facilitator certificate program. Most recently, French alternative energy company Engie,

along with the student body, has been pressing the school to do more to promote sustainability in its curriculum and operations. In response, Bournois is considering the creation of a new department of sustainability.

"It's always been a tradition at the school to bring in people who make those bridges between industry and academia," he says. "You cannot build a bridge across a river with just a few stones. We must bring in people with the time, energy, and passion for teaching, but who are not full academics."

HINDSIGHT AND FORESIGHT

It might be too easy for administrators and faculty at long-lived business schools to believe their institutions have the advantage over newer providers in their markets. But business schools must avoid that mindset at all costs, says Bournois. He stresses that all business schools must fight against "negative entropy"—the state of becoming too reliant on order and routine. Business schools that allow routine to become the norm, he warns, will not survive.

Instead, schools should embrace the mindset of "constructive dissatisfac-

tion, in which we never believe that we have achieved perfection, that we are there and done. Even negative feedback helps us move forward," he says. "As a dean, I love to always balance hindsight and foresight. It's very important for us to reflect about the past and our legacy, but we also must try to predict, anticipate, and explore what is going to happen next."

Talavera of ESAN adds this advice: Modesty is key. "It's terrible if you believe that because you are so big, you are the best," he says. "Sometimes when I am on a peer review team visiting small schools in Argentina, Brazil, or Colombia, I see what they are doing and I believe we can learn from them."

Kesner of the Kelley School advises a practical approach to keeping programs nimble: Stay open to innovation, but continually measure results and make adjustments along the way. "We're a state institution, and resources are very precious to us," she says. Whether it's a degree program, extracurricular initiative, or global partnership, if something's not working, "we're not going to just live with it."

That's why at least once every three years, Kelley faculty form a task force to evaluate how well undergraduate and MBA programs are serving both students and employers. They do the same for the doctoral program at least once every five years. The school also has metrics in place to help faculty determine whether a new program is meeting their objectives, so that they can decide whether to move forward with it, change it, or phase it out.

Kesner believes that it's this balance between first-mover experimentation and long-term practicality that has contributed to the Kelley School's success—and might explain why many established business schools grow more, not less, experimental with age. "The causal arrow goes both ways," says Kesner. "Being an old business school gives us the right to step up and be innovative, but being innovative keeps us in the game." ■

The University of Michigan creates online exchange programs with students from MENA countries.

BY AMY GILLETT
ILLUSTRATION BY
COEN POHL

GLOBAL, EXPERIENTIAL— AND **VIRTUAL**



CAN BUSINESS SCHOOLS create cross-cultural, experiential learning opportunities for students without requiring them to travel overseas? Yes—when students participate in virtual exchanges, they can tackle global challenges and work with counterparts around the world. They don't even need to board a plane.



At the University of Michigan's William Davidson Institute (WDI) in Ann Arbor, we recently piloted a virtual exchange program. It was supported by a grant from the Stevens Initiative, a program within the Aspen Institute that seeks to build global competence and career readiness skills for young people in the United States and across the Middle East and North Africa (the MENA region). The Stevens Initiative is funded by the U.S. State

Department, the Bezos Family Foundation, and other donors.

Because WDI's aim is to develop economies by applying new principles in management education, we decided to focus our virtual exchange on social entrepreneurship. We designed an eight-week program in which Michigan students would work with peers from Egypt, Libya, Morocco, or Tunisia to identify a social issue in one of those four MENA countries and pitch an

entrepreneurial solution. Students would not earn credit for the extracurricular program, but they would receive digital badges and electronic certificates of completion. E-learning modules would equip them with the tools they needed to complete their tasks. We named our program the MENA-Michigan Initiative for Global Action Through Entrepreneurship (M²GATE) and scheduled three offerings from January to July 2018.



In this photo: Two members of team EcoMENA jump for joy upon hearing they had won the live pitch competition. In the photo at left: University of Michigan students meet their MENA-based teammates for the first time.

RECRUITMENT AND SELECTION

To recruit participants in the MENA countries, we contacted universities we had worked with on previous projects. These included Al-Akhawayn University in Morocco, Tunis Business School, and Benghazi Youth for Technology & Entrepreneurship. We also opened the program to undergrads in the MENA region beyond our partner institutions, and we asked U.S. embassies in the MENA countries to spread the word.

In the U.S., we offered the program to students from the University of Michigan's campuses at Ann Arbor, Dearborn, and Flint, as well as to students at Wayne State University in Detroit and Eastern Michigan University in Ypsilanti. We expanded the program to students beyond the University of Michigan system because we wanted to diversify the profile of participants. Professors proved to be our best ambassadors for M²GATE, as they described it to their students and encouraged them to apply. Entrepreneurship hubs on several of the Michigan campuses also disseminated information about the program.

We directed interested students to an application on our website, available in English and Arabic, which informed them that the program would require a time commitment of about 32 hours over 8 weeks. The application asked about their interest in social entrepreneurship, their social issues of interest, areas of study, and the value they placed on working cross-culturally.

Students on both sides of the Atlantic

expressed their excitement about working on a global social entrepreneurship project. U-M student Avirath Kumar wrote, "I've lived in Michigan all of my life, and I've never had the chance to interact with others in a truly cross-cultural setting. With the increasingly interconnected nature of business in the 21st century, being able to collaborate with others from diverse backgrounds is necessary to solve problems that are more global than ever."

Mohamed Chahbi of Tunisia captured the sentiment of many applicants from the MENA region: "Developing a partnership with students in the U.S. may help establish cutting-edge startups that make a difference to humanity, based on mixing and using different skills, talents, and knowledge that comes from people from different backgrounds."

Many students from the MENA region also were attracted to M²GATE because of the chance to win a trip to the U.S. The team judged to have the best pitch video from each of the three program offerings would be invited to Ann Arbor to make a live pitch and visit area entrepreneurial ventures.

To select participants from the pool of more than 1,300 applicants, we created a point system, heavily weighing the applicant's motivation level, enthusiasm for working collaboratively across cultures, and curiosity about entrepreneurship. We ultimately assembled a diverse group of participants from 103 higher education institutions—98 of them from outside the U.S.

The accepted students were assigned to one of three cohorts, the first one with 169 students, the second one with 167, and the third with 209. The three iterations of the program took place from January 26 to April 6, from April 6 to June 8, and from May 25 to July 20. On their applications, students indicated which eight-week cohort would work best for them, and we took these preferences into account as much as possible.

We divided the selected students into teams of six: two Michigan students plus four students from one of the MENA countries. We grouped them by their areas of interest, including health-care, education, environment, and labor/employment. We created teams that were diverse by gender and area of study, and we made sure that each team had at least one MENA student who was fluent in English.

To help guide the teams through their projects, we recruited mentors from the four MENA countries—most of them young professionals with experience in entrepreneurship. Many had previously been on exchanges sponsored by the U.S. State Department, and they were eager to give back on a volunteer basis by supporting the budding entrepreneurs.

'HELLO, BENGHAZI!'

We kicked off our first cohort with a live synchronous session conducted at U-M's Ross School of Business. It was streamed via BlueJeans, a videoconferencing service, to partner site locations in the four MENA countries, where



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participants could join remotely or in person. The giant video screens of the U-M classroom were filled with images of excited students from Benghazi, Cairo, Casablanca, Marrakesh, and Tunis. For administrators who had spent a year designing the program, it was thrilling to finally be able to say, "Hello, Benghazi!" and get an enthusiastic response from students 5,386 miles away.

The first session was dedicated to orientation, and we created virtual breakout rooms so the team members could get to know each other. In an icebreaker exercise called "uncommon commonalities," students identified things they had in common that might be a bit unusual. One team was delighted to discover that all six members shared a love of fried chicken!

Once the preliminaries were over, we described the three assignments student teams would need to complete during the next eight weeks: a video that showed a social problem in the MENA region; an entrepreneurial concept for a solution; and a video that pitched their proposed product or service. To ensure consistency across the presentations, we asked teams to put together their concepts using the Business Model Canvas approach created by Alexander Osterwalder.

Students also were told how to access our e-learning modules on cross-cultural collaboration, communications, leadership, design thinking, and entrepreneurship. The modules were asynchronous, so students could watch them on their own schedules. The modules and chatroom were housed on WDI's custom-developed learning management system, ExtendEd, which was also where students would upload their assignments to receive feedback from peers, mentors, and instructors. In addition, we created a Facebook group page where participants could share photos, experiences, and encouragement. Teams collaborated via WhatsApp, Skype, and Google Hangouts.

To get students thinking about what problems they wanted to tackle, we offered two prompts: *What are some*

everyday frustrations people face in your society? and *What are the social problems, issues, or challenges you want to address?* We followed this same format, and used the same prompts, when it came time to run the second and third cohorts of M²GATE.

PROJECT DEVELOPMENT

Across the three cohorts, we found that teams were interested in taking on many thorny problems, particularly in the areas of education, healthcare, and the environment. Students in the MENA region researched the issues by interviewing local people, then they shared videos of their interviews with their Michigan teammates, offering them a window into the challenges in the region. For many Michigan students, these videos were eye-opening experiences. For instance, U-M student Ryan Berg noted that he "didn't know that child labor was such a huge problem in Egypt."

Once the Michigan students were familiar with the issues, they added their own perspectives, often building on solutions already in place in the U.S. For example, a Tunisia-Michigan team chose to address high unemployment rates among recent college graduates in Tunisia. The Michigan students pointed out that websites like Handshake and LinkedIn help students land internships and jobs while still in college. This insight led the team to design a job-placement site customized for the Tunisian workforce.

In the first cohort, a Morocco-Michigan team that called itself The Alters developed a solution to a similar problem: the high rate of youth unemployment in Morocco. This problem is exacerbated by the fact that employers want workers with soft skills, but few schools provide adequate training in these areas. The Alters designed a low-cost after-school program to help young people cultivate soft skills. (See a video at youtu.be/JVZw_2oj_Kk.) The group garnered first place among the 30 teams in its cohort.



Students from the MENA region who won the video pitch competition visit entrepreneurial ventures in Detroit, including the food bazaar known as Eastern Market.

Members of Kaizen, another Tunisia-Michigan team, chose as their issue the lack of recycling in Tunisia. They conceptualized SmartBin, which strategically places easy-to-find recycling bins throughout the country. Users can download an app that tells them where the nearest bin is; once they dispose of their materials, the app calculates how much they have recycled and offers them a selection of rewards. The app also alerts factories when the bins are full so the contents can be reclaimed and processed. SmartBin makes money by reselling the recyclable materials and displaying ads on the bins. Kaizen won the top pitch award in the second cohort, and some team members are currently seeking additional funding so they can move the idea forward. (See their video pitch at youtu.be/fIg9FX5vIXg.)

Trash was also the focus of a project by EcoMENA, a team of students from Egypt and Michigan who focused on the Zabaleen. This community of garbage collectors in Cairo has historically made money by collecting and sorting waste, then selling recyclable materials, but their way of life has been threatened by changing governmental policies. EcoMENA students proposed an online platform where local manufacturers can purchase raw recycled products and consumers can buy jewelry crafted from recycled trash—for instance, a necklace made from discarded coffee pods. This



platform is designed to provide community members with extra income while keeping additional waste out of landfills. EcoMENA not only took the top spot in the pitch competition for the third cohort, the team also won first place in the live pitch event in Ann Arbor. Several members of the EcoMENA team are working to develop the concept further. (See the team video at youtu.be/QekY1aCOZDM.)

At the end of each eight-week session, students had to submit the pitch videos they had made to showcase their proposed social enterprises. These videos were posted on the ExtendEd portal and viewed by a panel of judges based in the U.S. and the MENA region. The judges had about a week to evaluate the submissions. Using a rubric provided by WDI, judges considered the strength of the idea, the solidity of the business model, market need, social impact, startup costs, and the ability of the team to deliver. They then chose a winner from each cohort.

Members of the three winning teams were invited to Ann Arbor in October for a weeklong, all-expenses-paid visit. During the first few days of their visits, team members worked with their U.S. counterparts to finalize their pitches for a live competition between the three teams. They also attended social events, including a trip to the Henry Ford Museum, where visitors could learn about the history of American innovation.

The live pitch event took place on a Wednesday at the midpoint of their visit. One winning team was selected by a panel of four judges and announced at the conclusion of the live event.

CHALLENGES AND REWARDS

Because M²GATE was a pilot program, we wanted to learn what was working and what could be improved. At the end of each iteration, we held a live synchronous session that allowed students to join with their entire cohorts to share their impressions and describe the challenges they had overcome. For instance, many said they had had to work hard to coordinate six busy schedules across time zones. Other participants wrestled with the free-rider problem common in any team collaboration. We addressed this during each offering by having mentors and WDI faculty “nudge” students who were not fully engaged.

For some teams, the biggest challenge was that members dropped out partway through, often due to scheduling conflicts or personal issues. In these instances, mentors encouraged remaining participants to move forward with their leaner teams. Overall, however, we observed that the most effective ingredients for building strong teams were students’ own efforts to step up and become leaders.

