

**Chair's Exchange: Arthur Kraft, 2006-2007 Chair, AACSB International****AACSB Accreditation: 90 Years of Striving for Excellence**

The modern business school of today is in a constant state of evolution. The catalytic power of rapidly expanding technology and instant communications has thrust business schools into an environment that requires schools to compete globally despite the challenge of tight budgets and intense competition. All of this requires that the best business schools—above all else—be ready to change with the times.

Likewise, AACSB International, which celebrates its 90th anniversary this year, has through its decades of service to business schools, found it necessary to make adjustments. This is especially true of our accreditation standards, which govern the worldwide accreditation of 528 business schools in 30 nations. Using each school's stated mission as a focal point, our standards have been fine-tuned to make them more responsive to the constantly changing world in which our schools must operate.

But process, important as it is, represents only part of the picture. A central part of our accreditation activity is communicating the worth of earning AACSB accreditation and protecting the value of the AACSB seal of accreditation. This includes utilizing messaging that segments those premier institutions that have earned AACSB accreditation from those that have not, and clearly differentiating between high quality schools committed to continuous improvement from those that do not answer to any international accrediting body.

Communicating this is by no means an easy task. It is especially challenging on two fronts. When the public sees that a school advertises its program as "accredited," it cannot distinguish between elite international b-school accreditation, and the much more common institutional accreditation granted by regional, national or governmental authorities. The public generally does not know the difference between such types of accreditation and the rigorous three to seven-year business accreditation process that gives a school the right to be recognized as an AACSB-accredited business school.

A second concern is that school websites and advertisements can cause confusion by unclear descriptions of a school's relationship with AACSB or AACSB-accredited schools. These schools may be non-accredited, member-only schools; schools that are not AACSB members but have joint degree programs with accredited schools; or even schools with no affiliation whatsoever with AACSB. Occasionally when these schools advertise their affiliation with AACSB, it is inferred that they are accredited, when they clearly are not. This practice is something that AACSB constantly addresses by contacting schools that use phrases, the AACSB logo, and other devices in a way that may cause confusion about whether or not a school has earned AACSB accreditation.

Another area of emphasis has been our work to encourage national degree-granting authorities to recognize AACSB accreditation as part of their own regulatory processes. In the past several months, we took a big step forward in this area when the Accreditation Organization of The Netherlands and Flanders (NVAO) validated the accreditation requirements of AACSB International—The Association to Advance Collegiate Schools of Business—as equivalent to its own. This is especially important because it reaches

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across international and cultural boundaries to recognize AACSB's widely respected standards as sufficient in quality that they can be substituted for other forms of accreditation.

The makeup of faculty at our business schools is another area where we are putting in significant work in the coming months. We are working on an Academically Qualified (AQ) paper that discusses and interprets the standards that determine academically qualified faculty. The paper will include answers to frequently asked questions from both schools and peer review teams about interpreting AQ faculty requirements. Along with the work of Rich Sorensen, who champions our doctoral faculty initiative, we hope to help and encourage our member schools who seek to become accredited by helping them clearly understand the faculty requirements for an AACSB-accredited institution.

Ever since AACSB's founding fathers issued the first set of accreditation standards back in 1919, helping our schools correctly interpret them has been an ongoing process. For example, the way we apply the standards today is much different than in previous years when there was a much narrower interpretation. Whether the subject is AQ faculty, intellectual contributions or assurance of learning, there is one set of standards broadly interpreted using the school's mission as a guide. The Accreditation Quality Committee (AQC) and the Accreditation Coordinating Committee (ACC) recommend changes in standards, policies, and procedures as part of a dynamic process that will allow AACSB to maintain global leadership in accreditation.

As part of our accreditation activities, we will continue to reach out to the world's leading business schools who would like to join the AACSB family. While the terminology of business education is different from country to country, the concept of quality is universal. Schools in various countries know that they can clearly separate themselves apart from the competition by pursuing AACSB accreditation. We expect steady growth in the number of accredited schools in the next few years. However, increasing our numbers will always take a back seat to the all-important goal of maintaining high quality.

The application of accreditation standards to a global business school community is a dynamic process, one that must transcend cultural and geographical demarcations, and be flexible enough to connect directly with a school's individual mission statement. Through 90 years of evolution, the goal of AACSB accreditation has always centered on ensuring the continuous improvement of business schools worldwide. Our seal of accreditation remains the most sought-after symbol of business school excellence, a hallmark of distinction that represents the very highest level to which a business school can aspire.

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**DEANS CORNER****Personal, Professional Behavior Inseparable in Business Practice**

By Joel M. Podolny, dean, School of Management, Yale University

We all are familiar with the saying, “It’s not personal; it’s just business.” Think about what this means—that work is somehow not an implication of self. But if work is defined apart from the self, the self – with its values, its aspirations – has no bearing on professional behavior.

We see this dissociation of self from professional behavior most clearly when there are ethical breaches. The central protagonists in the recent corporate scandals did not perceive themselves as “bad people.” Rather, they defined themselves by their actions outside the world of work: they were philanthropists, community leaders, church-goers, and so on.

Such ethical breaches are especially spectacular manifestations of the dissociation of self from professional conduct. But this dissociation occurs every single day when individuals simply fail to infuse the better qualities of their selves – their values, aspirations, and the positive aspects of their character – into their professional conduct.

A consequence of this dissociation is a growing cynicism about whether business is a profession. Society reserves the label “profession” for those occupations that are seen as serving society. Medicine and Law have earned the right to be called professions because their practitioners are perceived to serve a broader societal interest.

