BizEd

RESEARCH THAT COUNTS

THE PRESSURE IS ON FOR
BUSINESS SCHOOLS TO TRACK
THE SOCIAL RELEVANCE—NOT
JUST THE CITATIONS—OF THEIR
FACULTY'S SCHOLARSHIP **P. 20**
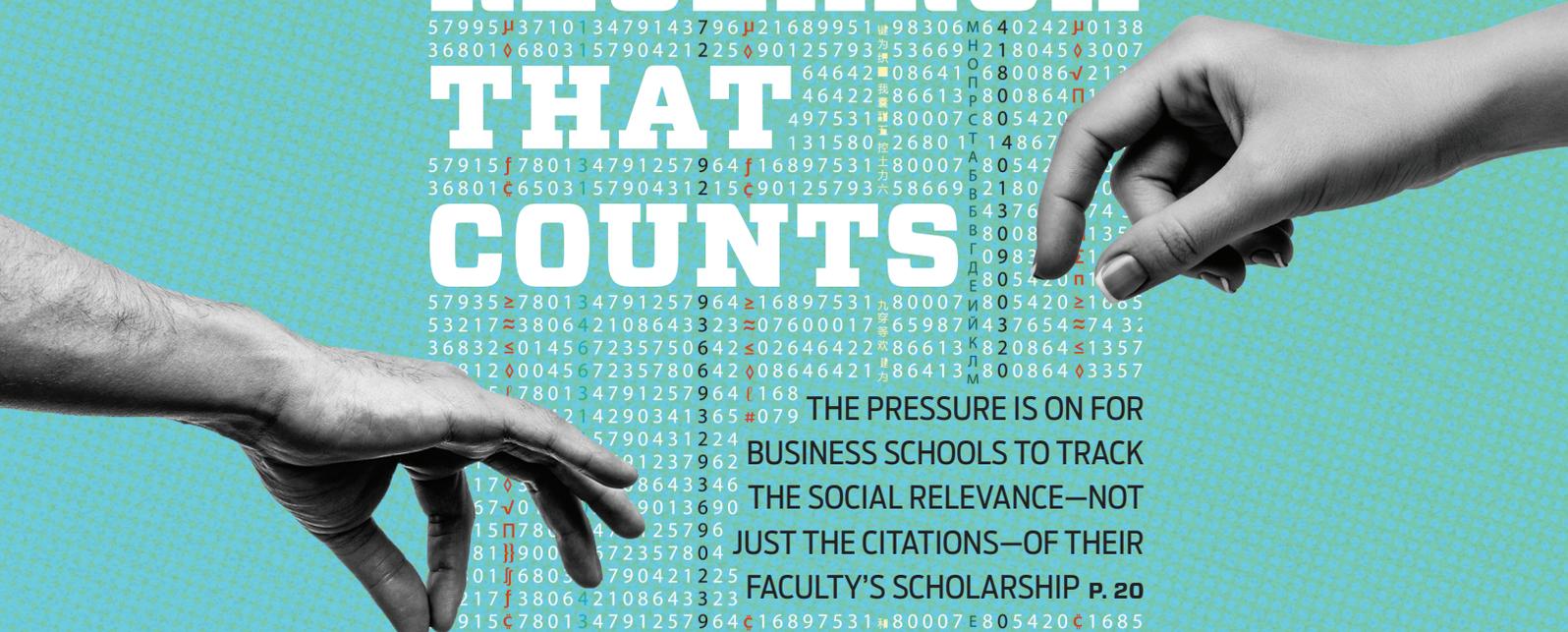
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in this issue

RESEARCH & INSIGHTS

IDEAS IN ACTION

PEOPLE & PLACES

BizEd

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GUIDELINES FOR AUTHORS

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

For Your Turn op-eds, we accept submissions of approximately 1,300 words that explore personal viewpoints on issues that are important to management education. A photo of each author is required.

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

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

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Reading Material

AT MY FIRST MAGAZINE JOB, one of the publications that circulated regularly through the office was *Advertising Age*, a digest about trends in marketing and advertising. Until that point, I never would have said I was terribly interested in the topic, but I always found the magazine a fascinating read. It turned out that advertising campaigns touched on a whole range of products I cared about, from clothes to food to movies, and I loved reading the stories behind the marketing decisions.

Similarly, before I started writing reviews for *BizEd*, I had rarely picked up a business book. But again and again, I have found myself intrigued by something I have read about in one of these volumes, from the neuroscience behind decision making to the arguments in favor of sustainable business. I've recognized former bosses in books about leadership; I've recognized myself in books about change management. And I've been able to talk knowledgeably with friends on topics as diverse as social entrepreneurship, emotional intelligence, and the digital revolution.

Articles and books that are intended for the general public usually pass the test of *relevance,* because no one will read them if they don't speak to the needs and preoccupations of consumers. But studies and papers intended for a scholarly audience also have to meet the high bar for *rigor.* It's the intersection between the two that has ignited one of the great debates in higher education. Researchers and educators constantly ask themselves what audience they're writing for, what purpose their scholarship is serving, and where they should publish their latest findings.

In this issue, we tackle questions not just of relevance, but of impact. For example, in "Can B-Schools Rethink Research?" we explore the way business schools are positioning their scholarship to have the greatest effect—not just on economic theory, but on widely held business practices. Some observers say that the industry should both encourage the production of more practice-based research and devise responsible metrics for measuring its impact after it has been released. In a related piece, "The Dark Side of Alternative Metrics," we look at some very real problems posed by a few of the publishing options that exist today and what the industry is doing to combat abuses.

Next, we explore ways research gets disseminated. In "Social Media Builds a Brand," Ajoy Dey describes how the Birla Institute of Management Technology capitalized on social media to grow awareness of its conference and journal; and in "The Case for Cases," Harvard's Nitin Nohria and Jan Rivkin examine how business scholars can avoid pitfalls that come with writing business cases.