While they encountered difficulties, we believe students also reaped sig-

nificant benefits. First, they developed the mindsets that will enable them to identify problems and become drivers of change; in fact, in a post-program survey, more than half of the respondents indicated they would use what they learned to start social enterprises in the future. This includes Abdulhamid Hosni Ali of Egypt, who viewed the experience as a launch point, saying, “I have learned things that I can use to make a positive change in my community.”

Second, students developed new skills, ranging from leadership to entrepreneurial abilities. They also gained self-confidence, improved their motivation, made lifelong friends, and learned the value of teamwork.

Finally, they mastered the ability to work across cultural divides. As Khoulood Baghourri of Tunisia put it, “The program taught me that it’s okay to be different and that difference is what creates magic!”

THE POSSIBILITIES OF VIRTUAL EXCHANGE

While M²GATE has been exciting for students, it has been just as invigorating for those who put the program together. According to Meghan Neuhaus, senior project manager at WDI, “It’s been life-changing to see what virtual exchange can do to bridge cultures and to connect young people across the globe.”

At WDI, we are so pleased by the success of M²GATE that we have launched the Global Virtual Learning Center, from which we plan to run more virtual exchange programs—both in the MENA region and in other parts of the world. My team and I believe that virtual exchange is an ideal way to nurture 21st century skills. This collaborative work prepares students to thrive as entrepreneurs and employees in an increasingly globalized, tech-centric world. ▣

Amy Gillett is the vice president of education at the William Davidson Institute and the academic director of the M²GATE project.

TEACHING STUDENTS TO FOLLOW EVIDENCE



MANAGERS OFTEN MAKE decisions without consulting the best available management research. Why? Researchers offer two likely explanations: Either managers are unaware of relevant research findings or they do not implement them because of challenges involved in accessing and applying those findings.

Recently, we have seen a troubling third reason emerge. A growing body of evidence suggests that even when people are aware of research findings, supported by a vast majority of studies, many choose not to believe them. The best-known example of this phenomenon involves climate change. Despite strong scientific consensus that human activity is driving rising global temperatures, surveys by the Pew Research Center show that two-fifths of Americans do not believe the earth is warming.

We see many similar examples in management. Hundreds of studies show that intelligence is a better predictor of a job applicant's future performance than either values or conscientiousness, that algorithmic hiring models out-predict those based on managerial judgment, and that minorities score as high on tests of integrity as whites do. And, yet, a majority of human resource managers do not believe those findings are true.

If we are to persuade our students to question their strongly held opinions, we can't just present the best available evidence. We must help students overcome the most common sources of their resistance to research.

THE CE



BY SARA L. RYNES AND AMY E. COLBERT

ILLUSTRATION BY AGENT ILLUSTRATEUR

practices, such as counterfeiting, fraud, deception, bribery, trade monopoly, ecological destruction and waste of resources and so on. Today, in the background of competition, cultural diversity, economic globalization and economic crisis, enterprises facing severe challenges must change their management philosophy in a short time to enhance the competitiveness of enterprises and foster competitive advantage as soon as possible. Business ethics will be competitive advantage, also key

Implications companies are just beginning to grasp

When we and our colleagues at other business schools survey students on the first day of class, we see the same phenomenon—many students’ beliefs contradict the best available research. They express highly divergent opinions about topics such as the benefits of diversity, the outcome of pay-for-performance plans, and the extent of discrimination in labor markets, even though the best available evidence clearly weighs in on one side over the other.

It’s inevitable that some students will resist evidence-based arguments. To persuade these students to believe—or even to consider—the evidence, we must acknowledge the validity of multiple viewpoints, even as we nudge students toward evidence-based beliefs. Here, we share four strategies that faculty can use to educate managers who can think critically, who can distinguish strong evidence from weak evidence, and who understand the importance of applying the best research to business problems.

REDUCE RELIANCE ON INTUITION

Sometimes people resist management research because they are overconfident in their own intuition. They believe that good management is a function of common sense and “going with your gut”—that although *other* people might not make good decisions, *they* do.

One way to overcome this resistance is to catch them in the act of making incorrect or biased decisions. For example, on the first day of his MBA courses, Amir Erez of the University of Florida in Gainesville asks students to take a 15-statement true-false quiz, where each statement is either consistent or inconsistent with the study findings on topics such as goal setting, hiring, or compensation practices. He then posts the quiz results on the board. Many students are surprised to discover that they scored no better than chance, showing them that intuition will not always help them recognize research-supported answers.

Gary Latham of the University of Toronto in Ontario, Canada, has used

another experiential technique to illustrate bias in decision-making. He gave a detailed job description to middle managers with several years of experience in conducting performance appraisals. He then divided them into two groups and showed each group a video of a job interview. In one video, the applicant said that he had two brothers, a father with a PhD in physics, and a mother with a master’s degree in social work; in the other, the same applicant said he had 12 siblings, a father who was a bus driver, and a mother who was a maid. The first group rated the applicant’s qualifications as close to 9 on a 9-point scale, while the second group rated this same person’s qualifications between 5 and 6.

This exercise illustrated common biases, such as the “similar-to-me” error, and made these managers aware of stereotypes based on social class. Similar experiments using male/female or white/minority protagonists produce similar findings despite decades of anti-discrimination legislation, affirmative action programs, and diversity and inclusion training. Catching people “in the act” makes it more difficult for them to claim they aren’t subject to such biases.

EXPLORE THE ‘WHY’ OF SURPRISING FINDINGS

Another area where many people hold beliefs inconsistent with the research involves the topic of pay-for-performance (PFP). Many practicing managers have heard in their business classes that money is low on people’s hierarchy of needs (Abraham Maslow); that money is a dissatisfier rather than a motivator (Frederick Herzberg); and that PFP destroys intrinsic motivation, thus reducing performance (Edward Deci). Some current organizational behavior textbooks still emphasize the positive influence of intrinsic motivators and the detrimental effect of extrinsic motivators on performance. However, meta-analytic reviews of PFP programs in real work organizations show this latter claim to be overwhelmingly false.

Sara Rynes, the first author of this article, tackles this discrepancy in her class at the University of Iowa’s Tippie College of Business in Iowa City. Before a discussion of compensation and motivation, she shows students a widely viewed TED talk by author Daniel Pink. In his talk, Pink draws from his book *Drive: The Surprising Truth About What Motivates*

For Additional Reading:

“When the ‘Best Available Evidence’ Doesn’t Win: How Doubts About Science and Scientists Threaten the Future of Evidence-Based Management” by Sara L. Rynes, Amy E. Colbert, and Ernest C. O’Boyle, published online August 30, 2018, in the *Journal of Management*.

“Separating Data from Intuition: Bringing Evidence into the Management Classroom” by Amir Erez and Adam M. Grant, published online December 13, 2013, in *Academy of Management Learning and Education*.



Us, in which he claims that PFP schemes are ineffective ways to motivate performance, especially in professional and creative fields. At first, most students are favorably impressed. (Granted, most come from the management and organizations department. Those in economics might be more likely to believe in the power of monetary incentives.)

Rynes then shares with them meta-analyses of studies that dispute Pink's claims and asks them to consider why Pink's argument contradicts these studies' findings. They point to reasons why the studies Pink cites might have limited applicability to the real world. They were conducted in labs, not in real workplaces; they were conducted in compressed time periods; they used minuscule amounts of compensation; and they described stimuli as "games" or "puzzles" rather than work.

Once students engage in this type of critical thinking, they are more prepared to accept the overwhelming evidence that PFP is associated with higher performance in real organizations. They also can explain why the best professional workers—who sometimes produce ten or 20 times more value than the average worker—are disproportionately likely to leave their organizations unless they are paid differentially for their higher value to the firm. Contrary to Pink's claims, research shows this to be especially true of professional and creative workers.

As Laszlo Bock, former head of Google's People Department says, "If your best person is worth ten of the average people, you must pay 'unfairly'... otherwise you're just giving them a reason to quit." After this discussion, students better understand why companies such as Microsoft, Google, and Amazon strongly differentiate the pay of their most creative and innovative employees.

ACKNOWLEDGE RESISTANCE, ENCOURAGE CRITICAL THINKING

At least a few students in every class are likely to be skeptical of the evidence, even if they don't express their doubts

aloud. For this reason, instructors may want to acknowledge and give voice to these doubts, opening up an opportunity to explore the reasons behind them.

One strategy is to teach critical thinking skills at the beginning of every management course. In the first meeting of her courses, Amy Colbert—the second author of this article, also from Tippie College—encourages students to become critical consumers of research who work to understand study findings deeply before attempting to apply them.

Colbert and her students also explore the boundaries of evidence-based practices and look for guidance on when a practice is likely to be most effective. This discussion can prevent students from automatically concluding that a practice "will never work in my organization" and offer insights into how the evidence might be applied successfully.

Students come to realize that evidence should neither be accepted at face value nor doubted just because it does not align with their pre-existing beliefs or individual experiences. Once students improve their critical thinking skills in this way, their discussion about an ineffective diverse team, for example, is more likely to include a conversation about factors that might have contributed to poor team performance or strategies that might have improved the outcome. They won't be so quick to simply dismiss evidence on the effectiveness of diversity.

USE A CREDIBLE MESSENGER

While some research findings are disbelieved by a majority of people (like those on the importance of intelligence to job performance), other findings are strongly believed by some and strongly disbelieved by others (like those addressing topics such as corporate social responsibility, immigration, and diversity). On many issues, beliefs tend to split along political, religious, regional, socioeconomic, and demographic lines. In such cases, it helps to supplement the best available evidence with a business story told by a credible messenger.

Take the case of diversity. Research does not depict a universally positive relationship between diversity and performance, but a preponderance of the evidence suggests that diverse organizations outperform less diverse ones.

Rynes and a co-instructor in the Tippie Executive MBA program bring in Mark Buthman, the former vice president of finance from the Fortune 200 firm Kimberly-Clark, to speak to students. Buthman tells students how, after the firm's stock price had stalled at US\$60 per share from 2000 to 2009, an analysis revealed that a lack of diversity was inhibiting the company's progress.

A consultant helped the company craft an aggressive diversity strategy. In five years, the company increased its percentage of women directors by more than 90 percent and the number of minorities at the director level or above by 59 percent. It was named one of the Five Best Places to Work, won the 2014 Catalyst Award for its diversity and inclusion efforts, and saw its stock price increase to \$115 by the end of 2014. Students—both male and female, white and minority—tend to ask him questions long after class is officially over.

LOOKING TO THE FUTURE

Ironically, only a few studies have been done on why strategies such as those we describe above work to help students rely more on research to make managerial decisions. That's why we encourage further development and dissemination of such tactics, accompanied by research to ascertain their validity. Now that the current polarization of our culture has found its way into our classrooms, it is of even greater importance for us to overcome our students' resistance to management research. **D**

Sara L. Rynes is the Tippie-Rollins Chair in Excellence and Amy E. Colbert is department executive officer and the Leonard A. Hadley Chair in Leadership at the University of Iowa's Tippie College of Business in Iowa City.

A decorative graphic consisting of orange lines and icons. At the top left, there is a square icon with a white envelope-like shape inside. A horizontal line extends from this icon to the right, then turns down and then right again. Below this, there is another square icon with a white arrow pointing to the right. A horizontal line extends from this icon to the right, then turns down and then right again. The title 'THE EDU VAL' is positioned in the center, with 'THE' in a thin, spaced-out font and 'EDU VAL' in a bold, blocky font. The 'E' and 'V' are connected by a horizontal line. The 'A' and 'L' are also connected by a horizontal line. The author information is enclosed in a rectangular box with an orange border, located below the 'EDU VAL' text.

THE EDU VAL

BY STACEY D. GISH,
JEFFREY P. KATZ, AND
MICHELLE W. TRAWICK

IT'S COMMON FOR businesses to work on improving their value chains when they want to engage partners, innovate processes, and enhance the impact of their firms. It's rarer for business schools to examine the processes, partnerships, and resources in their *educational value chains* to ensure that they are doing their best for their students and communities.

But as higher education rapidly evolves, it's more important than ever that institutions deliver value to their stakeholders. State legislatures, students, parents, and business leaders are increasingly focused on the value of a college degree compared to its cost. Employers are seeking new hires who haven't just earned degrees, but who have mastered workplace skills and are job-ready. Academic leaders of universities that are heavily dependent on tuition must understand what students want from their college experiences, and they must pay attention to their rates of retention, graduation, and job placement.

The "build it and they will come" model of higher education is not working. That's especially true for comprehensive regional institutions like ours, Western Kentucky University in Bowling Green, which serves 22 counties of south-central Kentucky. At the Gordon Ford College of Business, we realize that providing a robust curriculum and solid classroom learning will not be enough for us to recruit students or ensure their post-graduation success. So we realized that, as Michael Porter suggests in his book *Competitive Advantage*, we must collaborate with stakeholders all along our value chain to achieve our mission, engage our constituents, and impact our community in more strategic ways.