This cynicism about whether business is a profession raises questions about whether business schools are truly professional schools, like schools of law or medicine. And this cynicism affects not only outside critics; it also can be found in the attitudes of those within the business school community. It is reflected in the attitude of those students who think that the “real” purpose of business schools is to “network.” It is reflected in the attitude of some business school faculty who see themselves as preparing students for a less-than-noble calling.

All of us in the business school community must take responsibility for the fact that management education – in its current form – does little to undercut this notion that “It’s not personal; it’s just business.” We must acknowledge that for decades we have been teaching management education in a way that allows students to see business as not part of their core self, as not personal, as just a game.

The Stanford organizations scholar Jeff Pfeffer has criticized economists for the game theoretic overlay that their models place on human action. He cites experimental studies that show that MBA students are more likely than other university students to defect in prisoner’s dilemma situations.

Like Pfeffer, I am an organizations scholar, but I would argue that a bit of disciplinary introspection reveals that it is wrong to single out economists. Look at the typical “Power and Politics” course, and you see a no less instrumental view on optimal behavior than you find in game theoretic models of cooperation. Students are taught to trust only if trust is completely warranted, despite the fact that great



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acts of organizational courage and leadership typically depend on trusting when the consequences of that trust are far from guaranteed.

Looking at the business school case-method as well, a “situationalist reasoning” tends to dominate. Students are frequently taught to simply figure the best way out of a 10-page problem, rather than how to think about the problem in a way that is integrated into the students’ values.

So, what do we do? From conversations I have had with deans at other business schools, I know many faculties are wrestling with this very question. For most, the answer seems to turn on a reconsideration of the traditional business school curriculum, and many schools currently are engaged in this process. It is not an easy undertaking, but it is a welcome and timely one that will ultimately benefit our students, our institutions, and the management profession overall.

At the Yale School of Management, we are answering this fundamental question by introducing a curriculum that strives to put a renewed emphasis on teaching management as a professional practice where work activity and personal values cannot be dissociated.

We are eliminating disciplinary silos as the primary frameworks for conveying knowledge, ideas, and insights. To be clear, we are not getting rid of discipline-based scholarship or pedagogy. On the contrary, it is the traditional management disciplines that create valid standards for truthfulness and link us to the great university of which we are a part. But my Yale faculty colleagues and I have come to the realization that while knowledge may be generated out of the disciplines, it may not be best conveyed within those disciplinary silos. Interdisciplinary faculty teams have designed new courses focused on developing a cognitive empathy with a network of constituencies – the customer, the investor, the employee, and so forth – that general managers must engage in order to be effective. These eight new courses, called “Organizational Perspectives,” constitute the central courses of our new MBA curriculum.

We also are implementing a series of courses and programs designed to enhance our students’ discernment of self. Right now, MBAs are too focused on their first job. But we know from good research that first job is not destiny. Individuals do not spend 35 years with the same firm; they cross boundaries of organizations, occupations, industries, and sectors. We are making our students aware of this fact, and creating opportunities for them to reflect on who they are as individuals – what they value, what goals and objectives they regard as meaningful and important.

We have added specific courses in Problem Framing and in Careers, and a required formal Mentorship Program to help in this regard. The Problem Framing course gives students an introduction to the process by which problems are framed, with the idea that if the questions – in life or in career – are properly asked, the correct answers will be more easily detected. The Careers course focuses not on finding a job, but on how personal aspirations and values intersect with career goals in the long-term. The Mentorship Program is designed to enable students to be more reflective and intentional about their MBA studies as they relate not only to the students’ goals and aspirations, but also to our school’s mission of educating leaders for business and society.

In this way, we believe we are enabling our students to connect their professional education with their own aspirations and personal values – and with their selves.

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It is business. But it also is personal.

For more information on the Yale School of Management's new MBA curriculum, please visit [mba.yale.edu/curriculum](http://mba.yale.edu/curriculum).

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**ASSOCIATION NEWS****AICPA to Fund Scholarships for AACSB Bridge Program**

The American Institute of Certified Public Accountants (AICPA) Foundation has presented AACSB International with a \$25,000 grant to fund scholarships for the AACSB Bridge Program. The grant money will provide individual financial aid for experienced accounting professionals to utilize the new AACSB Bridge Program to help them transition to a university teaching position.

The AACSB Bridge Program is a five-day intensive seminar to help senior business leaders prepare for faculty positions in business schools. The program was developed for AACSB by the Paul Merage School of Business at the University of California, Irvine and the Marshall School of Business at the University of Southern California.

“We are pleased to be able to provide assistance to accounting professionals interested in teaching,” said Bill Ezzell, president of the AICPA Foundation. “The AACSB Bridge Program will help them better understand the academic environment and prepare them to make an effective contribution in the classroom.”

To be eligible for the AACSB Bridge Program, business professionals must have a master’s degree as well as professional experience of significant duration and responsibility related to the area of teaching assignment. Candidates with a master’s degree in a non-business field but who have significant work experience in a business teaching area also may be eligible.

“The AICPA Foundation is committed to helping address the shortage of accounting faculty at business schools and views the AACSB Bridge Program as an important step in addressing the issue,” Ezzell added. “The scholarships will be focused on those interested in teaching audit and/or tax, where there is a severe shortage of faculty.”

“We sincerely appreciate the generosity of the AICPA Foundation in funding scholarships for Bridge Program participants,” said John J. Fernandes, president and chief executive officer of AACSB. “This scholarship money will be put to good use by senior business professionals who hope to make a successful transition to teaching in a business school environment.”

Deans and faculty are encouraged to share Bridge Program information with experienced business leaders who may have an interest in moving into teaching positions at AACSB-accredited schools. For complete information on the Bridge Program, including qualifications and applications, visit: [www.bridgeprogram.aacsb.edu](http://www.bridgeprogram.aacsb.edu).