In all the research and reporting I did for this issue, did I come across any practical new knowledge that I found personally valuable? In fact, yes. When I read Heidi Grant's *Reinforcements* for the Bookshelf section, I learned that people are much more likely to help you out if you ask them for assistance one at a time, rather than in a group setting or via a multi-recipient email. I've already taken this information to heart. I can't wait to find out what I learn when I start next month's reading.

Sharon Shinn
Co-Editor

A LOT HAS CHANGED IN 25 YEARS, BUT NOT THE VALUE OF AN ENTREPRENEURIAL LEADER.

BABSON COLLEGE:

#1 IN ENTREPRENEURSHIP FOR 25 YEARS

— U.S. News & World Report

B
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calendar

AACSB events

CONFERENCES

SEPTEMBER 23–25
Annual Accreditation Conference
(#AACSBaccreditation)
Washington, D.C.

OCTOBER 29–31
Asia Pacific Annual Conference
(see inset photo)

OCTOBER 29–31
Europe, Middle East & Africa Annual
Conference (#AACSBemea)
Paris, France

NOVEMBER 4–6
Associate Deans Conference
(#AACSBassocdeans)
Phoenix, Arizona

FEBRUARY 10–12
Deans Conference (#AACSBdeans)
Vancouver, British Columbia, Canada

MARCH 10–12
B-School Communications &
Development Symposium
(#AACSBbcds)
Clearwater Beach, Florida

MARCH 17–19
Assessment & Impact Conference
(#AACSBassessment)
Charleston, South Carolina

APRIL 14–16
International Conference
& Annual Meeting (#ICAM2019)
Edinburgh, Scotland

MAY 5–7
Redesigning the
Undergraduate Curriculum
(#AACSBcurriculum)
Providence, Rhode Island

MAY 23–25
Annual Accreditation
Conference: Asia Pacific
(#AACSBap)
Kuala Lumpur, Malaysia

SEMINARS

SEPTEMBER 10–12
New Deans
Paris, France

SEPTEMBER 22
Continuous Improvement
Review
Washington, D.C.

SEPTEMBER 25–26
Business Accreditation
Mannheim, Germany

OCTOBER 9–10
Assurance of Learning I
Tampa, Florida

OCTOBER 11–12
Assurance of Learning II
Tampa, Florida

OCTOBER 15–16
Assurance of Learning I
St. Petersburg, Russia

OCTOBER 22–23
Engagement, Innovation
& Impact
Tampa, Florida

OCTOBER 24–25
Business Accreditation
Tampa, Florida

OCTOBER 28
Quality Assurance
Professionals Workshop
Paris, France

OCTOBER 31
Faculty Standards &
Tables Workshop
Paris, France

NOVEMBER 1–2
Curriculum Development Series:
Data Analytics
Nagoya, Japan

NOVEMBER 3–4
Lessons for
Aspiring Deans
Phoenix, Arizona

NOVEMBER 3–4
New Associate Deans
Phoenix, Arizona

NOVEMBER 20–21
Assurance of Learning I
Lille, France

NOVEMBER 22–23
Assurance of Learning II
Lille, France

NOVEMBER 26–27
Business Accreditation
Chengdu, China

NOVEMBER 27–28
Business Accreditation
Dubai, United Arab Emirates

NOVEMBER 28–29
Assurance of Learning I
Chengdu, China

NOVEMBER 29–30
Art & Science of Teaching
Tampa, Florida

NOVEMBER 30
Quality Assurance
Professionals Workshop
Chengdu, China

DECEMBER 2–3
Strategic Planning for
Business Schools
Jeddah, Saudi Arabia

JANUARY 13–19
AACSB Bridge Program
*University of Dallas
Dallas, Texas*

FEBRUARY 7
Accounting Accreditation
Tampa, Florida

OCTOBER 29–31 *Nagoya, Japan*
Asia Pacific Annual Conference (#AACSBap)
At this event hosted by Nagoya University of Commerce and Business, educators will consider challenges facing the Asia Pacific region—from aging populations to environmental concerns—while discussing strategies in areas such as institutional partnerships, pedagogical design, and technological adoption. A tour of Toyota's production plant is also scheduled.

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

FEBRUARY 9
Leading Change Successfully in
the Academic Enterprise
Vancouver, British Columbia, Canada

FEBRUARY 25
Continuous Improvement
Review
Lausanne, Switzerland

FEBRUARY 26–27
Assurance of Learning I
Lausanne, Switzerland

MARCH 11–12
Business Accreditation
Amsterdam, the Netherlands

MARCH 13
Faculty Standards &
Tables Workshop
Amsterdam, the Netherlands

MARCH 20–21
Assurance of Learning I
Charleston, South Carolina

other events

SEPTEMBER 19–21
CEEMAN Annual Conference
Prague, Czech Republic
www.ceeman.org

OCTOBER 7–9
CLADEA 2018 Annual Assembly
San José, Costa Rica
www.cladea.org

OCTOBER 14–17
Executive MBA Council Conference
Madrid, Spain
embac.org/conference.html

OCTOBER 30–NOVEMBER 2
EDUCAUSE Annual Conference
Denver, Colorado
events.educause.edu

NOVEMBER 7–9
GBSN Annual Conference
Nairobi, Kenya
www.gbsn.org

NOVEMBER 14–16
Online Learning Consortium—
Accelerate!
Orlando, Florida
onlinelearningconsortium.org

NOVEMBER 18–20
Association of Asia-Pacific
Business Schools Annual Meeting
Sydney, Australia
*www.business.unsw.edu.au/
campaigns/aapbs2018*

DECEMBER 4–7
Australian & New Zealand
Academy of Management
Conference
Auckland, New Zealand
anzamconference.org

JANUARY 22–25
2018 GMAC Leadership Conference
Fort Lauderdale, Florida
www.gmac.com

Good News for Job-Hunting MBAs

STARTING SALARIES ARE UP, BUT NEW HIRES COULD BE DOWN.