Western Kentucky University
enhances student success by
innovating process thinking.

EDUCATIONAL VALUE CHAIN



OUR STORY

Six years ago, during a collegewide faculty and staff question-and-answer session, a senior professor stood up and asked, “Why are our students not receiving the job opportunities that we believe they deserve? What is the college’s leadership team prepared to do that will change this situation?” The question stopped the meeting. All attention shifted to what obviously was a shared concern. The response—that our university’s career services office was responsible for student placement—simply was not enough.

In response, our college initiated a study of the job placement process at our university, including the systems for recruiting and educating students, developing their professional skills, and placing them in jobs. Sadly, we determined that the process was not working well, based on these conclusions:

- While the vast majority of business students stated their intention to work after graduation, most did not begin seeking employment until the middle of their last semesters. This gave them insufficient time to sharpen their résumés and workplace skills so they would be competitive in the marketplace.

- There was very little interaction between business faculty at the university and those at high schools and community colleges, leading to a disconnect in how students were prepared for academic and career success.

- There was minimal planning in place to assure reliable and recurring internships and job shadowing opportunities for students.

- Students had poor communication skills, according to employer feedback and the college’s assurance of learning assessments.

- Our college culture was more focused on making sure students graduated and less on ensuring they were professional and poised for career success.

In summary, the college was putting most of its energy into its perceived core responsibility: being a school of business. While the school had provided high-quality classroom instruction, it had paid less attention to co-curricular activities that would promote lifelong learning and prepare graduates for career success.

To expand the school beyond this core responsibility, we knew we needed programming and resources that the college did not have and the university could not provide. A task force of faculty, staff, students, and business partners spent the next semester developing an action plan that not only would take students from high school through

college, but also would follow them past graduation and into their careers. Once we began viewing our responsibility as providing a lifetime of education, not just four years of classroom instruction, we were able to establish our vision.

Several of the steps we took might be familiar to other business schools. For instance, we began certificate programs to enhance offerings across campus and to appeal to a segment of the population that didn't have the time or interest in enrolling in full-time degree programs. We also opened a Center for Leadership Excellence with the goal of providing leadership training and professional development for our community. In addition, in 2012, we launched the Professional Education and Knowledge (PEAK) program, which teaches students how to be professional in the workplace. As part of PEAK, we connect students with professionals through both job shadowing and mentoring systems. PEAK has since been recognized with an Innovative Business Education Award from the MidAmerican Business Deans Association.

But our most innovative tactic was to intentionally reach out to partners who are both "upstream" and "downstream"

on the educational value chain. (See "Links in the Chain" below.) This means we have developed deeper relationships with both K-12 educators and future employers. We are committed to being an educational leader throughout all phases of a student's life and subsequent career—which means we are engaging with students both before and long after they graduate from our institution.

DOWNSTREAM OUTREACH

As part of our "downstream" activities, we first reached out to K-12 educators, who had been largely ignored by other universities. We began by engaging with every K-12 school superintendent in our region to share our school's history, our mission, and the opportunities we provide for student success.

As part of this effort, we developed relationships with Kentucky's branch of DECA—an organization that prepares high school students for careers in marketing, finance, and other business fields—and the regional office of the Future Business Leaders of America. As a result, those programs have recently moved their workshops and conferences to WKU under the sponsorship of the Ford College of Business, which allows

us to welcome hundreds of high school business students to our campus each year. While the faculty advisors and student leaders of both organizations are responsible for planning and executing the events, our faculty and students participate in workshops and judge competitions, which further strengthens our relationships.

We also collaborate with the high school educators of these organizations to identify event participants, typically competition winners, to whom we will award small freshman scholarships if they choose to study business at WKU. The scholarships are low-cost but high-impact investments that generate tremendous goodwill and positive public relations for our college. For example, during the regional DECA conference in spring 2018, we awarded six freshman scholarships worth US\$250 each, and every graduating senior who received the scholarship enrolled at WKU in business that fall.

A longer-term approach to our downstream K-12 efforts is our partnership with Junior Achievement. We encourage our faculty and professional staff to volunteer with JA, teaching business concepts to students from kindergar-

LINKS IN THE CHAIN

Western Kentucky University's educational value chain reaches downstream to create K-12 partnerships, emphasizes midstream improvements in the college's course offerings and placement efforts, and reaches upstream to involve local business leaders in the school's life.

K-12 EDUCATION

- Junior Achievement
- Dual credit
- Advanced placement
- Educator training
- VIP visits

ACADEMIC INSTRUCTION

- Undergraduate majors, minors
- Undergraduate advising
- Certificate programs
- Graduate programs

PROFESSIONAL EDUCATION AND KNOWLEDGE

- Internships
- Job shadowing
- Business etiquette
- Ethics training
- Communication skills
- Leadership
- Professionalism

CAREER

- Counseling
- Placement
- Mentoring

ten through high school. This outreach not only bolsters the educational value chain, it also provides increased brand name recognition for WKU.

Finally, we have strengthened our K-12 connections by promoting advanced placement (AP) business instruction and enhancing our dual-credit programming. To pilot the AP program in accounting, faculty in our accounting department worked directly with high school accounting educators to encourage successful pedagogy. Students with high enough scores receive credit for Introduction to Accounting, which places them at least a semester ahead of their business classmates.

Similarly, WKU faculty work with high school teachers to create course content for dual-credit programs, which allow high school students to enroll in classes for joint high school and college credit at a greatly reduced cost. WKU's dual-credit courses have included Introduction to Economics, Personal Finance, and Basic Marketing Concepts.

In some cases, a dual-credit class is taught online by part-time or full-time university faculty. In many other cases, a class is taught face-to-face by a high school teacher under the direction of the

We wanted to upgrade three areas critical to student success: student development programs and placement services, faculty development and recruitment strategies, and the infrastructure of our dated building.

university's academic faculty. To ensure that the classes taught by high school teachers match the standards we set for traditional on-campus offerings, we created a training and communication mechanism for those teachers.

Dozens of high school students take dual-credit programs with WKU every year, which allows them to enjoy significant cost savings—for instance, last fall they were offered a tuition discount of approximately 88 percent. The program also brings many benefits to the business school. We reinforce our brand by building relationships with teachers, guidance counselors, and principals; we prepare high school students to attend business school at the university level; and we make students familiar with WKU, which builds brand loyalty and increases the chances they will enroll at our school.

We also have strengthened our downstream connections by developing better relationships with regional community and technical colleges to ensure that students make easy, comfortable transitions from two-year to four-year programs. Our faculty and staff have visited many of the 16 institutions in the Kentucky Community and Technical College System, and our professional advisors regularly communicate with community college advisors to update them on changes to our curriculum. We also host students from regional community colleges so we can familiarize them with our faculty and our culture, counsel them on curricular matters, and address their concerns about transferring to a larger institution. In addition, two of our faculty members serve on the

advisory board for the business program at the local community college.

We recognize that completing a face-to-face business program is not a viable option for some associate degree graduates, so we have developed our online Plus-2 Program in Business Education. One of our professional advisors works specifically with the online students to ensure we offer the classes they need to graduate. Since the fall of 2014, our numbers of online students have jumped almost 116 percent—to nearly 125 students—because of our efforts to extend the educational value chain.

MIDSTREAM AND UPSTREAM CHANGES

Some of the most important developments within our value chain have occurred right in the middle, with improvements we made at the school level. We wanted to upgrade three areas critical to student success: student development programs and placement services, faculty development initiatives and recruitment strategies, and the infrastructure of our dated building.

To meet those goals, we needed additional revenue, which we have secured by implementing a student fee of US\$15 per credit hour. Before putting the fee in place, we consulted student focus groups, student and executive advisory councils, and faculty, who all approved the change. In keeping with the culture of transparent leadership within our college, we formed the Fiscal Oversight Committee, composed of faculty and students, which meets regularly to review fee usage and provide guidance to the dean.

CONTINUING EDUCATION

- Center for Leadership Excellence
- Executive education

The money from the student fee has allowed us to permanently fund three staff positions, dedicated to career services, student internships, and professional development—all areas that add value to our graduates. We also have used the money to provide students with job-readiness skills, as well as to support travel for faculty who are seeking professional development and conducting summer research. In addition, the funds help cover a tutoring center, classroom maintenance, and the hiring of part-time instructors.

The new funding has allowed us to put more effort into our “upstream” partners by creating a more structured internship program. Within the past two years, we have doubled our contacts with potential employers, which in turn has allowed us to increase the number of student internships that we offer. Internships are available for students in each major, and most of them offer compensation. Almost half of the graduating seniors in both the fall 2017 and spring 2018 semesters have

When the disparate members of the value chain realize that they will achieve greater student success when they all work together, their commitment increases significantly.

had internship experiences during the course of their collegiate careers.

Additionally, at the far upstream end of the value chain, we have put more emphasis on professional education to create a stronger link between the college and the community. In the fall of 2015, our department of accounting instituted a continuing professional education program for CPAs, internal auditors, managerial accountants, and other professional accountants. The program allows participants to maintain currency in their fields and to obtain the 30 credit hours of continuing education required by the state board. Topics not only cover standard accounting updates, but also ethics and decision making, internet security, and Microsoft Excel tips. Since the inception of the biannual event, program attendance has doubled, engaging accountants who drive as long as four hours to get to our campus. At the event, faculty and students mingle with professionals, creating stronger bonds among all three groups.

Another way we have strengthened the relationship between the college and the community is by having our Center for Leadership Excellence join the Kentucky Medical Association in a conference to bring together physicians from across the commonwealth. The Emerging Physician Leadership Conference saw 35 participants attend breakout sessions led by prominent figures in healthcare, technology, and politics. The professionals who attended this conference still meet regularly with the Center leadership to continue holding discussions.

Finally, we now include members of the business community in our curriculum discussions. Their input ensures that our coursework is both high-quality and relevant to the changing needs of the industry. For instance, we added data analytics instruction because of input from business leaders. They are an essential link in our educational value chain.

IMPACTS AND LESSONS

Our strategy to create an educational value chain has resonated among all our key constituents, resulting in a great deal of support. Not only are alumni and regional business leaders increasing their donations to the college, they're also looking for other ways to engage with the school, whether by offering internships or participating in events.

Perhaps the most striking result of our integration of the educational value chain is that we have changed the culture among our faculty, staff, students, and alumni. It is now considered common knowledge that our school focuses on professionalism and career preparedness, and the behavior of all stakeholders reinforces this attitude.

Because we have fully integrated all aspects of the educational value chain into our decision making, our resource allocation, and our culture, we believe that the value chain's key initiatives will retain momentum even when college leadership changes. Meanwhile, resources provided by our stakeholders will ensure that the educational value chain remains strong and sustainable.

We learned three key lessons in our journey. First, the educational value chain must align with the school's mission—which in our case is to be a student-centered college that focuses on applied learning. Second, the value chain will require resources, and to acquire them the school will need to engage all its constituents. Third, the story matters. When the disparate members of the value chain realize that they will achieve greater student success when they all work together, their commitment increases significantly—and the value chain becomes a part of the culture for everyone involved. ■

Stacey D. Gish is communication coordinator, Jeffrey P. Katz is professor and former dean, and Michelle W. Trawick is professor and associate dean at Western Kentucky University's Gordon Ford College of Business in Bowling Green.

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Getting Seen On the Green

WHY WE MUST DO MORE TO ACHIEVE DIVERSITY IN THE OTHER INTERNATIONAL LANGUAGE OF BUSINESS. **BY DEBORAH M. GRAY**

IMAGINE A BRAND-NEW corporate office with modern furniture, warm colors on the walls, plush carpet. Inside, the employees are buzzing with creativity and enthusiasm. But there's something strange happening in this workplace: Some of the employees—primarily men—speak in a language that most women and minorities in the office do not understand. Those who are fluent use this language to conduct business, make deals, forge friendships, and cement business networks. Those who aren't are excluded.

The question is: Why hasn't everyone who works here learned to speak in this same elusive language? Why didn't their business schools teach them this vital skill?

PLAYERS GET PRIVILEGES

If you hadn't guessed, I'm talking not about a spoken language but the game of golf, widely known as the international language of business. *Forbes* reports that almost all Fortune 500 executives play golf; furthermore, executives who play golf earn about 17 percent more than those who don't.

But women and minorities rarely play the game. The U.S. National Golf Foundation reports that only 23 percent of golfers are women, and the Professional Golfers Association (PGA) says that just 18 percent are minorities. Might this be one reason that women account for just 6 percent of Fortune 500 leaders, according to *Fortune*, and minorities for less than 1 percent, according to CNN?

And those low numbers persist even though women and minorities are becoming larger parts of the leadership pipeline. For instance, women make up 50 percent of the undergraduate business school population, according to the National Center for Education Statistics (NCES), and 35 percent of the MBA population, according to the Forté Foundation, a nonprofit encouraging greater representation of women in business. According to the NCES, black and Hispanic students now receive 22 percent and 19 percent of bachelor's degrees in business, respectively, and 32 percent and 24 percent of master's degrees.