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**Peace Through Commerce Report Translations Added in Arabic, Chinese, Spanish**

AACSB International's Peace Through Commerce initiative, which has provoked thought on what business schools can do beyond promote world peace, has been covered by the Wall Street Journal and received other international exposure. To go along with the original English version of the report, AACSB has posted Arabic, Chinese, and Spanish translations on the AACSB Web site.

Issued in June of 2006, the report makes the case that business schools can contribute beyond their normal activities of educating future business leaders and that b-school influence actually promotes peaceful interaction among nations.

Written by a task force of business educators, with the participation of the United Nations Global Compact, the multiple translations can be viewed and downloaded at the [The AACSB Peace Through Commerce Resource Center](#).

**AACSB Announces New Chairs, Members of Accreditation Committees**

AACSB recently announced new chairs and new members of the association's six accreditation committees. They will join previously serving committee members and participate in AACSB accreditation activities for the 2006-2007 academic year.

Following are the chairs and new members of key AACSB accreditation committees. For a complete list of AACSB accreditation committees, visit: [Accreditation Committees](#)

**Pre-Accreditation Committee (Chairs, New Members for 2006-2007)**

Chair - Mark P. Rice, dean, F.W. Olin Graduate School of Business, Babson College (USA)  
Vice chair - Gonzalo Garland, director, international relations, Instituto de Empresa (Spain)  
Dennis Elbert, dean, College of Business and Public Administration, University of North Dakota (USA)  
Linda Garceau, dean, College of Business and Technology, East Tennessee State University (USA)  
Gary Giamartino, dean, school of Business, Southern Illinois University Edwardsville (USA)  
Bob O'Keefe, head, School of Management, University of Surrey (United Kingdom)  
Henry Lowenstein, dean, School of Business and Public Administration, California State University, Bakersfield (USA)  
Williams Moore, dean, Franklin P. Perdue School of Business, Salisbury University (USA)

**Initial Accreditation Committee (Chairs, New Members for 2006-2007)**

Chair - Tim Brailsford, president, UQ Business School, University of Queensland (Australia)  
Vice Chair - Dixie L. Mills, dean, College of Business, Illinois State University (USA)  
Vice Chair - David Saunders, dean, Queen's School of Business, Queen's University (Canada)  
Berkwood M. Farmer, dean, Raj Soin College of Business, Wright State University (USA)  
Frank Bostyn, dean, Universiteit Antwerpen Management School (Belgium)

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Joseph L. Boyd, dean, Jesse H. Jones School of Business, Texas Southern University (USA)  
Kjell R. Knudsen, dean, Labovitz School of Business and Economics, University of Minnesota (USA)  
Ronald E. Shiffler, dean, College of Business Administration, Georgia Southern University (USA)

**Maintenance of Accreditation Committee (Chairs, New Members for 2006-2007)**

Chair - Richard A. Cosier, dean, School of Management and Krannert Graduate School of Management, Purdue University (USA)  
Vice Chair - Caryn Beck-Dudley, dean, College of Business, Florida State University (USA)  
Sueann Ambron, dean, Business School, University of Colorado at Denver (USA)  
Avijit Ghosh, dean, College of Business, University of Illinois at Urbana-Champaign (USA)  
David K. Graf, Dean, College of Business and Economics, United Arab Emirates University (UAE)  
H. Fenwick Huss, dean, J. Mack Robinson College of Business, Georgia State University (USA)  
R. Charles Moyer, dean, College of Business, University of Louisville (USA)  
Robert D. Reid, Dean, College of Business, James Madison University (USA)

**Accounting Accreditation Committee (Chairs, New Members for 2006-2007)**

Chair - Jerry R. Strawser, dean, Mays Business School, Texas A&M University (USA)  
Vice Chair - Jack E. Wilkerson, Jr., dean, Calloway School of Business and Accountancy, Wake Forest University (USA)  
Michael L. Costigan, accounting department chair, School of Business, Southern Illinois University Edwardsville (USA)  
James H. Scheiner, dean, School of Business Administration, Stetson University (USA)

**Accreditation Quality Committee (Chairs, New Members for 2006-2007)**

Chair - Kai Peters, chief executive, Ashridge (United Kingdom)  
Vice chair - Richard Flaherty, dean, College of Business, University of Nevada, Las Vegas (USA)  
Richard M. Durand, dean, Kogod School of Business, American University (USA)  
Nicolas Mottis, director, ESSEC Business School-Paris (France)  
Susan M. Phillips, dean, School of Business, The George Washington University (USA)  
Jerry Tomberlin, dean, John Molson School of Business, Concordia University (Canada)

**Accreditation Coordinating Committee** – Chaired by Richard E. Sorensen, immediate past chair of the AACSB Board of Directors, the Accreditation Coordinating Committee is comprised of the chairs and vice-chairs of the other five accreditation committees listed above.

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**NEWSLINES****New Zealand Business School Receives AACSB Accreditation**

The University of Otago, located in Dunedin, New Zealand, has become the third New Zealand institution of higher learning to earn AACSB accreditation, joining the University of Auckland and the University of Waikato.

“Accreditation is a rigorous and demanding process,” said University of Otago Dean Alan MacGregor. “Earning it demonstrates an institution is committed to providing education of the highest quality and continuous improvement.”

To earn AACSB accreditation, a business school must undergo meticulous internal review, evaluation, and adjustment—a process that can take from three to seven years. During this period, schools develop and implement a plan intended to meet the 21 AACSB standards that require highly qualified faculty, as well as a commitment to continuous improvement and keeping curricula responsive to the needs of business.