THE MARKET REMAINS STRONG for MBA graduates, according to the 2018 Corporate Recruiters Survey released in June by the Graduate Management Admission Council. Overall, 81 percent of companies that responded to the survey said that they plan to hire MBA graduates in 2018.

In addition, 52 percent of global respondents plan to increase MBA starting base salaries this year. The projected median base starting salary for recent MBA graduates in the United States in 2018 is US$105,000, compared with $85,000 for new hires who come directly from industry and $65,000 for new hires with bachelor's degrees.

However, the hiring plans among U.S. and European employers are slightly down from 2017's projections: 85 percent of responding U.S. companies and 64 percent of European companies plan to hire recent MBA graduates in 2018, compared to 91 percent and 68 percent,

respectively, in 2017. Demand for MBA talent is strongest in the Asia Pacific, where 90 percent of responding employers plan to make MBA hires in 2018—the same share as last year.

The softening in the hiring numbers in the U.S. and Europe reflects "prevailing political and student mobility issues," says Sangeet Chowfla, GMAC president and CEO. "MBA hiring overall is strong, but we are seeing the mix shift geographically."

The survey also found that U.S. employers' intent to hire international business graduates has softened this year. Forty-seven percent of companies plan to or are willing to hire international talent in 2018, down from 55 percent that had such plans in 2017. In comparison, about the same percentage of European employers plan to or are willing to hire international talent in 2018 (65 percent) as in 2017 (64 percent).

Chowfla speculates that this dip could be a response to potential revisions to visa and immigration regulations. He notes, "Even though H1-B visa rules haven't yet changed, there is a perception that they might change in the near future, and some employers may be waiting to see what will happen."

The survey also found that graduates in data analytics are in high demand, with 71 percent of responding employers planning to place recent graduates in data analytics roles in 2018. Other business functions where employers expect to place new graduates include business development (74 percent), marketing (70 percent), and finance (69 percent).

GMAC has conducted the Corporate Recruiters Survey since 2001 in partnership with the MBA Career Services and Employer Alliance. Responses were collected from 1,066 employers in 42 countries.

▶ **To download the full report, visit gmac.com/corporaterecruiters. For supporting graphics, visit newscenter.gmac.com.**

A Better Way to Frame Social Inequity

Conversations about social inequity often can be over before they start—especially if those in positions of privilege are accused of receiving unfair advantage, says Ashleigh Shelby Rosette, an associate professor of management and organization at Duke University's Fuqua School of Business in Durham, North Carolina.

"When you tell a person that what they have received is unearned, it triggers self-serving biases and they become less likely to rectify the inequity," says Rosette in a Fuqua publication. "The way in which you phrase it makes a difference."

In fact, companies might be more successful at addressing social imbalances if they focus more on the unfair disadvantages of the underserved and less on the unearned advantages of the privileged, say Rosette and co-author Christy Zhou Koval, an assistant professor at Hong Kong University of Science and Technology who earned her doctorate at Fuqua.

For example, Rosette and Koval asked 199 white study participants to imagine that just as they were to receive a bonus for sales performance, an audit reveals that their company had exhibited racial bias toward white employees in its sales assignments. The question: Would they be willing to share their bonuses with employees hurt by the biased policy?

Participants who were told the policy had disadvantaged black colleagues were willing to share more of their bonuses than those who were told the policy gave white employees unfair advantage. In the real world, Rosette says, those who are told that their privilege is unearned also are more likely to disparage members of the disadvantaged group, perhaps as a way to justify their inaction.

These findings show that "the manner in which you frame inequity or privilege, whether it's focused on the self (my unearned privilege) or focused on the other (his or her unfair disadvantage) can influence the extent to which you want to rectify it," says Rosette. Firms that focus on rectifying unfair disadvantages, she adds, could see more success.

"Framing advantageous inequity with a focus on others: A catalyst for equity restoration" was published in the May 2018 issue of the *Journal of Experimental Social Psychology*.
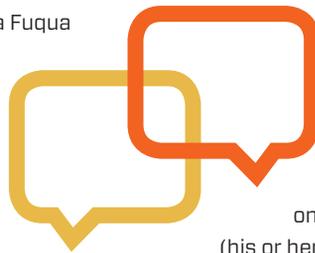
ACQUISITION WITHOUT ATTRITION

HIGH-TECH FIRMS are well-known for buying smaller companies as a means to acquire new technology quickly. "When they need to catch up with new technology, the quickest thing they think of is to acquire a small firm and integrate it," says H. Dennis Park of the Naveen Jindal School of Management at University of Texas, Dallas.

But often those acquisitions backfire, Park says, when the smaller company's best scientists quit once the purchase is complete. In fact, past research has found that up to 70 percent to 80 percent of acquisitions destroy the value that larger companies were trying to attain.

Park, an associate professor of organizations, strategy, and international management, recently collaborated with strategic management scholars Michael Howard of the Mays Business School at Texas A&M University in College Station and David Gomulya of Singapore Management University. The team examined a sample of 111,227 patents applied for after 301 high-tech acquisitions that occurred from 1990 to 2000. They wanted to see which companies filed new patents, created breakthrough knowledge, and retained engineers post-acquisition.

The team was particularly interested in two types of knowledge: tacit knowledge that cannot be easily explained or passed to another, like riding a bike; and explicit knowledge that can be codified, like developing a chemical component for a drug. They made this distinction because, when one company acquires another, it can be difficult to retain the acquired firm's tacit knowledge without retaining the people who invented it. Another difficulty comes when the acquiring firm's scientists refuse to use or build on another firm's technology.