In a survey of its members, the Executive Women's Golf Association found that 79 percent of respondents agreed that they can get to know a person better on the golf course, and 73 percent agreed that golf helped them build new relationships. At the same time, a study from Catalyst, a global nonprofit working to increase the number of women in leadership positions, found that 46 percent of women feel they are excluded from informal networks at work and that this exclusion is the biggest impediment to their career goals. Fifty percent of women felt that being able to talk about golf at the office helped their careers.

GOLF AT THE FORE

Why is golf uniquely positioned for conducting business? First, golf is a versatile game that encourages social interaction and conversation. There is a reason that business meetings don't take place over games of football, basketball, softball, soccer, or tennis. Because the average round of golf takes about four hours (not including time spent at the "19th hole," a term that refers to drinks after the end of a game), the sport is a catalyst for making friends, building networks, and developing lifelong relationships.

Second, golf gives great insight into the personal qualities of the players, embracing integrity and personal responsibility as it teaches manners and respect. Whether a player possesses or lacks these qualities is on display for all to see on the course. In short, golf can show the best and the worst in a person—sometimes in just one round of play.

Third, golf helps people build their personal networks. Need to find an attorney, accountant, realtor, or banker? Participate in a golf event sponsored by a chamber of commerce, United Way, or Make-A-Wish Foundation—it will yield more personal connections than an email or phone call. Want to build goodwill and raise awareness about a business? Host a golf event to raise money for a local charity. Want to foster business relationships? Join a local golf league.

Fourth, golf generates revenues. The National Golf Foundation estimates that in the U.S. there are 15,000 golf facilities, where 24 million golfers play 450 million rounds of golf each year. Many of these rounds are played in sponsored events—the *African American Golf Digest* reports that the average golf course hosts 50 golf events per year. It would be easier to list the number of organizations that don't host at least one annual golf event than to name all that do, especially among charitable organizations. According to the PGA, the revenue generated by the golf industry in the U.S. in 2016 was more than US\$84 billion.

Last but not least, golf promotes good health. Many players walk about four miles to complete 18 holes of golf, and they spend that time outdoors, which can lower levels of stress and anxiety. Last year, the *British Journal of Sports Medicine* published the Consensus Statement on Golf and Health, which cites health benefits such as increased longevity; a lower risk for cardiovascular disease; improved strength and balance in older adults; and lower cholesterol levels, blood pressure, and blood sugar.

GOLF'S BIGGEST MYTH

Leslie Andrews, author of *Even Par: How Golf Helps Women Gain the Upper Hand in Business*, encourages more women to take up the sport by dispelling some of the myths about the game. The biggest myth? That people need to be skilled at golf to participate. Andrews emphasizes that no one needs to be great to play; they just need to be "good enough." In fact, because players are given handicaps according to their skill levels, the game accommodates all ages and abilities. People need only understand golf course etiquette and the pace of play.

Andrews also points out that most golfers, regardless of gender, are average players at best, and that someone can become "good enough" at golf in as little as a few weeks or after only a few lessons. Last, she makes this point: If you're not getting invited to play at work, keep reminding everyone that you're a golfer. And don't forget that your office should include a photo of you on the course.


ON COURSE FOR SUCCESS

Fortunately, in recent years the underrepresentation of women and minorities in golf has garnered greater attention. Golf organizations around the world are working to make the sport more diverse. For example, We Are Golf and Golf 20/20 recently merged to support their common mission to galvanize the golf industry around initiatives that will sustain the sport's international

growth. The organization, which retains the We Are Golf name, created a task force to investigate ways to increase ethnic and gender diversity in the sport. The Professional Golf Association of America also has taken a leadership role to promote gender diversity, including its #InviteHer campaign that encourages golfers to invite more women to golf.

How can business schools contribute to this effort? If the mission of business education is to prepare students for success in the business world, that mission must include teaching them to play. To date, there is little research on the extent to which business schools teach students—especially women and minorities—about the game. But the low number of women and minority golfers suggests we need to do a better job.

Business schools should follow the lead of organizations like We Are Golf and communicate more clearly that golf is a tool that can fuel our students' career success. Luckily, most solutions are easy to implement. Deans can quickly get the ball rolling by sponsoring professional development golf clinics for students, much like they do for dining etiquette. Administrators can initiate and support informal activities such as student golf organizations, as well as formal programs such as one-credit golf classes hosted by local golf courses.

Golf offers networking and career advancement opportunities our students can't afford to miss—especially those from underrepresented groups. As Jane Filing, founder of WomensGolf.com, puts it: "We have a daily responsibility to share the tremendous benefits of golf with everyone. Especially those who have felt unwelcome in the game in the past." 



Deborah M. Gray is a professor of marketing at the College of Business Administration at Central Michigan University in Mount Pleasant.

ideas in action



Responsive & Relevant

TRANSFORMING A FULL-TIME MBA FOR THE NEEDS OF THE FUTURE.

THREE YEARS AGO, the W.P. Carey School of Business at Arizona State University in Tempe unveiled its redesigned full-time MBA and shared the news that a gift from a donor had enabled the school to offer full scholarships to all students accepted to the program. Since then, the Carey School's Forward Focus MBA has attracted students with more diverse backgrounds and expertise from a wider range of fields, and it has produced 300 new graduates.

"We feel like the concrete is never dry on our programs," says the school's dean, Amy Hillman. "We constantly look at our curriculum and the value it offers students and employers. The only way our degrees stay relevant is if we keep them relevant."

How can today's business schools transform their full-time MBAs to keep them competitive in a crowded market? For ASU, says Hillman, it has come down to four factors:

Staying in step with changing student expectations. Students were "a huge factor" in the redesign of the full-time MBA, says Hillman. "We asked, 'How are students progressing in their careers two, five, and ten years after graduation? How can we help them get the offers they want right away and help them keep pace as their careers

advance? And how have student expectations of MBA programs changed?"

As one result of this exploration, the school plans to use the bulk of a US\$25 million investment from the W.P. Carey Foundation to strengthen its career services offerings. Today's students, says Hillman, want to know that their business schools are committed to helping them progress in both their short-term and long-term professional goals.

Creating customized learning experiences. The curriculum of the Forward Focus MBA integrates a high degree of flexibility, explains Hillman. All students pursue one of seven industry-specific concentrations: business analytics, consulting, entrepreneurship, finance, information management, marketing,

or supply chain management. In addition, students can pursue one of six specializations, which include global business economics, healthcare management, sports business, the sustainable enterprise, high tech, and services. With this approach, students can target specific career paths within larger fields of interest. Plus, ambitious students can earn a second concurrent degree in one of six areas, including law, legal studies, medicine, architecture, innovation management, and finance. Students must declare one concentration, but they can combine the elements of the program into more than 20 different experiences.

“If you want to be a data-focused marketing leader, you can earn a marketing concentration with our master of business analytics. Then you can take it another layer deeper and add a specialization in services,” says Hillman.

Building an adaptable curriculum.

The school has added classes and options that have future adaptation built into their delivery. These include courses in

data analytics, as well as an extracurricular mentoring and coaching program that teams students with executives.

Perhaps most reflective of the Forward Focus philosophy, says Hillman, is the school’s new Interdisciplinary Applied Learning Labs. This course pairs MBA students with students from other master’s programs at ASU—from engineering to architecture—to work with businesses on actual problems. Students learn to coordinate their efforts across interdisciplinary teams, meet deadlines, and target client demands.

In one project, says Hillman, an interdisciplinary team of MBAs is helping the city of Tempe achieve a carbon-neutral footprint by 2025. “Those are serious stakes!” says Hillman. However, this project would not have happened, “if we hadn’t taken this fresh look at our curriculum.”

Cultivating connections with business. The school wants its redesigned MBA curriculum to create greater interaction among students, busi-

nesses, and ASU alumni. One element supporting that goal is the Executive Connections program, which has grown from 20 in-residence senior executive mentors at its launch to 60 today. Each full-time MBA student is paired with an executive who has experience in that student’s discipline. Through this program, each student makes a personal connection with someone who has seen how business in a specific industry has changed and what’s required to stay relevant for decades.

In the end, to design future-focused MBA programs, business schools must remain in step with the needs of students and businesses alike. The recruiters and corporations whose feedback informed ASU’s new approach to the MBA made their needs clear, says Hillman. “They want us to prepare students to be better leaders and communicators, and develop their empathy and introspection and decision making,” she says. “It’s on us to better prepare students for ambiguity and change.”

Let’s Get Hacking



What’s one way to immerse a business school’s newest students quickly and deeply into the entrepreneurial process? A hackathon. For the last two summers, EDHEC Business School in France has held a 25-hour hackathon for its 700 students entering their pre-master’s year. Held in August before classes begin, the hackathon welcomes students to campus and kickstarts their development of skills in four key areas: creativity, cooperation, communication, and positive criticism.

Last year, the theme for the EDHEC Hackathon was “Tech for Society.” For 25 uninterrupted hours—from one afternoon to the next—teams of six to seven students imagined new ways to use technology to bring society together and improve people’s quality of life. Guiding them were EDHEC faculty, staff, and master’s students, as well as 36 coaches and designers.

After learning the basics of innovation and design thinking, students could explore one of several questions. For example, how

can workers adapt to frequent job changes? How can businesses embrace the circular economy? What services will people require as they age? How can the world adapt to the diseases of the future?

Next, students formed teams to observe the problems, generate ideas, and create prototypes. The event integrated brief rest breaks, including games and even a morning “wake-up” exercise. The hackathon culminated in each team pitching its idea to judges. Winning projects included one idea to deploy drones to detect forest fires, and another to create an app that encourages people to upload images of themselves picking up trash to earn points and receive prizes. Students who wanted to continue their projects could apply to EDHEC’s startup program or its incubator, EDHEC Entrepreneurs.

In May 2019, the school delivered a similar 32-hour hackathon with partner TechCrunch at the VivaTech expo in Paris. More than 60 participants—students from IT, design, engineering, and marketing—formed teams to develop creative digital solutions to help young people make wise career choices.



Analyzed to Succeed

BY MELISSA BOWERS

CAN SCHOOLS DO a better job of identifying and retaining at-risk students? According to conventional wisdom, a student with a low GPA is more likely to drop out, but are there other, stronger signals that would allow schools to pursue earlier intervention strategies?

Those were some of the questions the University of Tennessee, Knoxville, recently addressed with the help of students from the Haslam College of Business's master's in business analytics (MSBA) program. Between 2007 and 2017, the university's first-to-second-year retention rate had hovered around 85 percent. That statistic is an important one, since the number of freshmen who return as sophomores is a metric that is heavily weighted in the national rankings. First-year retention also directly affects student enrollments, and enroll-

ments impact tuition revenues—a major consideration in the U.S. when state funding for higher education is declining.

To gain insight into reasons why some freshmen do not return for their second year, the Office of the Provost and the Haslam MSBA program initiated the analytics project in May 2017. The provost's office hired two incoming MSBA students who had undergraduate business analytics degrees from Haslam; those students spent the summer analyzing three years of student success data. Their task was to use their analytics expertise to identify a subpopulation of freshmen at risk for dropping out. The project continued through the fall and spring semesters as the provost's office and Haslam funded two new research assistants from the MSBA program.

The students found that retention

odds start to slip earlier than previously thought. In fact, the possibility of dropout increases after students are unable to complete just one course—after they withdraw (W) or take a no-credit (NC) grade in one of the gateway freshmen courses, such as math, English, or a foreign language. The probability of dropping out increases with every uptick in the total number of credit hours registered for but not completed during the first year of study.

The team also found that GPA is a trailing indicator—not a leading indicator—of dropout probability. This makes sense in hindsight, because W's and NC grades are not reflected in GPAs. Since students are allowed unlimited NCs during their university careers, a freshman could receive several of these while still maintaining a good GPA. Many gateway freshman-year courses do not award credit for grades lower than a C, so students wishing to receive credit in one of these courses are required to retake it until they earn at least a C. These students could face repeated failure in their quests to earn a letter grade in these courses, and this could discourage them from continuing.

The GPA is also a trailing indicator because of how it impacts a student's scholarship situation. After a student has attempted 24 semester hours, he or she must have a cumulative GPA that is 2.75 or higher to remain eligible for the Tennessee Hope scholarship. Students with low first-year GPAs may find the sophomore year is out of reach financially. Therefore, while a low GPA does eventually correlate with the dropout rate, the information it provides arrives too late to allow the school to pursue interventions.

And these interventions could be critical. Our project team learned that early identification of at-risk students, coupled with academic intervention, seemed to correlate with increased retention. Freshmen whose performance was poor in the fall but satisfactory the following spring were more likely to

return for a second year than those who performed well in the fall but fell behind in the spring.

The student researchers made ongoing presentations to the vice provost for academic affairs, the provost, the head of the business analytics department, and the dean's advisory council. They recommended early academic interventions that included changes to advising procedures and processes that would allow the school to identify at-risk students early in their freshman years, and these recommendations were adopted and implemented. The result was a 1.2 percent improvement in retention from fall 2017 to fall 2018.