“AACSB congratulates the University of Otago for earning the highest achievement in business school accreditation,” said John J. Fernandes, president and chief executive officer of AACSB. “The faculty, Dean Alan MacGregor, and the administrative staff of the university are to be commended for their hard work in helping their institution earn initial accreditation.”

“It takes a great deal of determination and dedication to earn AACSB accreditation,” said Jerry Trapnell, chief accreditation officer of AACSB International. “Schools not only must meet specific standards of excellence, but their deans, faculties and staffs make a commitment to ongoing improvement that ensures that they will deliver high quality education to students.”

A total of 528 business schools in 30 countries have business schools that are accredited by AACSB.

**Grenoble Ecole de Management Continues to Expand Activities in India**

Leaders from the Grenoble Ecole de Management embarked on a tour of India this month to mark the school's growing presence in the country. A news conference is set for Sept. 14 in New Delhi to introduce the French school and its future plans. Other presentations are scheduled for the Alliance Française in Bangalore (Sept. 15) and Pune (Sept. 18).

Recently, the French school signed its fourth partner in India with The Indian Institute of Management Bangalore (IIMB). As with its other partnerships, this latest collaboration will involve student and faculty exchanges and joint development in executive education. Students from the French Grande Ecole program at Grenoble Ecole de Management will have the opportunity to study for six months in India, while Indian students can experience student life in the heart of the French Alps.

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Grenoble Ecole de Management also has partnerships with The Indian Institute of Foreign Trade (IIFT), The Institute of Management Technology (IMT), The International Management Institute (IMI) and The Institute for Integrated Learning in Management (IILM). With an expertise in management of technology, the Grenoble school offers 20 different programs from the undergraduate to the doctoral level.

**Audencia Nantes Welcomes Multi-National Class to Euro MBA Program**

Approximately 50 students from 17 different nations enrolled in the 10-year anniversary class of the school's Euro-MBA program. The program includes two years of study via distance learning modules, plus a residential week every four months.

Executives from as far a field as Australia, Burkina Faso, the Czech Republic, the Netherlands, Thailand, and the USA are attending classes taught by international faculty on such subjects as shareholder engagement, change management, and human resource management strategies. They also are visiting local businesses—the nearby shipyards and one of the region's vineyards.

When it was launched in 1996, the Audencia program was the first of its kind to combine e-learning with residential modules. A decade later, this mix is prevalent in a growing number of programs targeted primarily at executives. Audencia is one of five institutions in France, the Netherlands, and Spain that make up the Euro-MBA consortium.

**Women's Research Organization Offers Information, Reports Free of Charge**

Catalyst, an organization with offices in New York, San Jose, and Toronto that conducts research and advises businesses on how to expand opportunities for women, has published a wealth of information on women in business that is available free of charge.

An independent, nonprofit membership organization, Catalyst conducts research on all aspects of women's career advancement and provides strategic and web-based consulting services globally.

Each of its research reports produced since the year 2000 can be downloaded in PDF format. Additionally, industry statistics about women also are available.

For more information on the organization, visit: [Catalyst](#)

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**Three of Four Texas A&M Quadruplets On Their Way to Big 4 Firms**

Numbers have always come easily for Clint, Ashley, Kelly and Erin Martin.

When they were almost born, doctors told their parents to expect twins. Then triplets. Then, with three babies squirming around in nurses' arms on the day of their birth, one more grabbed the doctor's pinky finger and it was settled—quadruplets.



Quad Texas A&M grads Kelly, Clint, Ashly, and Erin Martin show their Aggie pride.

Now some 23 years later, the family's penchant for numbers leans more toward balance sheets and accounting standards. Three of the four quads recently graduated from the Mays School of Business at Texas A&M University. They are set to begin their auditing careers this fall at Big 4 accounting firms in Houston.

At their recent graduation in August, Clinton Martin was the third sibling this year to have earned both his BBA and master's in accounting from Mays Business School at Texas A&M. He joins his quad sisters, Ashley and Kelly, who earned their accounting BBA and master's degrees in May. Their other sister, Erin, graduated with a degree in education from Texas A&M in December 2005 and is a second-grade teacher.

Since birth, Clint, Ashley, Kelly and Erin have lived together, worked together and played together. They shared a set of two dozen close friends and the same long table at nightly meals in their home in Victoria, Texas. And when it came time to decide on a college, they quickly agreed on Texas A&M University.

The three joined the professional program at Mays Business School, where students earn an accounting undergrad and master's in a business discipline, all in five years.

"We didn't make a group decision, but once we realized we got accepted into the program, we all just laughed," Clint says. "We all could have gone in different directions, done engineering or become veterinarians—but it's not so surprising. We're all good with numbers and we have the same tendencies. And we picked one of the best degrees at A&M."

Clint will join the auditing staff at KPMG in September. In August, Ashley started work at Deloitte & Touche and Kelly at Ernst & Young.

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**CONFERENCE ALERT****World Class Practices Slated October 15-17 in Leipzig**

Speakers from the academic and business communities will gather at HHL - Leipzig Graduate School of Management to cover a wide range of topics at AACSB's first World Class Practices Conference for the 2006-2007 academic year. Attendees who register prior to Sept. 25 are eligible for a 200USD discount off the early bird registration price of 995USD.

The role of business education and accreditation in today's global society; the competitive landscape of business education; the assurance that management educators identify and meet the needs of global business; and the development of effective strategic alliances will be among the many topics covered.