Park, Howard, and Gomulya advise acquiring firms to take steps to keep the best talent of the acquired firm—for instance, by asking engineers to sign contracts that prohibit them from quitting too soon after the acquisition is finalized.

▶ **"The Impact of Knowledge Worker Mobility Through an Acquisition on Breakthrough Knowledge" appears in the October 2017** *Journal of Management Studies.* **It is available at onlinelibrary. wiley.com/doi/full/10.1111/joms.12320.**

Searching for the Skills 'Sweet Spot'

HOW CAN BUSINESS GRADUATES stand out from the crowd as they try to land their first jobs? Find the "sweet spot" between the skills employers want most and those graduates exhibit least, say Kiersten M. Maryott and Ronald Magnuson, both clinical assistant professors of business administration at the University of Pittsburgh's Katz Graduate School of Business and College of Business Administration in Pittsburgh, Pennsylvania.

Maryott and Magnuson, in collaboration with undergraduate business student Kaylee Philbrick, sought to more clearly define the gap between the skills graduates have and the skills recruiters seek. However, as they reviewed existing research and available data, they discovered that very little information existed to help them identify the exact competencies that fell into that gap.

To fill in that blank, the team decided to identify competencies related to six business disciplines: accounting, business information systems, finance, human resource management, marketing, and supply chain management. They wanted to focus only on hard skills specific to each discipline, rather than on more generic soft skills such as communication or critical thinking.

They first surveyed faculty in each discipline, analyzed entry-level job postings, and held a focus group with eight human resource and career services professionals to discover competencies required for each discipline. Next, they distributed a list of these competencies to a larger group of human resource professionals and career services advisors. They asked these individuals to rate each competency from a 3 ("definitely include/very important") to a 1 ("do not include/not expected" of an entry-level job candidate).

Using this information, the team identified a number of hard skills rated as "very important" for each discipline. In supply chain management, for instance, employers are looking for people who understand lean operations and can operate in rapidly changing environments, with less emphasis on following structured methodologies. In human resource management, employers are looking for candidates who can maintain confidentiality and understand current employment law, with less emphasis on an ability to manage change. Data analytics ranked as a "very important" skill for those in accounting, business information systems, finance, and supply chain management.

Now that the researchers have identified these competencies, they are conducting further studies to achieve their original goal: identifying the gap between skills employers want and skills graduates possess. "During the second stage of this research," they write, "we intend to identify, from the perspective of employers/managers, where the gaps are in student performance on these discipline-specific competencies."

▶ **The authors presented "Using Experience-Based Learning to Enhance Student Success: Step 1—Exploratory Research to Identify Discipline-Specific Competencies" at the Association for Business Simulation and Experiential Learning conference in March. Read the study at journals.tdl.org/absel/index.php/absel/article/view/3077.**

DESTINATION: EDUCATION

Where do international business students want to pursue their educations? CarringtonCrisp, a marketing research firm specializing in higher education, addresses this question in a new report called "The Business of Branding," based on an online survey it conducted last fall. The company partnered with the European Foundation for Management Development to survey 1,211 students from 74 countries. Respondents identified which countries they thought performed the best on certain measures—as well as a few they thought performed the worst.

It is easy to get a visa in…

Ireland: 53%
Germany: 52%
France: 48%
Canada: 44%
The U.K.: 44%
The U.S.: 30%
Japan: 16%

What is the most welcoming country for international students?

The U.K.: 74%
Canada: 65%
The U.S.: 64%
Australia: 62%
India: 23%

Which country offers a sense of adventure?

The U.S.: 78%
Australia: 77%
New Zealand: 75%
Canada: 72%
Switzerland: 51%

Where do students want to study?

The U.S.: 62%
The U.K.: 52%
Australia: 39%
Canada: 36%
Germany: 26%
France: 22%
Spain: 20%
Hong Kong: 17%
Singapore: 17%
Japan: 15%
China: 11%

Which country offers the most attractive lifestyle?

The U.K.: 76%
Canada: 75%
The U.S.: 73%
Australia: 72%
India: 21%

While India receives a low ranking for the attractiveness of its lifestyle…

Where is it the most expensive to live?

The U.S.: 75%
The U.K.: 73%
Switzerland: 69%
Ireland: 20%
India: 15%

…students view India as an inexpensive place to live.

According to Andrew Crisp, co-founder of CarringtonCrisp and author of the report, many factors—such as cost, visa access, and lifestyle—play a part in influencing the way students view countries as study destinations. "Perception is everything, and business schools need to understand how their countries are viewed in the competition for international students," he says. Schools shouldn't be discouraged if their countries perform poorly on one measure, he adds. "They should be ready to counter the negative aspects with other messages, or take action with other schools to try to address them."

Why We Do What We Do

WHY DO PEOPLE CHOOSE to complete one task over another? Sometimes they're swayed by the task's seeming urgency—for instance, they redeem a coupon with a fast-approaching expiration date, instead of scheduling a medical checkup, even though the medical checkup is more important. Other times, they're influenced by the fact that one task has a distant deadline, which might lead them to think it's too difficult to complete, so they choose a simpler chore instead.

The bottom line is that people too often choose the more impractical and ineffective approach when prioritizing tasks, according to two papers co-authored by Meng Zhu, an associate professor of marketing at the Johns Hopkins Carey Business School in Baltimore, Maryland. Zhu was lead author on both papers.

In a study about "the mere urgency effect," Zhu and fellow researchers discovered that people often tend to complete an unimportant chore instead of an essential one because they feel they must beat a deadline. Zhu wrote the paper with Yang Yang, an assistant professor of marketing at the Warrington College of Business Administration at the University of Florida in Gainesville; and Christopher K. Hsee, the Yntema Professor of Behavioral Science and Marketing at the University of Chicago's Booth School of Business in Illinois.