While the improved success of at-risk students represents the most important outcome of the work, the project also saved the university as much as US\$1 million in potential lost tuition.

Haslam MSBA students were asked to continue their study to identify additional segments of at-risk students. At the same time, the university is striving to improve retention rates by examining how NCs and Ws are awarded, and whether a change in that process might improve first-year student retention. Student success teams and academic advisors are working to identify at-risk students even faster so that intervention can start ever earlier—for example, during freshman advising.

At UT, we knew that the data were available to help us positively impact the university's student retention rate—we simply had to commit to using that data constructively. As we have seen through this project, analytics can be a powerful tool for improving education.

Melissa Bowers is director of the master's in business analytics program in the Haslam College of Business at the University of Tennessee, Knoxville. Input for this article was provided by Robert Hinde, vice provost for academic affairs at UT, and Amy Blakely of UT's office of communications and marketing.

MANAGING MORE MINDFULLY

Research has shown that leaders who regularly practice mindfulness and meditation improve their ability to cope with stress, manage teams, and make decisions. It's no wonder that more companies are making mindfulness part of their executive training—and more business schools are including it in their programs.

Recently, the Kate Tiedemann College of Business at the University of South Florida in St. Petersburg has started delivering a one-day workshop in mindfulness and emotional intelligence to MBA students enrolled in a course in organizational behavior.

The workshop uses content developed by Search Inside Yourself Institute (SIY), a nonprofit founded by a team of Google employees in 2007. Based on the latest neuroscience research, SIY's approach was originally devised to help Google employees improve focus, manage stress, harness creativity, and improve resilience.

This April, the Tiedemann College presented SIY's mindfulness training as a two-day workshop open to the public at a cost of US\$1,250. The workshop featured instructor presentations on the neuroscience of emotion, perception, and behavioral change; principles related to listening, empathy, and social skills; and exer-

cises on mindfulness and reflection.

Those who completed the workshop received a month of check-ins, tips on practices, and exercises to help them refine their new skills.

Faculty wanted to deliver a program on mindfulness to the public because of the positive impact the training has had on MBA students, explains Eric Douthirt, the college's director of graduate programs and executive education. In response to surveys, 85 percent of MBAs who have completed the program report an increased ability to connect with others, 89 percent report feeling less stress, and 91 percent report experiencing enhanced clarity of mind.

"This mindfulness training has always proved very effective for our students," says Douthirt. "We thought it would be a great opportunity to [offer it] for anyone to take."

The demands on future leaders are only going to intensify, making it all the more important for business schools to help them stay calm and balanced, says Sri Sundaram, dean of the college. "Practical mindfulness and emotional intelligence can aid anyone seeking to improve their leadership and raise their performance."

► To learn more, visit siyi.org.



Gayle Van Gils, a consultant and certified instructor for Search-Inside Yourself workshops, presents principles of mindfulness to MBAs at the University of South Florida.

Online Education with a Human Touch

ONLINE EDUCATION HAS evolved considerably since its early days, but many people still view online learning formats as less personal—and, well, less human—than face-to-face interactions. This perception is something ESSEC Business School seeks to change with its Augmented Digital Campus. Launched in March, this interactive platform will act as ESSEC's fifth campus, alongside its physical campuses in Cergy and Paris in France, Rabat in Morocco, and Singapore.

The school wanted the platform to deliver more “human-centric experiences,” says Nicolas Glady, ESSEC's executive vice president, in a video explaining the approach. “We therefore started conceiving this campus not with the course content, but with a comprehensive analysis of the student journey as a whole.”

Students can take courses at ESSEC's Augmented Digital Campus from anywhere in the world, using any device. All courses rely on the flipped-classroom model, in which students complete readings and assignments, view videos

or podcasts, or review student presentations outside of class time. Professors spend synchronous class sessions answering questions and facilitating group discussion and debate. The platform features built-in artificial intelligence that will suggest additional educational opportunities to students based on their personal learning styles and objectives.

During their programs, students are encouraged to seek out as many interactions with their peers and faculty as possible. Using the platform's dashboard, students can make appointments with personal academic coaches, arrange meetings with mentors, and gather for group projects in virtual meeting rooms.

ESSEC assigns each participant a partner, or “learning buddy,” at the start of each program. Paired students work through course content together and present summaries of their conclusions to the community. In addition, the Augmented Digital Campus incorporates peer-to-peer learning and assessment—students receive feedback from at least

three peers before they submit their work to the professor. Students also can post requests for help to the public dashboard.

The Augmented Digital Campus even has its own currency, called “briqs,” as a way to incorporate gamification to encourage learner interaction. Each student is allotted a certain number of briqs that can be given to other students to recognize their contributions to the community. Students can receive additional briqs by completing faculty challenges over and above their coursework. Briqs can be exchanged in the ESSEC Store for services such as additional coaching or access to events.

ESSEC began testing its digital campus platform in November 2018 with 30 employees of Orange, a French telecommunications company. This inaugural cohort completed a certificate program in big data and artificial intelligence.

In March, ESSEC opened this program to the public, and it will be the first in a series of seven certificate programs. Students can complete these certificates separately or stack them toward an executive master's degree in digital transformation. The next three certificates in the series include Design Thinking and Agile Methods, the Digital Business Model, and Digital Humanities: Managerial Skills in the Digital Age.

“I didn't expect such a human experience in a digital campus,” says Carine Rebstock-Fontana, Orange's international retail director and one of the students in the pilot course. In an online video, she describes using Slack to interact with her learning team, whose members were located all over France. “I had quite a lot of interaction with my team,” she says. It “was a new way to learn and a new way to interact with people.”



Through the online dashboard for ESSEC's Augmented Digital Campus, students can track their progress, learn of new educational opportunities, and interact with others in their learning community.

▶ To learn more about the Augmented Digital Campus, visit readymag.com/u65166735/1324019.

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The number of minority business professors in the U.S. has more than quintupled since our founding in 1994. Participating universities are illustrating a clear commitment to creating a diverse academic environment and have the distinct advantage of recruiting from our network of more than 1,500 minority faculty and doctoral students.

The PhD Project is also focusing on the need for diversity in administration, having found fewer than 30 African-American, Hispanic American and Native American Deans at non-HBCU business schools in the U.S. Our Project AHEAD, Achieving Higher Education Administration Diversity, encourages tenured minority faculty to explore positions in administration and provides resources, support and mentors to help members pursue this path.

Thank you to the business schools who are dedicated to diversifying their campuses with The PhD Project. To view a full list of participating schools, visit phdproject.org and click on 'Support the PhD Project'.

Learn more about participating to The PhD Project by contacting **Bernard J. Milano** at 201.307.7662 or bmilano@kpmg.com.

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Creating an Evolving MBA

BY AJOY KUMAR DEY

TECHNOLOGY AND SOCIETY are evolving so rapidly that some experts estimate that every five years about one third of the competencies that MBA graduates learn today will be replaced by newer skill sets. With that in mind, for the past 14 years faculty at the Birla Institute of Management Technology (BIMTECH) in Greater Noida, India, have been continuously improving our curriculum. In 2017, we conducted a quality audit of our teaching and learning objectives in our MBA program to ascertain whether the changes we were making were successfully achieving our learning objectives and meeting the needs of industry. We also asked KPMG to conduct an audit of our assurance of learning processes, including student evaluations, admission, and placement.

The audit highlighted areas that could use improvement—for example, KPMG suggested that we update the case studies we use to assess students' competencies to more accurately reflect current contexts, that we more clearly link each case study to specific competency development, and that we create an internal web portal where students and faculty can build a common base of knowledge. However, we also learned that our students believe BIMTECH and its faculty provide them with the resources and support they need to learn.

These results reinforced our conviction that our curriculum encourages students to engage in deep learning—which we define as an integrative learning process that develops higher order thinking and incorporates periods of reflection. We have de-emphasized surface learning that relies only on rote memorization. Instead, we ask students to delve into difficult concepts, engage in self-reflection, and apply what they learn to

real-world problems. We strive to train students to become lifelong learners who will keep renewing their skill sets throughout their careers.

Our curriculum's design depends on a six-layer framework, which encompasses three central features: student-centered design, stakeholder input, and the ongoing involvement of industry in our curriculum design and admissions processes.

Student-centered design. The first layer of our framework involves cultivating students' *general business knowledge* about the social, political, regulatory, legal, technological, and ecological contexts for business. Next, we enhance students' *master's-level knowledge*, including their ability to lead, innovate, solve problems, and make decisions.

For the third layer, we move on to teaching the *soft skills*, which include communication, analytical, interpersonal, and multicultural competencies. We also want to develop our students' sense of ethics and ability to apply knowledge to real-world problems. For the fourth layer, we focus on instilling in students three sets of *values*, which relate to ethics and integrity, sustainability and transparency, and innovativeness and entrepreneurship.

Throughout our curriculum, we pay special attention to experiential learning; we want students to go through the "knowing," "doing," and "being" stages of learning. During the first trimester



of the MBA program, all students make site visits to either a large manufacturing company or service delivery organization. We also require students to complete one to two short-term projects, each lasting a minimum of ten days, under a faculty member's guidance.

As part of their responsible business course, all students complete one of four different ten-day social immersion experiences. Students can choose to train young girls in life skills at a nearby village or work in one of the ten jail libraries established by BIMTECH's foundation. They also can opt to travel in a bus equipped with mobile technologies to promote digital literacy in disadvantaged communities, or they can work on teams to assess the impact of a cement manufacturer's sustainability initiatives on 79 villages.

Finally, our MBA program incorporates course-embedded simulations, a self-management course, three-month

summer internships, and a mentoring program. We then encourage students to opt to take additional specialized courses and MOOCs in their professional areas of interest.

Stakeholder input. The last two layers in our curriculum encompass our strategies for ensuring that our MBA remains flexible and adaptable to industry needs. These include our adoption of *innovative and evolving processes* and *ongoing curriculum design*. To support these strategies, we regularly benchmark our programs against at least one international and one Indian peer institution and systematically gather feedback from students and faculty. We also invite industry experts to our courses as guest faculty so that they can provide objective feedback on the content—so far, practitioners have taught in about 20 percent of our classes.

To align our courses with the needs of industry, we turn to our six academic advisory boards, each dedicated to a different subject area. Each year, at least two months prior to the finalization

of our course syllabi, board members discuss program structure and course outlines before suggesting courses or modules they believe should be added, dropped, or modified. Their suggestions must be approved by our academic council, which also includes four external experts, before we incorporate them in the curriculum.

Industry involvement in admissions. In addition to giving feedback on our course content, industry experts help us evaluate applicants to BIMTECH's MBA program. A two-person panel, which consists of one faculty member and one industry expert, conducts personal interviews that last for a minimum of 20 minutes per applicant. Each interview centers on the discussion of two short case studies, an approach we believe makes the evaluation process more objective. Through these interactions, we can assess students' communication and leadership skills, as well as their creativity, entrepreneurial mindset, and awareness of business trends.

Every year about 75 to 80 industry experts help us conduct interviews in Greater Noida and 15 other towns. By involving practitioners in our admissions process, we gain insight into the skill sets their companies need, as we engage them as potential recruiters of our graduates.

With our regularly updated curriculum in place, BIMTECH has secured accreditation from India's National Assessment and Accreditation Council and National Board of Accreditation, and we currently are pursuing AACSB accreditation. In short, we believe that the layers of our pedagogical approach—which emphasize student-centered experiential learning, stakeholder input, and ongoing experimentation and revision—will keep our programs connected to and aligned with 21st-century business environments.

Ajoy K. Dey is a professor in the supply chain and operations management area at the Birla Institute of Management Technology in Greater Noida, India.

BROWNIES MAKE A DIFFERENCE

This past spring, a student project at the Marist College School of Management in Poughkeepsie, New York, demonstrated how one personal connection can lead to opportunities for student learning and community impact. In fall 2018, alumnus and advisory board member Greg Garville brought the faculty's attention to Greyston Bakery, located in nearby Yonkers, New York. The nonprofit bakery was special, Garville noted, not just because ice-cream maker Ben & Jerry uses its brownies as the star ingredients in both its Chocolate Fudge Brownie and Half Baked flavors. The bakery also adopts an "open hiring" policy, which its website describes as "hiring without interviews, résumés, background checks, or applications."

Greyston's objective is not only to level the playing field for those who might experience discrimination as a result of their race, ethnicity, religion, and sexual orientation, but also to employ those who might be excluded from the workforce because of their criminal or socioeconomic backgrounds. Its mission is to "build a new system

of social and economic relationships that put people at the center of all we do. Our Open Hiring Model holds the potential to change the world—one company, one job, one person at a time."

In November 2018, Marist faculty and students toured the bakery, which sparked an idea: Why not sell Greyston's brownies on campus to raise funds for the bakery? This past spring Marist's chapter of the Beta Gamma Sigma honor society sold and delivered care packages of brownies during the school's exam period. Students sold 855 brownies, raising US\$2,100 for the bakery.