Franz Häuser, rector at the University of Leipzig, and Anne Tilman, from the human resources department of Deutsche Bank AG, will present on the topic "Understanding the European Business Environment and How it Impacts the Future of Business Education," at the conference's first plenary session Monday, Oct. 16.

The challenges of offering the most up-to-date curricula will be the subject of a presentation by Hans. J. Tümmers, professor, European School of Business, Reutlingen University, and Andrei E. Volkov, acting dean of the Skolkovo Moscow School of Management. Their topic will be "Defining and Implementing Innovative and Cost-Effective Curricula."

AACSB will be represented by Arthur Kraft, chair of the AACSB board of directors and dean of The George L. Argyros School of Business and Economics at Chapman University (USA) and Jerry Trapnell, AACSB executive vice president and chief accreditation officer. They will report on the association's thought leadership initiatives, as well as the latest developments on the subject of accreditation.

Other topical presentations will cover competition and quality among institutions in Europe, a special deans panel on business school leadership and management, a discussion on the challenges of business school media rankings, management education trends in Eastern and Central Europe, and a presentation on international strategic alliances.

For more information on Leipzig conference, visit: [World Class Practices](#)

**WCP Sponsor Highlight: QS TopApply**

QS TopApply, a user friendly customer relations management system, is a sponsor of the upcoming World Class Practices Conference in Leipzig. Specifically designed for the higher education environment with emphasis on personalized interaction, QS TopApply is a fit-for-purpose, personalized communication and marketing system that makes it possible to build dynamic relationships with potential candidates in real time.

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QS—QuacquarelliSymonds Limited— links graduate, MBA and executive communities around the world, with recruiters and education providers through websites, publications, selection services and events. The company was founded by Wharton MBA Nunzio Quacquarelli, in 1990. He was joined by fellow director Matt Symonds in 1994. Today QS operates globally from offices in Beijing, London, Paris, Singapore, Sydney, Tokyo and Washington D.C.

**SEMINAR ALERT****Master Teachers to Conduct Tampa Seminar October 12-13**

Faculty members hoping to improve their teaching skills will gather at the world headquarters of AACSB International in Tampa, Fla. Oct. 12-13 for a Teaching Effectiveness Seminar, the first of two such events to be held by AACSB during the 2006-2007 academic year. A second Teaching Effectiveness Seminar will be held June 21-22 in Grand Rapids, Mich.

Taught by master teachers nominated by deans of top b-schools, the seminar covers topics designed to maximize instructional effectiveness and student learning.

Participants in the seminar will earn an AACSB International certificate of completion.

The seminar is designed to especially appeal to faculty who want to become better teachers, those who are new to the classroom, faculty who want to update their skills, and executives transitioning from the corporate world to the classroom.

The seminar also is a perfect opportunity to share ideas, solve problems and network with teaching colleagues and peers.

Attendees will benefit from stimulating presentations, beginning with lead facilitator Earl Simendinger, a tenured professor of management at the University of Tampa. Co-facilitators include A.G. Tassos Malliaris, professor of economics and finance at Loyola University of Chicago, and Michael J. McDonald, an award-winning teacher at Georgia Southern University.

For more information on the seminar, visit: [Teaching Effectiveness Seminar](#)

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**TRANSITIONS****Pascal Morand Named New Dean of ESCP-EAP European School of Management**

A six-month search by the Paris Chamber of Commerce and Industry, parent organization of the ESCP-EAP European School of Management, has resulted in Pascal Morand being named dean of the European multi-campus school. He replaces Jean Louis Scaringella, who stepped down after seven years of service in which he successfully led the merger of ESCP and EAP and guided the school to multiple international business school accreditations.

Morand, a recognized brand expert, joins the school at a time when European issues are high on the school's agenda.

"ESCP-EAP, with its five campuses in Europe, has a genuine calling to contribute to the development of personal skills and business expertise for the European marketplace," Morand said. "But over and above this, it has a duty as a European institution to contribute to the debate on the social, economic, and even political future of the continent. It is one of the rare business schools to be in a position to do so."

ESCP-EAP maintains separate campuses in Paris, London, Madrid, Berlin, and Turin, has two international associate campuses, and delivers programs to 3,200 students in degree programs and 3,000 executives in training. The school has 24,000 alumni from 65 countries.

**Lewis Chakrin New Dean of Business School at Ramapo College of New Jersey**

Bringing years of corporate experience with AT&T, Lucent Technologies, and Bell Laboratories, Lewis M Chakrin has been named dean at the Anisfield School of Business at Ramapo College of New Jersey.

Chakrin was in charge of fundamental strategic direction at AT&T Wireless, where he served as executive vice president. At AT&T Corporation he was vice president of consumer product management and also served as vice president of personal communications services. At Lucent Technologies he was vice president and general manager of the global wireless products group. He also spent 13 years at Bell Laboratories.

Chakrin holds an MBA, as well as a PhD in finance from New York University. He earned a master's degree in operations research from Columbia University and a bachelor's degree in the same subject from New York University.

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### **SUNY-Westbury Chooses St. John's University's Delener as New Business School Dean**



The State University of New York College at Old Westbury has named Nejdet Delener dean of the School of Business. Delener had served since 1996 as the director of international business studies, as well as associate dean for academic affairs at the Tobin College of Business at St. John's University.

The founder and president of The Global Business and Technology Association, he also is the current executive editor for the Journal of Global Business and Technology.

Delener has been presented with several awards in the areas of graduate teaching and scholarship, administration, as well as a research grant from the U.S. Department of Education.

Delener will serve as chief academic and administrative officer of the school, which is comprised of the departments of accounting, finance and business economics, and management, marketing and information systems. He also will be responsible for working with faculty in academic policy development, maintenance of academic quality, and curriculum development.