The researchers conducted five experiments showing that when people sense that they have limited time to complete a job, they focus on task-completion windows instead of payoffs. Consequently, they pursue the urgent task even when other items on their to-do lists are more important and promise better payoffs. The "mere urgency effect" is more pronounced in people who per-ceive themselves as generally busy and who are constantly aware of life's ticking clock. However, when participants are reminded of the payoffs of the various tasks they're choosing from, the "mere urgency effect" is diminished.

In a second paper, Zhu studied the "mere deadline effect" with co-authors Rajesh Bagchi, the Richard E. Sorensen Junior Faculty Fellow at Virginia Tech's Pamplin College of Business in Blacksburg; and Stefan J. Hock, an assistant professor of marketing at George Mason University's School of Business in Fairfax, Virginia. They conclude that when a task has a distant deadline, people think it will be difficult, expensive, and time-consuming; this might lead them to procrastinate or give up on the task altogether because they believe the cost of completing it will be too high.

But this reasoning is driven by an incorrect inference about time, the researchers say. Many difficult tasks have distant deadlines because they will require so much time and effort to complete; this leads people to assume that *all* tasks with distant deadlines are difficult, even if those remote deadlines are driven by factors that have nothing to do with difficulty. The researchers conducted experiments showing that the "mere deadline effect" could be mitigated when respondents are presented with tasks that are well-defined, or when respondents have experience with particular jobs and can accurately estimate how much time the jobs will take.

The researchers believe these two studies can help managers and individuals understand how decision-making processes are affected by both short and long deadlines.

Both studies were published in the *Journal of Consumer Research*. "The Mere Urgency Effect" first appeared online February 9, 2018, and "The Mere Deadline Effect: Why More Time Might Sabotage Goal Pursuit" first appeared online April 5, 2018.

CREATIVITY *at* WORK

Accountants are like Sherlock Holmes

The days of accountants sitting quietly in cubicles and entering data are long gone. "Accountants are like Sherlock Holmes," says Carolyn Strand Norman, professor and chair of the Department of Accounting. "They have to be clever, creative and curious." Virginia Commonwealth University accounting majors investigate and analyze raw data, form insights, draw conclusions and create unique visuals that support their results. We're not telling students "how" anymore. We give them problems, and they come up with the answers.

At VCU, it's not just business as usual. It's creativity at work.

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TECH ENTREPRENEURS: OLDER IS BETTER

THE STEREOTYPE of the successful tech entrepreneur is of someone who's brilliant, hip, and young. But a working paper suggests that the most successful entrepreneurs are older—generally in their 40s. The paper's authors include Benjamin Jones, professor of strategy and entrepreneurship at Northwestern University's Kellogg School of Management in Evanston, Illinois; Pierre Azoulay, professor of technological innovation, entrepreneurship, and strategic management at Massachusetts Institute of Technology's Sloan School of Management in Cambridge; J. Daniel Kim, a PhD student at MIT; and Javier Miranda, principal economist of the U.S. Census Bureau in Washington, D.C.

The researchers correlated tax-filing data, U.S. Census information, and other federal datasets to create a list of 2.7 million company founders who had hired one or more employees between 2007 and 2014. They discovered that these founders had an average age of 41.9 years; founders of new technology ventures with fast growth had an average age of 45 years. Further, they discovered that the leaders of companies that had been successful by one of two measures—going public or being acquired by another firm— were likely to be about 46.7 years old on average.

While younger entrepreneurs might have the energy and digital savvy to lead revolutionary tech startups, the researchers point out that older founders have better leadership skills and more experience solving problems. When founders have at least three years of experience in industries where they are launching new businesses, they are twice as likely to have what the authors call "a one-in-1,000 fastest-growing company."

These findings suggest that venture capitalists who only bet on entrepreneurs in their 20s might be missing out on some potentially world-changing ideas—and when these startups never get launched at all, everyone loses.

> A 50-year-old could be twice as likely to hit gold as a 30-year-old.

▶ **To see an interactive graphic that calculates which age group is more likely to found a successful startup, visit insight.kellogg. northwestern.edu. Find "How Old Are Successful Entrepreneurs?" under the "Research" tab.**

Coffee & Collaboration

Go ahead and serve coffee at your next meeting. According to new research, serving the hot beverage can focus group discussion, boost involvement, and leave participants feeling better about how much they and the others in the room have contributed. The research was conducted by Vasu Unnava, an adjunct assistant professor at the Graduate School of Management at the University of California, Davis; Amit Singh, a graduate student at Ohio State University in Columbus, Ohio; and Rao Unnava, dean of the Graduate School of Management at UC Davis. The study was part of the work of the new multidisciplinary UC Davis Coffee Center created to explore issues unique to the coffee industry.

The researchers conducted two experiments, each involving about 70 undergraduates at a large university. In the first, small groups had coffee together about 30 minutes before discussing an article about the Occupy movement and making recommendations about whether the topic should be included in a competition for discussion topics in graduate school. Other groups had their coffee after the discussion. Participants who drank coffee before the discussion gave more positive ratings to their own and their group's performance.

In the second experiment, the researchers gave some groups coffee with caffeine, while others got decaf. Participants who drank caffeinated coffee rated their own participation and attitudes toward their group members more positively than those who drank decaf. They also expressed more willingness to work with their groups again and demonstrated a higher level of alertness.

Additionally, caffeine-fueled discussions generated more statements relevant to the topic at hand. The researchers concluded that the increased level of alertness acted as the catalyst that sparked better group work.

"Coffee with co-workers: role of caffeine on evaluations of the self and others in group settings" appeared in the March 2018 issue of the *Journal of Psychopharmacology*.

Know the Threats

The only searchable database that identifies deceptive and fraudulent journals

THE JOURNAL BLACKLIST

Specialists identify and analyze over 65 behavioral indicators to flag potentially exploitative or dishonest operations.