The business school also invited Greyston's account manager, Sunitha Malieckal, to be keynote speaker for its Ethics Week, held April 8 to 12. With the topic of her speech, "Ethical Business Still Makes a Profit," Malieckal further reinforced this message: Businesses can do well even as they do good.



tools of the trade

PEER-TO-PEER TUTORING

Knack, an edtech startup based in Tampa, Florida, that allows college students to offer peer-to-peer tutoring services, has announced a new element called Employer and Educational Institution Partnerships. This component will allow corporations and educational institutions to engage directly with top students at universities across the U.S.

As the platform vets potential tutors, it collects information about where these students go to school, what their interests are, and what grades they maintain. Now Knack can share that information with recruiters and university administrators, who also can see the peer reviews the students receive after each tutoring session. Visit www.joinknack.com.

DATA FOUNDATIONS

The **University of Illinois'** Gies College of Business in Urbana-Champaign has collaborated with the Deloitte Foundation to release the First Course in Foundations of Data Analytics, which is available free online. The course consists of 60 hours of curriculum broken into eight modules that can be used on their own or integrated into a school's existing curriculum. Each module was designed by faculty from the Gies College and contains multiple lessons, which include a short video and assigned reading. Visit giesbusiness.illinois.edu/deloitte-center-business-analytics/courses.

360 EVALUATOR

This fall, the **Peregrine Leadership Institute** will debut **EvaluSkills**, an online 360-degree feedback tool to help academic institutions evaluate an individual's performance and leadership strengths. **EvaluSkills** can be used by students to gauge their leadership strengths and weaknesses, as well as by administrators to assess competencies in leadership, teamwork, flexibility, persuasion, innovation, or other relevant skills. Academic programs can use the platform to create tailored soft skills assessments from a menu of rubrics and to set up instruments for specific programs or roles. The platform can generate a report of all

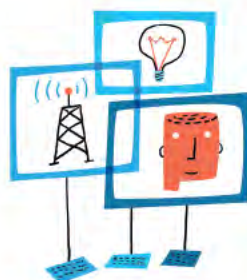
ratings and confidential comments, which program administrators can use to better understand each participant's strengths and develop an action plan for improving his or her leadership performance. Visit www.peregrineleadership.com.

BADGES FOR LEARNING

The division of information technology, teaching and learning technologies, at **Purdue University** in West Lafayette, Indiana, has introduced an online learning management system called **Passport**. Created in partnership with DelMar Software Development, **Passport** awards digital badges to users as they master competencies, complete learning activities, and attain goals. The platform guides users through learning activities, making it clear to them the specific series of challenges required to earn each badge, which increases students' understanding of the desired learning outcomes. **Passport** allows instructors to create interactive course content and assignments, as well as select colors and styles for each badge they build. Visit passportlearn.com.

CATCHING CONTRACT CHEATERS

Turnitin, which provides solutions to help professors streamline their grading and detect plagiarism, has released **Authorship Investigate**. The tool is intended to detect contract cheating, in which students pay a third party to complete their assignments. **Authorship Investigate** uses forensic linguistic analysis and natural language processing to compare differences in an individual's body of written work and allow professors to gather evidence to be used in investigations of potential cases of contract cheating. Visit www.turnitin.com.



MINERVA BRANCHES OUT

The **Minerva Project**, a campus-free approach to higher education, plans a major expansion of its approach to educational delivery. Headquartered in San

Francisco, California, **Minerva** will enable partner institutions to conduct classes of up to 400 students using its curriculum design and proprietary Forum online learning environment, both designed to promote active, real-time learning. The enhanced version of **Forum** will launch in September, when partner institutions in Asia, Eastern Europe, and the U.S. will begin offering programs. Visit www.minervaproject.com.

OPEN RESEARCH ON SDG TOPICS

Emerald Open Research has launched six publication gateways—portals that link content under key themes related to the United Nations' Sustainable Development Goals. These themes include sustainable food systems, healthy lives, responsible management, sustainable cities, education and learning, and the digital world. All research published on **Emerald Open Research** will be subject to open peer review. To increase the accessibility and discoverability of research, authors can share their findings through papers, data notes, case studies, study protocols, and null or negative findings. **Emerald's** new gateways were designed in partnership with publishing platform **F1000**. Visit emeraldopenresearch.com.

NEW JOURNAL LAUNCHES

The **Case Centre** is launching **Case Focus**, a peer-reviewed journal for teaching cases that focus on business situations in the Middle East and Africa. Cases can be submitted until August 31, 2019; the first issue will be published in June 2020. Visit www.thecasecentre.org/CaseFocusJournal.

MORE ACCESSIBLE AI

Now available on **Coursera** is "AI for Everyone," a free course intended to help business leaders without technical backgrounds better understand how artificial intelligence and machine learning can be applied to problems in business organizations and society. The course was developed by **deeplearning.ai**, which was created by **Coursera** founder and former CEO **Andrew Ng** to disseminate knowledge and design courses related to artificial intelligence. Visit www.coursera.org/learn/ai-for-everyone. □



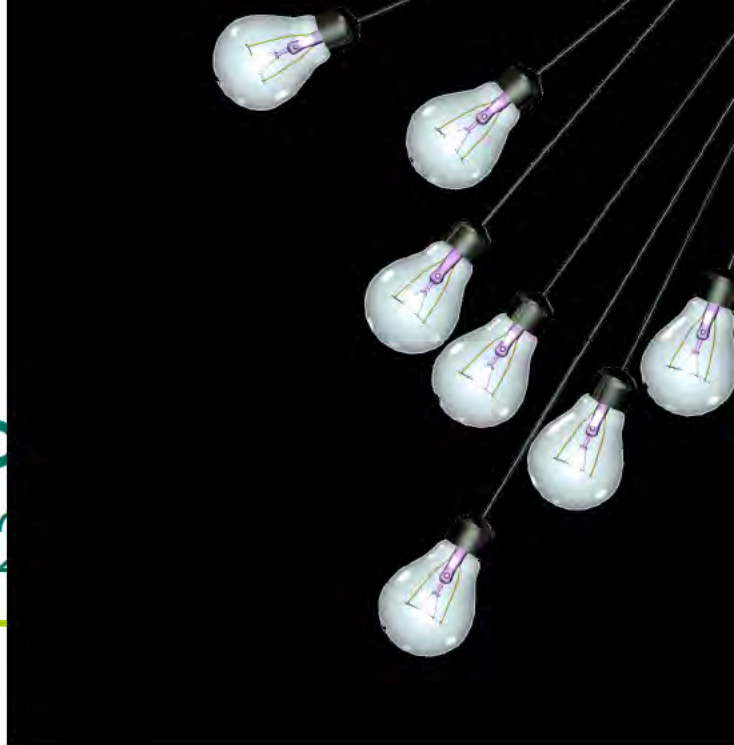
Influential Leaders Challenge 2020

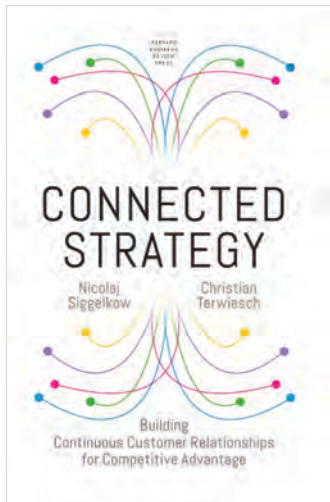
Every graduate
has a story.

AACSB-accredited schools—nominate
your alumni for the 2020 Influential Leaders
Challenge!

Share their passionate efforts globally and
showcase your school's commitment to
producing great leaders.

Nominations Opening Soon
aacsb.edu/influential-leaders

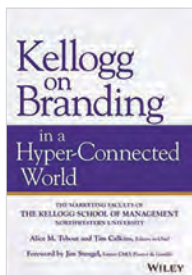




CONNECTED STRATEGY

Subway riders in South Korea can browse virtual offerings from grocery retailer Tesco by looking at life-size posters of stocked shelves and using smartphones to scan the QR codes of items they want; items might be delivered by the time they're home. This is only one example of today's new *connection strategies* that use technology to create interactions between suppliers and consumers. These strategies both improve the customer experience (in this case, by eliminating the time buyers spend driving to the store and walking the aisles) and lower a company's production costs (allowing it to expand the customer base without building more stores). Wharton's Nicolaj Siggelkow and Christian Terwiesch examine how such strategies can create competitive advantage if companies develop deep bonds of trust through repeated customer interactions. They write, "We are convinced that *not* creating a connected strategy is a road to eventual extinction for most firms." (Harvard Business Review Press, US\$32)

KELLOGG ON BRANDING IN A HYPER-CONNECTED WORLD

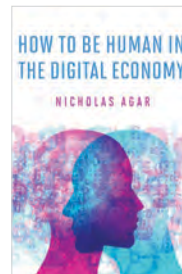


In this collection of essays edited by Northwestern's Alice Tybout and Tim Calkins, marketing professors from Kellogg break down the challenges of creating and sustaining a brand in today's frenetic environment. The book is divided into sections on strategy, implementation, methods, and practical applications that feature case studies about successful

brands. Tybout considers the four elements of brand positioning: "a target, a frame of reference, a point of difference, and a reason to believe." Moran Cerf discusses the ways neuroscientists are studying consumers and their reactions to brands. For instance, when subjects are shown images related to companies such as Gucci and McDonald's, nonoverlapping parts of their brains react, which allows researchers to create comparisons between types of products. And Calkins focuses on the way branding has changed in the digital era. "Ensuring that thousands and thousands of brand moments all work together is perhaps the greatest challenge," he writes. "In our hyper-connected world, consistency matters more than ever." (Wiley, US\$35)

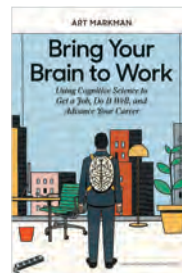
HOW TO BE HUMAN IN THE DIGITAL ECONOMY

Nicholas Agar is not optimistic about the future. A professor of ethics at Victoria University of Wellington, Agar predicts that the Digital Revolution will not only eliminate jobs for humans, but take away their opportunities for social interaction. He advocates the creation of a "social-digital economy," where



machines perform complex, efficient tasks and people take on the jobs that revolve around human contact. But he doesn't think it will happen. He writes, "The path of least resistance directs our species toward a dystopia in which the members of a small elite own all the machines and hence almost all the wealth. The rest of us are subject to a poverty void of meaning." He also believes that today's tech titans might claim they want to make the world a better place, but, like the old robber barons, they're more interested in making money—and that the tech industry needs regulations today like the oil industry did in 1920. He writes, "My aim here is certainly not to stop the Digital Revolution, but rather to influence how it unfolds. Decisions that we take now set powerful precedents for the Digital Age." (The MIT Press, US\$26.95)

BRING YOUR BRAIN TO WORK



Cognitive science can help people find jobs, excel in them, and move on to the next one, suggests Art Markman, a professor of psychology and marketing at the University of Texas at Austin. For instance, he notes that you feel good at work "when you are deeply invested in what you're doing and you believe that you're making progress toward your goals." For that reason, you'd expect that people who heed the advice to follow their passion would be most satisfied in their careers. But it turns out that people who take jobs and learn to love them over time end up just as

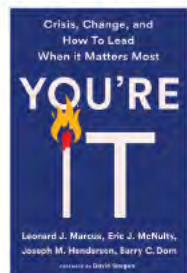
happy over the long haul. This is especially true if at least part of their work life aligns with their personal values. Markman writes, “If you believe in the mission of the organization you work for, you can often find ways to achieve that mission by doing specific aspects of your job that also bring you satisfaction.” The book is aimed at job-seekers or job-changers, but it has resonance for anyone thinking about a long-term career. (Harvard Business Review Press, US\$30)

BUBBLES AND CRASHES



When might an ordinary boom-and-bust cycle turn into a “bubble”—a stock market fluctuation associated with irrational investor behavior? Brent Goldfarb and David Kirsch of the University of Maryland are particularly intrigued by this question when it comes to technology. They examine 58 major inventions that appeared between 1850 and 1970 to determine which ones created frenzied bubble investing and which ones did not. They found tech bubbles were likely to occur when there was a great deal of uncertainty about how inventions might be monetized, when there were conflicting “narratives” about the value those inventions could possess in the future, when there were companies whose fortunes were closely tied to the success of the inventions, and when a lot of novices had the opportunity to invest. “Novices make mistakes, and these mistakes impact markets,” write Goldfarb and Kirsch. They identify distinct historical periods that saw an influx of novice investors and analyze how their presence contributed to bubbles—and they consider how we might use that information to guard against bubbles in the future. (Stanford University Press, US\$35)