He has published 10 books and more than 100 articles in such publications as the Journal of International Consumer Marketing, Journal of Advertising Research, Journal of Business Research, Journal of Business Ethics and the Journal of Euromarketing.

### **Longtime Corporate Executive Named to Lead Wilfrid Laurier School of Business**

Ginny Dybenko, who combines more than 30 years of corporate experience with a strong academic background, has been named dean of the School of Business and Economics at Wilfrid Laurier University, in Waterloo, Ontario, Canada.

Dybenko's professional career includes a number of senior executive roles within Bell Canada. As president and chief executive officer of Bell Advanced Communications, her accomplishments included the creation of Canada's "information highway," CA\*net, the formation of a professional services business unit within Bell Canada, and the pioneering of Bell's first successful electronic commerce service offering..

She holds a bachelor's degree from the University of Western Ontario, a master's degree from the University of Waterloo, a diploma in operations research from the University of Toronto and in executive business from Queen's University.

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#### **AACSB International**

777 S. Harbour Island Boulevard, Suite 750  
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**Florida A&M Names Lydia McKinley-Floyd as Dean of School of Business and Industry**

A veteran of more than 25 years of higher education leadership positions, Lydia A. McKinley-Floyd is the new dean of the business school at Florida A&M University. Her background includes positions at Clark Atlanta University, Chicago State University, and Morehouse College, where she developed her strong background in fundraising, accreditation knowledge, and research.

This is her second appointment to lead a business school. She served three years as the dean of the College of Business at Chicago State University, and for one year was associate dean at Savannah State University. A graduate of the University of Illinois, Chicago Circle, she earned a bachelor's degree in political science, followed by an MBA at the University of Chicago with a concentration in marketing. She received her doctorate from Emory University.

**Meredith College in North Carolina Names Rotondo Dean of Business School**

Denise Rotondo, a former associate dean at Salisbury University (USA), is the new dean of the Meredith College of Business.

An organizational behavior and human resource management specialist, Rotondo also has considerable experience in the areas of work-related stress, career development, and emotional intelligence. She also has held several managerial positions in private industry and has consulted on a wide range of topics.

The new dean earned a bachelor's degree in finance from the University of Florida, an MBA from Florida State University, and a PhD in organizational behavior from Florida State University.

**Former Wayne State Dean to Lead Stuart School at Illinois Institute of Technology**

Harvey Kahalas has been named the new dean at the Stuart School of Business at Illinois Institute of Technology in Chicago. He comes to IIT after serving four years as the dean of the business school at Wayne State University in Detroit.

Immediately prior to joining Wayne State, Kahalas served as a Distinguished Professor of Management and Director at the University of Massachusetts Dartmouth. His other leadership positions include serving as dean of the College of Management at the University of Massachusetts Lowell, and executive director of the General Motors/State of New York Project on Industrial Effectiveness and Economic Development.

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Prior to his work with General Motors, Kahalas served as the dean of the School of Business and Professor of Management at the State University of New York at Albany, and also was a fellow at the Rockefeller Institute of Government of the State University of New York. He served on the faculties of Virginia Tech and Worcester Polytechnic Institute, and worked for Ford Motor Company and the U.S. Government.

In addition to extensive work with the private sector, Kahalas has provided consulting assistance to federal government agencies, various states, counties, local government, and numerous quasi-public entities.

More than 100 articles on leadership, social issues, economic development, organizational change, and strategic planning have been published under Kahalas' by-line. He received his advanced degrees from the University of Michigan in finance and the University of Massachusetts in the social, political, and legal environment of business.

**BRIEFLY—William Jennings** has been appointed as the interim dean of the College of Business and Economics at California State University Northridge ... Babson College has named **Dennis Hanno** dean of the Undergraduate School and professor/endowed chair holder in the Accounting Division ... **John G. Watson** has been named interim dean of the School of Business at St. Bonaventure University ... **James Pesek** has been appointed interim dean of the Clarion University of Pennsylvania College of Business Administration for the next two years.

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**APPOINTMENTS****ESC Rennes Taps Audencia Vice-Dean for General Director Post**

Oliver Aptel has been named general director of the Groupe École Supérieure de Commerce (ESC Rennes School of Business), succeeding Michel Besnehard who will retire.

Aptel, 40, joins Rennes after serving as vice dean at Audencia Nantes since 2002, where he was responsible for strategic management, international development, and accreditations. He also served as acting dean at the school for several months. From 1992 to 2002, Aptel was full time professor at Reims Management School where he was appointed director of studies for CESEM (the International Bachelor Program in Management). From 1990 to 1993, he created and managed a logistics consulting and training firm called Secilog.

Aptel becomes part of a new management team at ESC Rennes, which includes Bernard Angot, who was appointed president last April.

**Sorenson Appointed to Skoll Chair at Rotman School of Management**

A researcher in economic geography has received a prominent chair appointment at the Rotman School of Management at the University of Toronto. Olav Sorenson has been named the Jeffrey S. Skoll Chair in Technical Innovation and Entrepreneurship and a professor of strategic management.

Sorenson studied economics and sociology at Harvard, where he received his bachelor's degree. He went on to earn a master's degree and a PhD in sociology from Stanford University. Prior to joining the University of Toronto, he taught at the London Business School, the UCLA Anderson School of Management, and the University of Chicago.

Sorenson's primary research has been in the field of economic geography -- why firms in some industries cluster in geographical areas, while others are distributed more broadly, as well as the implications these location patterns have for firms, employees, and society. He also has written extensively on the dynamics of competition, the role of social networks in markets, and the influence of basic science on technological innovation.