The proliferation of predatory journals, ones designed to look like legitimate scholarly publications, has been rapid and exists as a thorn in the side of the academic community.

When faculty members publish in these journals, it tarnishes their university's reputation for research and can create a major public relations problem.

This can result in the squandering of research funding or the denial of a program's accreditation, not to mention the attrition of the best and brightest students.

The Journal Blacklist helps to prevent university administrators from rewarding and funding faculty who publish in these journals. It also helps prevent researchers from unwittingly publishing in a bogus publication which would cast doubt on the legitimacy of their work.

Each entry in the Blacklist includes information on how to identify the journal in the real world along with a comprehensive report of every violation.

9,000 predatory journals and counting. Visit cabells.com to learn more.

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SCHOLARLY ANALYTICS

THE SCIENCE OF MOTIVATION

WHAT DOES IT TAKE for people to change their behaviors and make good habits stick? Two social sciences researchers have set out to determine how to help people make better choices—and live better lives.

Katy Milkman, associate professor of operations, information, and decisions at the Wharton School of the University of Pennsylvania in Philadelphia, and Angela Duckworth, professor of psychology in the Penn School of Arts and Sciences, have partnered with 24 Hour Fitness, a U.S. chain of gyms, to study human behaviors related to fitness. Their project is part of the Penn Wharton Behavior Change for Good Initiative (BCFG).

In April, Milkman and Duckworth launched the StepUp Program, an interactive digital platform that uses scientifically proven principles to encourage and incentivize people to go to the gym. As part of the study, tens of thousands of 24-Hour Fitness members, who registered for the free program, receive email and text messages with content intended to "nudge" them to go to the gym. Some receive reminders about laying out their gym clothes the night before, others are encouraged to go to the gym with a friend or receive fitness-related videos. Because different people are motivated in different ways, the research team has designed the study so that each participant experiences one of 57 user paths.

As Milkman and Duckworth follow participants over the next year, they hope to learn how people can overcome obstacles such as forgetfulness, procrastination, and motivation. "In the United States today, 40 percent of premature deaths are caused by behaviors that could be changed. One in three families has no retirement savings at all, and half of college students drop out before earning a degree," says Milkman, co-director of BCFG. "Solving the problem of enduring behavior change is our single greatest opportunity to improve lives, because countless daily acts ... cumulatively shape our life outcomes."

▶ **To learn more about the BCFG initiative, visit bcfg.wharton.upenn.edu.**

new projects

IMPROVING RURAL EDUCATION
Stan Siebert of the University of Birmingham in the United Kingdom and **Xiangdong Wei, Alex Wong,** and **Xiang Zhou** from the department of economics at Lingnan University in Hong Kong have used funds from the Research Grant Council of Hong Kong to create an assessment form that rural teachers can use to offer better feedback to students and their parents. In a controlled trial, the researchers' low-cost form has so far improved children's performance in math by .16 to .20 standard deviations; and in language, by .09. *Find their research at ssrn.com/abstract_id=3129291.*

HAVE CAR, WON'T TRAVEL
The University of Tasmania's Menzies Institute for Medical Research, Deakin University in Melbourne, and the University of Sydney Business School's Institute of Transport and Logistics Studies have received a grant from Australia's National Health and Medical Research Council to find ways to encourage people living in smaller cities to walk, bike, and use public transit. Led by physician **Verity Cleland** of the Menzies Institute, the study will promote policies that reduce traffic and improve health.