YOU'RE IT



Whether they're responding to a hurricane or a terrorist attack, leaders must act in the midst of crisis, and preparing them is the goal of Leonard Marcus, Eric McNulty, Joseph Henderson, and Barry Dorn. They're all part of Harvard's National Preparedness Leadership Initiative, established shortly after the 9/11 attacks on the U.S. By studying events such as the Deepwater Horizon oil spill, the H1N1 influenza pandemic, and Superstorm Sandy, the authors have examined the behavior of “meta-leaders”—those who understand their own roles, can see the big picture in their particular crisis, and realize how all the pieces connect. For instance, civic responders to the Boston marathon bombing instinctively practiced “swarm intelligence.” They displayed unity of effort, generosity of spirit, an ability to stay in their own lanes, and an attitude of “no ego, no blame,”

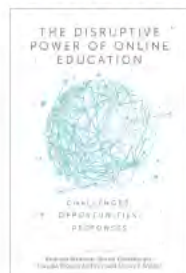
all while relying on trust-based relationships they'd built in the past. The authors urge readers to ask themselves, “When everything is on the line, how will I be? What will I do?”—and they show leaders how to prepare themselves in advance. (Public Affairs, US\$28)

THE 360° CORPORATION



Today's corporations must consider the stakeholders that surround them from all sides, writes the University of Toronto's Sarah Kaplan—and to serve them, companies will need to follow one of four modes of operation. In Mode 1, corporations realize that every business model involves tradeoffs; for instance, just-in-time delivery creates efficiencies but might increase pollution and fuel use. In Mode 2, companies implement win-win tradeoffs, such as installing LED lighting that is both less costly to the company and more beneficial to the planet. In Mode 3, when companies see no easy win-win solutions, they innovate to find some, perhaps by designing new packaging. In Mode 4, companies learn to exist with intractable tradeoffs where no solution is currently possible, though they continue interacting with stakeholders as they search for answers. Kaplan looks closely at Walmart and Nike, two companies “that—though far from perfect—have transformed substantial parts of their business through their engagement with the trade-offs created by the interests of different stakeholders.” It's a new way to view corporate responsibility. (Stanford Business Books, US\$28)

THE DISRUPTIVE POWER OF ONLINE EDUCATION



Ten essays by 20 contributors consider online education in this collection edited by Andreas Altmann of MCI Management Center, Bernd Ebersberger of the University of Hohenheim, and MCI's Claudia Mössenlechner and Desiree Wieser. Contributors address everything from how MOOCs might work in the Middle East to the role of serious games. For instance, Kathy Bishop, Catherine Etmanski, and M. Beth Page of Royal Roads University outline ways to develop student engagement, whether by maintaining multiple online forums or creating opportunities for students to lead the learning. As an example, Etmanski asks students to lead online discussion groups and engage their peers in creative ways—maybe by posting photographs or writing tweets that summarize the week's reading assignment. As Bishop, Etmanski, and Page write, “Online learning has the potential to disrupt traditional educational approaches through creatively cultivating engagement online.” (Emerald Publishing, US\$100) □



McMaster University's main campus
in Hamilton, Ontario, Canada

Ranked by Sustainability

A SNAPSHOT OF PROGRESS TOWARD THE U.N.'S SUSTAINABLE DEVELOPMENT GOALS.

TIMES HIGHER EDUCATION (THE) has published its first University Impact Rankings, which assess universities' performance against the United Nations' Sustainable Development Goals (SDGs). The main ranking includes 462 institutions from 76 countries, while the full ranking includes 551 institutions from 80 countries. To be included in the ranking, universities had to actively volunteer and share an extensive range of data.

Schools in THE's top ten include the University of Auckland in New Zealand, McMaster University in Canada, the University of British Columbia in Canada, the University of Manchester in the U.K., King's College London in the U.K., the University of Gothenburg in Sweden, KTH Royal Institute of Technology in Sweden, the University of Montreal in Canada, the University of Bologna in Italy, and the University of Hong Kong.

Data on 11 of the 17 SDGs were collected from universities and Elsevier, and the metrics for the rankings were developed in partnership with the consultancy firm Vertigo Ventures. Eleven tables show how individual universities perform on those specific

SDGs. For instance, the University of Auckland scored high on SDGs such as health and well-being, partnerships, and gender equality.

According to Phil Baty, chief knowledge officer at THE, universities' enthusiastic response to the impact rankings shows that schools are seeking another way to define excellence. He adds, "This new exercise puts all universities on a level playing field, as reflected in the results, which include all types of institutions from big-name research powerhouses to local institutions in developing countries."

► [View the results at www.timeshighereducation.com/rankings/impact/2019.](http://www.timeshighereducation.com/rankings/impact/2019)

Working Toward Better AI

A new institute will become a multidisciplinary hub for the study of artificial intelligence at Stanford University in California. Launched in March, the Stanford Institute for Human-Centered Artificial Intelligence (HAI) includes 200 participating faculty from all seven schools at the university. It will partner with industry, governments, and nongovernmental organizations across sectors to build “a better future for humanity through AI.”

The initiative will be guided by associate directors from the fields of biomedicine, physics, computer science, political science, and economics. The institute also has inducted an inaugural group of 19 Distinguished Fellows who will serve as ambassadors for its mission; these individuals represent academic institutions such as Cornell Tech, Harvard, MIT, Stanford, Tufts, the University of California in Berkeley, the University of California in Los Angeles, and the University of Toronto, as well as organizations such as DeepMind,

Google, McKinsey & Company, and Microsoft.

The institute has already supported approximately 55 interdisciplinary research teams. These teams are working on a range of projects, including a plan to assist in the resettlement of refugees, a system to improve healthcare delivery in hospital intensive care units, and a study of the impact of autonomous vehicles on social governance and infrastructure.

HAI’s “biggest role will be to reach out to the global AI community ... to help forecast and address issues that arise as this technology is rolled out,” says John Etchemendy, professor of philosophy and former Stanford University provost. He will co-direct the institute with Fei-Fei Li, professor of computer science. “We do not believe we have answers to the many difficult questions raised by AI, but we are committed to convening the key stakeholders in an informed, fact-based quest to find those answers.”

HIGH-PROFILE ACQUISITIONS

IN APRIL, SEVERAL prominent players in higher education announced their plans to acquire or merge with other companies as a bid to expand their reach and add new capabilities:

■ Online program manager 2U announced its acquisition of Trilogy Education, which delivers boot-camp-style training programs to more than 45 universities and 2,000 companies. Offered in-person and online, its boot camps teach coding, analytics, user experience and interface, and cybersecurity. 2U will pay US\$750 million—\$400 million in cash and \$350 million in newly issued shares of 2U common stock.

With this acquisition, 2U will obtain Trilogy’s boot camps, which come with a network of 1,200 instructors. Trilogy’s programs will allow 2U to strengthen its presence in Mexico and Europe, and enter the Australian and Canadian markets.

“Universities are attempting to add practical, technical skills to their

degrees,” says Christopher “Chip” Paucek, 2U’s co-founder and CEO. “We simply future-proof the degree by adding this type of technical competency.”

■ McGraw-Hill and Cengage have announced their plans to merge as a way to expand their services to educators and students in K-12, higher education, and English language teaching, as well as to the professional, medical, and library reference markets. The two companies, which will combine an all-stock merger on equal terms, plan to expand access to learning materials and technology platforms while investing in digital transformation and advanced learning science.

Cengage offers a subscription service that gives students access to e-books, online homework and study guides, and services such as tutoring. McGraw-Hill seeks to lower costs for college students through digital materials and partnerships with educators and authors.

Michael E. Hansen, CEO of Cengage,

says the new company will offer students the “learning materials needed to succeed—regardless of their socioeconomic status or the institution they attend.”

■ Finally, global publishing company John Wiley & Sons has signed an agreement to acquire Knewton, a New York City-based supplier of courseware and adaptive learning technology. With the purchase, Wiley extends its reach into the affordable courseware market through Knewton’s Alta courseware platform, which delivers open educational resources to more than 300 colleges and universities in subjects such as math, chemistry, and economics. Wiley also enhances its ability to deliver custom learning experiences through Knewton’s adaptive learning algorithms.

According to Brian Napack, Wiley’s president and CEO, “The demand has never been greater for courseware that addresses two critical needs in education—outcomes and affordability.”

SMU Curriculum Emphasizes Impact

At Singapore Management University (SMU), the desire for students to achieve meaningful careers has inspired a new undergraduate core curriculum. The new curriculum, which will launch in 2019-2020, is organized around three pillars of learning: capabilities, communities, and civilizations.

The *capabilities* category includes six credits for courses in critical thinking, innovation and creative thinking, and business modeling and analytics; under this pillar, students will complete internships related to their disciplines. The *communities* category includes four credits for courses on the interactions among economic, technological, and cultural

New curriculum encourages students to take courses outside their majors.

forces and society. This pillar features courses in economics and society, artificial intelligence and society, digital cultures, urban cultures, and foreign language study, as well as a community service component.

Finally, the *civilizations* category includes two credits for courses that focus on ethics and social responsibility, as well as “big questions” about topics such as happiness and suffering, and wealth and poverty. This pillar will offer opportunities for global study.

The new curriculum will encourage students to take exploratory courses outside of their chosen majors—and even pursue double degrees. In addition, starting in 2019-2020, students can choose to exclude up to two

courses from their cumulative grade point averages, as long as they do not fail the courses. This move is intended to encourage students to experiment without fear that a lower grade could affect their GPAs.

SMU also will pilot a work-study opportunity in which students can spend six months working at selected companies four days a week and studying on campus one day a week. For the pilot, students pursuing health economics and management majors can undertake work-study with Sing-Health healthcare institutions.

As part of these changes, the school will place even greater emphasis on sustainability. In 2019-2020, the Lee Kong Chian School of Business (LKCSB) will roll out a second major in sustainability, open to all undergraduates. As part of this effort, SMU has partnered with DBS Bank to launch the DBS-SMU Sustainability Initiative, for which DBS Bank has committed more than S\$1 million (nearly US\$725,000) to support a sustainability curriculum. Students who pursue the second major will have the opportunity to work on projects for ten social enterprises supported by the DBS Foundation. Each year, two undergraduates who have declared sustainability as a second major will be chosen to receive DBS Sustainability Scholarships.

These changes are intended to prepare students for meaningful careers and “raise the general awareness of sustainability issues,” says Gerard George, dean of SMU LKCSB. The objective, he adds, is to produce graduates who are independent and ethical, who think “deeply and broadly,” and who are ready to create value for their communities and the world.



K.J. Martijn
Cremers



Frank Buckless

TRANSITIONS

K.J. Martijn Cremers has been appointed the Martin J. Gillen Dean of the Mendoza College of Business at the University of Notre Dame in Indiana. Cremers, the Bernard J. Hank Professor of Finance, has been interim dean of the college since July. He joined the Notre Dame faculty as a professor of finance in 2012.

Frank Buckless has been named the Stephen P. Zelnak Jr. Dean of the Poole College of Management at North Carolina State University in Raleigh. Buckless, who is a Matthew and Ruth Keen Faculty Fellow, most recently served as interim dean of Poole College.

Andrew V. Abela is returning to the Catholic University of America in Washington, D.C., as dean of the Tim and Steph Busch School of Business. Abela, the founding dean of the school, has been serving as university provost since 2015.

Also at the Catholic University of America, **Carly Fiorina**, former Hewlett-Packard CEO and 2016 U.S. presidential nominee, has been appointed Distinguished Clinical Professor in Leadership at the Busch School of Business.

HONORS AND AWARDS

Deborah Merrill-Sands has been honored with the 2019 Patricia M. Flynn Distinguished Woman in Business Education Award, established in 2016 by AACSB's Women Administrators in Management Education Affinity Group. Merrill-Sands, dean of the Peter T. Paul School of Business and Economics at the University of New Hampshire in Durham, was recognized for her efforts in advancing women in business and management education. These efforts include the establishment of the Rutman/Och Advancing Women's Leadership Initiative at the

Paul School. Before coming to UNH, Merrill-Sands co-founded and co-directed the Center for Gender in Organizations at Simmons University, and she conducted extensive research on improving gender dynamics and women's leadership in the workplace.

NEW PROGRAMS

An MBA in entertainment and media management will launch in fall 2019 at **Ithaca College's** School of Business in New York. The degree is intended for business students who want to understand the creative arts industry and creative students who want to learn the business of entertainment. An MBA "boot camp" will be offered prior to enrollment for students with less business preparation. The program includes an experiential component in which students engage with industry professionals at media headquarters, studios, and international film festivals; students also will have the opportunity to run their own multimedia production company.

Beginning in August, the MBA program at **Drury University** in Springfield, Missouri, will be available completely online. Students and professors will use Zoom meeting technology to participate synchronously in classes as a way to reproduce the face-to-face classroom experience. Once students are admitted to the program, they will receive information about equipment and technology support from Drury staff. Class sizes are capped at 30 participants. The school will still deliver its traditional on-campus MBA courses.

The Marshall School of Business at the **University of Southern California** in Los Angeles has created a STEM-certified specialization in management science for full-time MBA students. Available in the fall of 2019, the specialization will train students in areas such as statistics, data analytics, operations and supply chain optimization, finance, forecasting, and digital marketing and modeling.