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**Babson Names Suzy Welch to Executive Post at Center for Women's Leadership**



Author-commentator-columnist Suzy Welch, co-author with husband Jack Welch of the New York Times best-seller *Winning*, will share her business expertise and managerial perspectives with students as the new executive-in-residence at Babson College's Center for Women's Leadership.

The former editor of the *Harvard Business Review* and the author of numerous articles on business topics, Welch will design and deliver a series of guest lectures on the issues faced by women as they advance in business. She also will be a guest contributor to the [Babson Women's Blog](#)

A popular speaker and contributing editor of *O Magazine*, Welch, along with her husband, writes for *The New York Times* syndicate, which publishes their weekly column in more than 35 newspapers that reach more than eight million readers. The column also appears each Friday on the back page of *Business Week* magazine.

Born in Portland, Ore., she attended Harvard in 1981 and Harvard Business School in 1988, where she graduated as a Baker Scholar. She worked as a management consultant, specializing in strategy and manufacturing, before joining the *Harvard Business Review* in 1995.

**BRIEFLY—Jeffrey A. Mellow** has been named associate dean of the Andreas School of Business at **Barry University (USA)** ... **Robert P. Cottle** has been named director of corporate relations at **Fairfield University** where he will serve as advancement liaison for the Charles F. Dolan School of Business.

**AWARDS**

**Fox Business School Professor, Colleague Named Winners of National Media Award**

The National Association of Government Defined Contribution Administrators, Inc. (NAGDCA) has named Jack VanDerhei, a professor in The Fox School of Business and Management at Temple University, a winner of its 2006 Media Recognition Award, along with Ruth Helman of Mathew Greenwald and Associates. The duo was honored for their publication entitled "Will More of Us Work Forever? The 2006 Retirement Confidence Survey."

The award is presented each year to a member of the media for outstanding coverage of pension and retirement issues in newspapers, magazines, national newsletters or research reports. VanDerhei and Helman were honored for their work on "The 2006 Retirement Confidence Survey," where they provided a tool that assists individuals in evaluating retirement.

VanDerhei teaches in The Fox School's department of risk, insurance, and healthcare management.

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**GIFTS AND GRANTS****\$25 Million Shidler Gift Will Transform Business Program at the University of Hawaii**

The University of Hawaii board of regents has accepted a \$25 million donation from philanthropist Jay H. Shidler and has renamed the university's business school The Shidler College of Business.

The gift is the largest single donation to the University of Hawaii through the University of Hawaii Foundation, the university's private, nonprofit fundraising group. Shidler, an alumnus of the college, is a longtime commercial real estate developer who resides in Honolulu. The gift also marks the first time that a college at the university has been named to honor a private donor.

"We are grateful to Jay Shidler for his extraordinary investment in our vision to propel our business program into the top rank of the nation's business schools," said Vance Roley, dean of the newly named Shidler College of Business. "Jay embodies the values we strive to instill in our outstanding new business people – entrepreneurial spirit, leadership, discerning business judgment, integrity and a sense of community."

According to Roley, the gift will help fund more scholarships, additional endowed faculty positions for nationally recognized instructors, lecturers, and researchers; increased faculty support, summer research support and visiting faculty; and program and academic support including a daytime MBA program to complement the existing evening program.

**Canadian Donates \$13.25 Million to University of Utah Business School**

Pierre Lassonde, a Canadian philanthropist who is president of Newmont Mining Corporation, the world's largest gold producer, and is author of *The Gold Book: The Complete Investment Guide to Precious Metals*, has presented the David Eccles School of Business with a \$13.25 million gift.

The gift from Lassonde, one of the largest donations ever made to the University of Utah by a single donor, will make it possible for the University of Utah to create the largest entrepreneur center in the United States. Lassonde earned an MBA from the Eccles School in 1973.

The school has renamed its entrepreneurship program the Pierre Lassonde Entrepreneur Center. It will consist of existing programs that include the Pierre & Claudette MacKay Lassonde New Venture Development Center.

"Our students currently enjoy access to one of the most innovative and hands-on business school approaches in the country," stated Jack Brittain, dean of the David Eccles School of Business. "Pierre Lassonde's generosity ensures that future generations of David Eccles School students will receive unparalleled practical learning. Mr. Lassonde's continued commitment to our program, both personally and financially, is truly invaluable."

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In May 2006, Lassonde received an Honorary Doctorate in Business from the University of Utah. In 2000, he founded the New Venture Development Center, created in memory of his late wife, Claudette MacKay Lassonde, who had earned a master's degree in nuclear engineering from the University of Utah.

**\$2 Million Gift Creates New Professorship in Management at Boston University**

Boston University School of Management has announced the establishment of the Richard D. Cohen Professorship in Management. The professorship was made possible by a \$2 million gift from Richard Cohen, a 1969 graduate who is chief executive officer of Capital Properties Associates of Boston.

Capital Properties has acquired, managed or developed more than 18,000 condominium and apartment units and more than 5 million square feet of office space in 14 states realizing more than \$4 billion in assets. Cohen is married to Paula Zahn, television host of CNN's weeknight primetime evening program, Paula Zahn Now.

Designee for the endowed chair is Michael Schwartz, who joined the BU faculty in 1977 and has been active in health services research and program evaluation for more than 30 years. The focus of much of his recent research has been on issues related to health care costs, payment, utilization, appropriateness, and quality of care.

Shwartz earned a bachelor's degree from Johns Hopkins University, an MBA from the University of California, Berkeley, and a PhD from the University of Michigan.