ENDING CHILDHOOD OBESITY
Over four years, a team at Imperial College Business School in London—led by **Franco Sassi,** director of the Centre for Health Economics & Policy Innovation—will observe 17 groups of children across Europe to identify factors that lead to childhood obesity. They will assess the use of digital technologies and government incentives such as tax breaks, nutrition labeling, and marketing restrictions on food and beverages to help children and families achieve sustained weight loss. The project is funded by the European Union. ▶
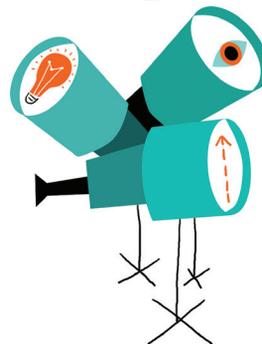
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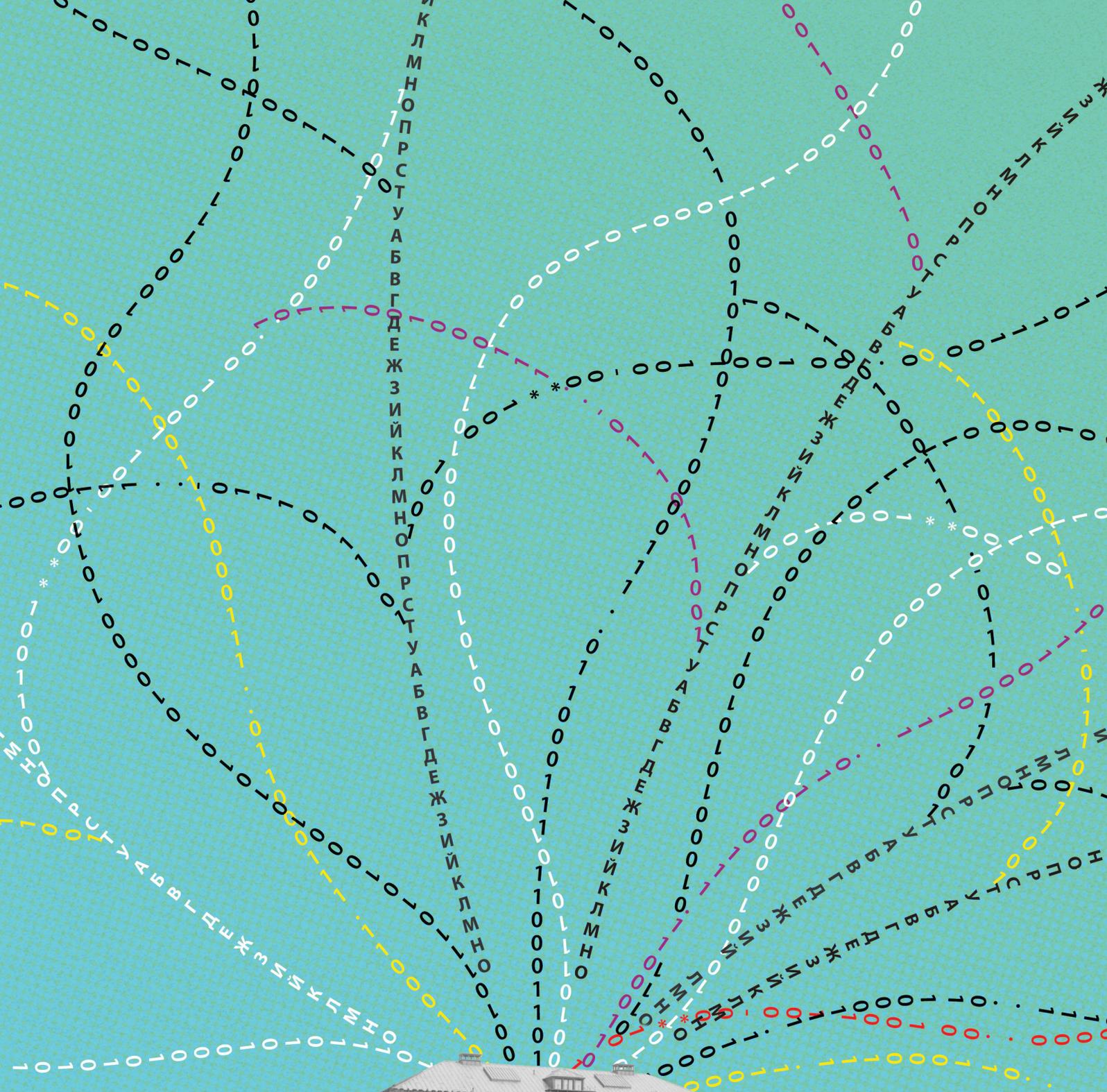
From mounting competition among scholars to a public demand for research with social relevance, six forces are pushing academia beyond traditional "publish or perish" measures of research impact. As these forces converge, will business schools rise to the challenge?

CAN B-SCHOOLS
RETHINK
RESEARCH?

BY TRICIA BISOUX
ILLUSTRATION BY L.J. DAVIDS

MARK KENNEDY OF IMPERIAL College Business School in London recently decided to do something he has never done before: publish a paper in a lesser-known computer science journal at its direct invitation. Just a few years ago, Kennedy and his co-authors might not have considered such an option. After all, the journal's editors had approached them before they even had submitted a paper, a possible red flag that the journal might not be selective enough to pass muster with their universities.

But given their field, they also knew their paper had a limited shelf life. So, once they did their due diligence and learned that the journal had a proper peer review process, they made a strategic decision: Publish the paper now, while its results were still fresh. In short, they prioritized impact over mere publication.

"Our field is a fast-moving frontier," says Kennedy, an associate professor and director of Imperial Analytics, a research center at the school. "If we submitted the paper the 'right' way, it could take two years to be published." By taking this opportunity, they could have greater impact on their field and receive feedback to fuel future work. Kennedy says that he might make the same decision in the future, if it means he can maximize the reach and relevance of his scholarship.

Kennedy's shift in mindset reflects a larger sea change now taking place throughout academia. For decades, researchers were satisfied if their papers were published in high-quality journals and their colleagues deemed their methodologies solid. But as the world's problems grow more intractable, businesses and government agencies

are pressuring academics to produce research with greater relevance to society, says Wilfred Mijnhardt, policy director at the Rotterdam School of Management at Erasmus University in the Netherlands. He would like to see more business researchers follow Kennedy's lead, although he admits that it might take time for promotion and tenure committees to value impact over journal reputation.

"It can take at least ten years for a business school to develop a proper research culture—to move from being teaching-driven to being research-driven," Mijnhardt says. "It will take longer, and be more challenging, for schools to move from being research-driven to being truly impact-driven. But schools can start by asking, 'What kind of organization do we want to be? What kind of impact do we want to have in the world?' Developing an impact portfolio is a tough and strategic process. It's not something done overnight."

Even so, more academics agree that it must be done, as higher education institutions hear calls from all sides to rethink the purpose of their research. Below, we explore six forces compelling business scholars to shift their priorities away from publishing in esoteric journals and toward generating more responsible, relevant, and widely read scholarship.

1 THE PUBLISHING ARMS RACE

The fact that Kennedy and his team were willing to consider a journal operating outside of the academic mainstream speaks to the difficulties of getting published at all. First, in the grand scheme, there are only a handful of top-tier journals, and they have the capacity to publish only a small portion of all submissions, says Jane Lu, professor of management and director of the Research Centre for Emerging Markets at the China Europe International Business School in Shanghai. As the editor of the *Asia Pacific Journal of Management*, she has seen a significant increase in the number of submissions APJM receives every year. As a result, the journal's acceptance rate has declined—it now rejects two-thirds of submissions outright.

The *Academy of Management Journal*, which ranks No. 1 in the *Financial Times'* top-50 journals, accepts only 8 percent of total submissions. With the publication capacity of well-known journals so low, academics could turn to newer outlets for a better chance at acceptance, but even then, they want to know these outlets follow responsible practices. "New journals are entering the pool," says Lu, "but it takes time for them to establish themselves as reputable publications."