This fall, the C.T. Bauer College of Business at the **University of Houston** in Texas will offer two graduate programs for the first time. The first is a STEM-designated master of science degree in business analytics, which will help students use predictive analytics and data mining to make business decisions and solve business problems. It will be delivered through the college's department of decision and information sciences. The second is

a master of science in management and leadership, the college's first degree to be offered fully online.

On September 30, the inaugural cohort of students will enroll in the first fully online MBA degree program at the Graduate School of Management at the **University of California, Davis**. Targeting nontraditional students and working professionals, MBA@UCDavis will incorporate synchronous weekly sessions and culminate with residential sessions where students can network face-to-face with their classmates, faculty, and practitioners; the program is designed to be completed in two years. The school has partnered with online program manager 2U to deliver MBA@UCDavis and plans intakes of four cohorts of students each year.

Starting this fall, the **University at Buffalo** School of Management in New York will offer a bachelor of science in information technology and management. The curriculum includes courses in cybersecurity, big data, telecommunications, IT project management, database management, and systems analysis and design.

COLLABORATIONS

ArianeGroup, an aerospace and orbital propulsion company, is joining ESA_Lab@HEC, a collaboration platform run by **HEC Paris** and the European Space Agency; the platform promotes innovation in the space sector. Through a new applied research initiative called "Exploring the Future of the Space Economy," the three organizations expect to contribute to Europe's competitiveness by developing new solutions that enable greater access to space.

Cranfield School of Management in the U.K. is partnering with Grant Thornton UK and the Association of Professional Staffing Companies to deliver an EMBA in human capital, aimed at recruiters and HR professionals. Two-thirds of the cost of the EMBA can be covered through the U.K.'s "apprenticeship levy," a tax on employers that pays for worker training.

Emerald Publishing is cooperating with **SURF**, a consortium of Dutch university libraries, to provide 14 academic institutions in the Netherlands with access to research supporting the United Nations'

Here's to Health

This fall, two universities will offer new graduate certificate programs tailored to the needs of healthcare workers who want to improve their business acumen.

■ **The Kelley School of Business at Indiana University** in Bloomington will offer a 12-month graduate certificate in medical management (GCMM). The GCMM is intended to help nurses, physician assistants, physical therapists, occupational therapists, anesthesiology assistants, pharmacists, medical technicians and other nonphysician healthcare professionals develop the business skills they'll need to lead healthcare organizations, lower costs, and improve patient outcomes.

The 15-credit program, delivered in a blended format, can be completed in one year. Students who wish to continue their educations can apply the credits they earn after completing the GCMM certificate toward Kelley's 24-month evening MBA program.

■ **Pepperdine University's** Graziadio Business School in Los Angeles has partnered with Dignity Health Global Education (DHGE)—a joint venture between Dignity Health, a California-based nonprofit healthcare system, and Global University Systems, an international network of higher education institutions. The partners will collaborate to deliver online professional certificate courses for healthcare workers.

DHGE has supplied Graziadio faculty with data, informatics, and true-to-life hypothetical case studies to inform course content. The first certificate programs will focus on healthcare analytics and informatics and healthcare marketing.

Sustainable Development Goals. As part of the “read and publish” deal, authors at those institutions will be able to publish an increasing number of open access articles at no additional charge in Emerald publications.

Arizona State University (ASU) in Tempe has partnered with the Rise Fund, a global impact investing fund managed by American investment firm TPG, to launch InStride, a learning services enterprise through which employers can provide their employees with opportunities to obtain university degrees. ASU’s agreement with Starbucks to deliver education to its employees inspired the creation of the new company, which over time will partner with other universities to provide employers with access to higher education. InStride is part of the Rise Fund’s larger effort to generate thousands of “debt-free degree holders” over the next ten years.

The College of Business at **Florida International University** in Miami and the McDonough School of Business at **Georgetown University** in Washington, D.C., have partnered to deliver a five-day program in international business and public policy. Scheduled to run in September, the program will train executives and other professionals to navigate the complexities of U.S. governmental policies, programs, and regulations.

The **Stetson University** College of Business Administration in DeLand, Florida, has partnered with AdventHealth University (AHU) in Orlando, Florida, to deliver an online dual-degree program in which students can earn both a master of healthcare administration in strategy and innovation (MHA-SI) and an MBA. AHU will confer the MHA-SI; Stetson University, the MBA.

CENTERS AND FACILITIES

Kedge Business School in France has opened a new Wine Lab on its Bordeaux Campus; the lab will accommodate activities of its Wine & Spirits Academy and executive education offerings. The lab features a creativity room, as well as a wine tasting room and cellar. Wine & Business Essentials, a new five-day program for wine professionals, will be among the first offerings supported by the lab.

Saïd Business School at the **University of Oxford** in the U.K. has co-founded the Institute for Real Growth (IRG) to support chief marketing officers

and other senior business leaders as they help their organizations adopt sustainable, long-term strategies for growth. Co-founders of IRG include **New York University**, Facebook, Google, LinkedIn, marketing and consulting company WPP, research consultancy Kantar, and executive search and leadership consulting firm Spencer Stuart. The findings from WPP’s latest global study of business growth provide the foundation for the IRG’s curriculum.

IBM Gives Louisville A Tech Training Boost

IBM will create a new IBM Skills Academy within the Center for Digital Transformation at the **University of Louisville** in Kentucky. The tech giant has committed to providing the university US\$5 million worth of software, cloud-based technology, services, and faculty training. Starting this fall, the academy will begin offering courses in eight emerging areas of technology: artificial intelligence, blockchain, cybersecurity, cloud computing, the Internet of Things, quantum computing, data science, and design thinking. Courses will be open to students from all disciplines, not just those studying in STEM-related fields.

The IBM Skills Academy will be the first that IBM has developed with a higher education institution, although the company is in talks with four other U.S. universities to open similar academies.

Training the workforce in these fields “is the most critical issue of our time,” says Naguib Attia, IBM’s vice president of global university programs. The southern United States “has the highest number of employees without an education beyond high school,” he adds. “If we don’t work to close this gap, it could have a negative impact on millions of people.”

Energy company BP has opened an information technology center at the **University of Illinois** Research Park in Champaign. Through the center, students will work with BP IT experts to develop proof-of-concept prototypes for digital solutions in areas such as big data, machine learning, cloud computing, and the Internet of Things. BP’s **Bryan Copeland** has relocated to lead student recruitment, training, and mentorship at the center.

The Wharton School of the **University of Pennsylvania** in Philadelphia has established the Stevens Center for Innovation in Finance. The Stevens Center will work with fintech companies to develop educational programming, conduct research, and establish mentorships related to the impact of information technology on financial services.

Simmons University in Boston, Massachusetts, will establish the Simmons Institute for Leadership, which focuses on advancing women in leadership. Simmons’ existing leadership conferences, executive education programs, and Center for Gender in Organizations will now be delivered under the umbrella of the institute, which also will engage men as allies and partners. The institute’s first director will be **Susan MacKenty Brady**.

The **University of Dayton** and The Entrepreneurs Center in Dayton, Ohio, have signed a ten-year lease for a 95,000-square-foot space, where the partners will create an innovation hub. The hub will offer opportunities for students to work alongside local startups, and it will feature working space for entrepreneurs and small businesses; a gallery; a maker space; academic programming in business, art and design, engineering, and applied creativity; and a new venture from Flyer Enterprises, the fourth-largest student-run business in the country.

The Fowler College of Business at **San Diego State University** in California has created the Center for Advancing Global Business (CAGB), which will house the university’s Center for International Business Education and Research (SDSU CIBER) program and the Charles W. Hostler Institute on World Affairs.

The Global Center for Social Entrepreneurship Network (GCSEN) recently launched its Social Venture Research Institute (SVRI) on the campus of **Wheaton College**, based in Norton, Massachu-

sets. The organization's goal is to "make meaning, make money, and move the world to a better place" via social entrepreneurship education. The organization's two-day fellowship experience is designed for the certification of school educators and administrators and for the training of administrators who work with special needs populations.

GIFTS AND DONATIONS

Canadian football wide receiver and retired executive Stu Lang and his wife, Kim, have committed CAN\$21 million (about US\$15.6 million) to the **University of Guelph** in Ontario, Canada. In response to the gift, which is the largest single donation in the university's history, the university will rename its business faculty the Gordon S. Lang School of Business and Economics. The name change honors Stu Lang's late father, who created CCL Industries. The gift, which will be distributed over the next decade, will fund new chairs in finance, marketing, leadership, and sports leadership.

Bryant University in Smithfield, Rhode Island, has announced that its current capital campaign has exceeded its stretch goal of US\$100 million with several months to go. Recent donations include a \$7.5 million pledge from an anonymous Bryant alumnus, as well as a \$1 million commitment from Bryant University president Ronald K. Machtley and his wife, Kati C. Machtley, director of the Bryant University Women's Summit. Money from the campaign will be used for scholarships, facilities, global initiatives, and strategic academic and student life programs. The university also announced the creation of the John '01H and Jeanne Rowe Professor of Data Science position, which will be held by **James Shanahan** as inaugural chair.

OTHER NEWS

The School of Business at the **American University in Cairo**, Egypt, is joining the Global Alliance of Management Education, or CEMS, a global cooperation platform among business schools,

multinational corporations, and NGOs. AUC is the first business school from the Arab region and Africa to join the consortium.

CORRECTIONS

In the article "The Real Value of Business Schools," which appears in our May/June 2019 issue, we mistakenly included Arizona State University in Tempe in a list of schools no longer offering full-time MBA programs. However, ASU's W.P. Carey School of Business has offered a full-time MBA continuously since the 1980s. We did not intend to misrepresent ASU's MBA, and we apologize for the error.

"AV Gets Interactive," an article appearing on page 52 of the May/June issue, incorrectly states that the Eli Broad College of Business at Michigan State in East Lansing had recently opened a new building largely focused on distance learning and student collaboration. That building will not open until the fall 2019 semester. □



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SHINISE

[shi'-ni-seh] *noun*

Family-owned, locally significant businesses in Japan that have thrived for a century or more.

READ "CULTURAL BONDS = SUCCESSFUL BUSINESSES" ON PAGE 15.

RISKY COMMODITY



The more business schools turn to online program managers, the more their online courses "will converge toward one of a few similar

learning structures," writes Bruce Rudy of the University of North Texas. "Once students witness the similarity of courses across institutions, they will enroll in the cheapest course available, and the commodification of the business degree will be complete."

▶ READ "BEWARE THE ONCOMING COMMODIFICATION OF THE BUSINESS DEGREE" IN THE YOUR TURN SECTION OF BIZED. AACSB.EDU.

25 HOURS

The duration of an innovation hackathon at EDHEC, where student teams explore problems and generate new solutions designed to improve people's quality of life.

SEE "LET'S GET HACKING" ON PAGE 55.

FOCUSED ON THE FUTURE

Indiana University's Kelley School of Business holds regular brainstorming sessions with its corporate partners, explains the school's dean, Idalene Kesner. "We ask, 'What are your needs going to be in five years?'" she says. "We talk about what jobs they think will exist, so we can develop our curriculum for those jobs today."

READ "ESTABLISHED & EVOLVING" ON PAGE 30.

12 OUT OF 20 The number of elite business schools that have achieved gender balance (in which students and faculty of one gender make up no more than 60 percent of the total). The analysis was conducted by 20-first, a global consultancy focused on gender balance, using data from the *Financial Times*.

READ "ELITE BUT UNBALANCED" ON PAGE 10.

WHAT'S A BRIQ?

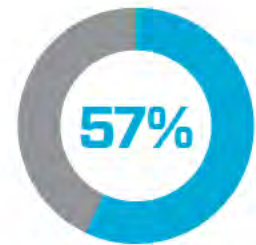
A briq is a unit of currency that students enrolled at ESSEC's Augmented Digital Campus can use to reward their peers for their contributions to the learning community.

SEE "ONLINE EDUCATION WITH A HUMAN TOUCH" ON PAGE 58.

CRITICAL CREATIVITY

"In a world where industries vanish in a generation and humanity is threatened by environmental catastrophe, human creativity is no longer a commendable talent—it is essential for solving today's problems," write Kosheek Sewchurran and Paxton Anderson of the University of Cape Town Graduate School of Business.

▶ READ "DISMANTLING THE BARRIERS TO CREATIVE ENTREPRENEURSHIP" IN THE YOUR TURN SECTION OF BIZED. AACSB.EDU.



How often women reach their funding targets when they crowdfund scientific projects. By comparison, men are successful only 43 percent of the time.

READ "CROWDS LOVE WOMEN" ON PAGE 14.

91 The number of countries where men are more disadvantaged than women, according to a new gender measurement tool that focuses on educational opportunities, healthy life expectancy, and overall life satisfaction.

READ "NEW MEASURE FOR GENDER EQUITY" ON PAGE 15.

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