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**NEW PROGRAMS****Dublin's UCD Smurfit School of Business Targets Emerging European Economies**

In an effort to offer courses for managers who want to do business with emerging economies in Central and Eastern Europe, the Smurfit School of Business at University College Dublin has introduced specialty courses for its MBA program that focus on these high growth economies.

The new strategy courses will be supported by other core courses and electives which bring the experience of Ireland's own successful economic performance into the classroom. The move is part of the school's decision to revamp its MBA program for the 2006-2007 academic year to focus on innovation, leadership, and decision making.

With the title "Strategy Implementation And Execution in High Growth Economies," the course will focus on how transitional economies, or those which have experienced rapidly increasing cost structures, must develop intellectual resources and commercialize research technologies in order to move the economy up the value chain.

With the course presented in the context of Ireland's recent economic performance, the course is designed so that students gain an understanding of how government policy can affect business decisions in a small open economy. Industry perspective is delivered through guest speakers who are experienced architects of Ireland's economic reform.

One example, which demonstrates in a critical manner the successful economic transition of Ireland, is in the area of social partnership. In Human Resource Management, for example, leading figures from industry, unions, and government will be invited to debate and address the class in the context of material covering industrial relations.

The Irish experience of effective use and disbursement of EU funding also is an important part of the curriculum that addresses the needs of new EU member citizens.

For more information on the new program, visit: [UCD Smurfit](#)

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**NEW MEMBERS****Educational****Centenary College of Louisiana**

Frost School of Business  
2911 Centenary Boulevard  
Shreveport Louisiana 71134-1188  
Website: <http://www.centenary.edu>

Centenary College of Louisiana is a private, four-year arts and sciences college affiliated with the United Methodist Church. Founded in 1825, it is the oldest chartered liberal arts college west of the Mississippi River and is accredited by the Southern Association of Colleges and Schools.

**Hamline University**

Graduate School of Management  
570 Asbury Street Suite 305  
1536 Hewitt Avenue MS-A1740  
St. Paul Minnesota 55104-1284  
Website: <http://www.hamline.edu/gsm>

Founded 150 years ago, Hamline University was the first institution of higher education in the Minnesota territory. Located in St. Paul, Minnesota, it offers courses and degree programs in both Saint Paul and Minneapolis.

**International Institute of Professional Education and Research**

4101-F Dublin Blvd., Suite 425  
Dublin California 94568  
Website: <http://www.iiper.org>

The International Institute of Professional Education and Research (IIPER)<sup>™</sup> is a worldwide professional certification, education, and research organization with offices and members in multiple countries. The institute organizes global certification training and offers designations to candidates who meet specific academic standards.

**Jones International University**

School of Business  
9697 E. Mineral Ave.  
Centennial Colorado 80112  
Website: <http://www.jiu.edu>

Jones International University, founded in 1993, offers a totally online instruction program and is authorized to grant undergraduate and master's level degree programs by the North Central Association Commission on Accreditation and Improvement.

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**The University of Nottingham**

Nottingham University Business School

Wollaton Street

Nottingham NG81 BB

United Kingdom

Website: [www.nottingham.ac.uk/business](http://www.nottingham.ac.uk/business)

Nottingham University Business School is a leading center for management education, offering a wide range of flexible undergraduate, MA/MSc, MBA and doctoral programs.

**Villa Julie College**

Division of Business and Legal Studies

1525 Greenspring Valley Road

Stevenson Maryland 21153

Website: <http://www.vjc.edu>

Villa Julie College is a coeducational independent college serving 3,000 students on two campuses located just outside of Baltimore in Stevenson and Owings Mills, Maryland. The school offers traditional bachelor's, accelerated bachelor's, and master's degrees in a career-focused environment.

**Corporate****Southern California University for Professional Studies**

1840 East 17th St. #240

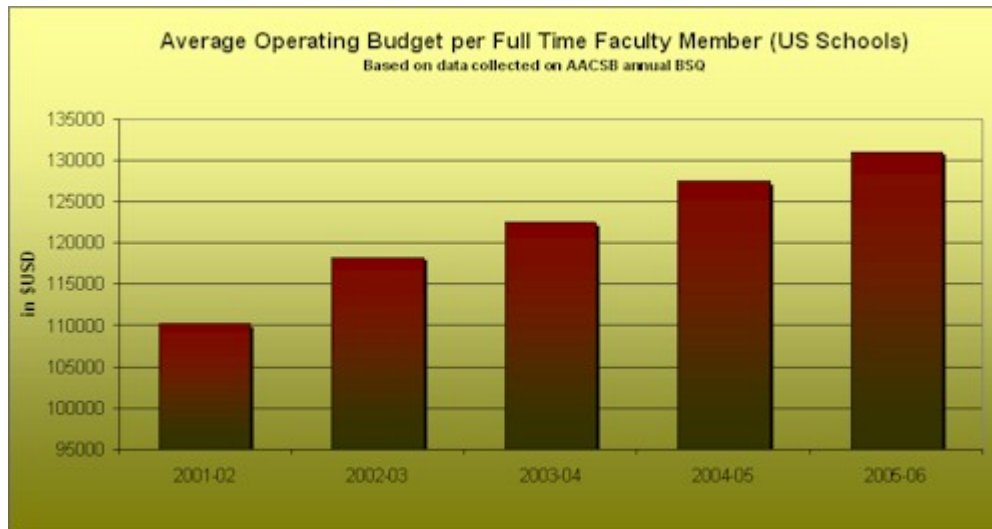
Santa Ana California 92705

Website: <http://www.scups.edu>

Southern California University for Professional Studies was incorporated in California in 1978 for the purpose of educating working adults who could not attend traditional educational institutions. The school offers a variety of online study programs in psychology, business and management, criminal justice, and law.

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