Second, the high volume of contributions means that it can take years before research makes it through the system. "There's nothing wrong with our journal process that a stick of dynamite wouldn't fix," Kennedy jokes. "It takes so long to get through the process, and there's so much co-writing with people who are only trying to make sure you cite them. It's an institution that is set up in a way that is clearly not the best for what we're trying to do."

Finally, more schools around the world are seeking international recognition by pushing their faculty to publish in respected journals. This means that even schools that once prioritized teaching and community outreach are working to produce research that is internationally competitive.

That's the case at Escola de Administração de Empresas de São Paulo at Fundação Getulio Vargas (FGV-EAESP) in Brazil, where research only had a minor role during the 1990s, explains Thomaz Wood Jr., a professor at the school. Over the next two decades, he says, "research became a priority, and scientific journals, events, master's programs, and PhD programs grew steadily."

But FGV-EAESP also represents the market's new direction. While it still focuses on publication, its faculty increasingly care about the broader impact of their work. Over the past ten years, Wood says, "our priority changed from quantity of publications to quality of research."

Today, FGV-EAESP has created two pathways for its researchers. Some scholars work on research in one of the school's 16 applied research centers, on topics ranging from sustainability to public management. Others work on more traditional research in areas such as finance, marketing, management, and organizational studies. Faculty pursuing both applied and traditional research often collaborate to conduct research with greater relevance, with a goal of becoming more visible and competitive internationally. "Our ultimate goal," says Wood, "is impact."

2 THE PURSUIT OF DATA

This competition for publication brings with it equally fierce competition for emergent sources of data. With the latest data, researchers hope to delve into less-examined areas of business—and generate findings that set out in new directions.

Wharton Research Data Services in Philadelphia, Pennsylvania, is a platform that allows researchers to access datasets from multiple sources at once. The service is seeing faculty pay far more attention to datasets in niche fields from smaller data providers, says Mireia Giné, director of international initiatives for WRDS. In fact, datasets in niche areas are becoming so valuable, it's inspiring a wave of acquisitions—as just one example, The Street, a large provider of banking data, recently purchased the company that owns Rate Watch, which tracks bank loan and deposit rates, to capitalize on increased interest in these smaller players.

"Common questions we field from faculty are, 'Can I get new data that no one else has looked at yet?' and 'How can I see old data through a new lens?'" says Giné. "We inform them about the smaller providers on our platform, which are becoming extremely valuable because they've had less exposure."

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"OUR ULTIMATE GOAL IS IMPACT."

—THOMAZ WOOD JR., FGV-EAESP

WRDS wants to encourage more schools and academics to pursue new directions in their research. With that goal in mind, in April 2017, WRDS partnered with the online paper repository Social Science Research Network, based in Rochester, New York, and global academic publisher Elsevier to bring more visibility to emerging business schools whose innovative research might otherwise not be noticed by the international community. First, the organizations created the WRDS Research Paper Series on SSRN, which includes all papers on SSRN that cite WRDS data, as a way to help schools disseminate their faculty's best work. Next, the partners launched the WRDS-SSRN Innovation Awards, which each year put the spotlight on emerging research institutions in North America, Asia, Europe, the Middle East, and Africa.

"There are schools out there doing the right things and investing in research," says Bob Zarazowski, managing director of WRDS. "We wanted to recognize schools that are becoming more efficient and creating more research output than they have in the past, and we wanted to design these awards so that the Harvards, Stanfords, and Whartons aren't the ones winning every year."

3 PRESSURE FROM POLICYMAKERS

Calls are growing louder for schools to produce research that solves social problems or benefits society—especially calls from governments. For example, in 2014, four agencies that distribute approximately £2 billion (US$2.6 billion) annually in research funding in the U.K. produced the Research Excellence Framework (REF), a comprehensive assessment of the research impact of U.K.-based universities. Conducted once every six years, the REF assessment aims to determine whether U.K. universities are producing research that matters to society. In response to REF 2014, for instance, U.K. universities were compelled to look less

at how many papers their faculty had published and more at how their faculty's research had been applied. The next cycle, REF 2021, is currently underway.

Additionally, nonprofit organizations worldwide—from accrediting bodies to higher education consortia to professional associations—have released reports that provide schools with guidelines for identifying and embracing purpose in their research agendas.

One such report comes from the Russell Group, a consortium of 24 research-intensive universities in the United Kingdom that are committed to maximizing the effects of their teaching and research. Its member institutions have identified nine types of impact that their research can achieve: economic, policy, social, health, cultural, environmental, technological, legal, and global.

The Russell Group put these categories in real terms in its 2015 "Engines of Growth" report, which highlights definitions of impact and features case studies from its members across all nine categories. For example, the report highlights how professors at the London School of Economics and Political Science have worked with pharmaceutical company GlaxoSmithKline to improve the statistical modeling used to analyze vaccine trials. It also describes how research from the University of Manchester has inspired "Cocoa Life," a US$400 million initiative that led to a 1,200 percent increase in U.K.-based sales of fair-trade cocoa and improved the quality of life for cocoa farmers in Ghana, India, and the Dominican Republic. (The full report is posted at www.russellgroup.ac.uk/media/5324/engines-of-growth.pdf.).

A similar group called the League of European Research Universities (LERU) represents a network of 23 universities based in 12 countries. LERU recently published a new impact vision for its member universities, in which it argues that each school's research agenda

should no longer be driven by "competition and comparison" with other scholars. Rather, the group wants research to promote "productive interaction between stakeholders and the formulation of common goals and joint achievement of results." (Find LERU's March 2017 vision report, "Productive Interactions: Societal Impact of Academic Research in the Knowledge Society," at www.leru.org under "Publications.")

Over the last six years, AACSB International has ramped up its emphasis on impact in business education. In 2012, AACSB released its "Impact of Research" white paper; in 2013, the association announced revised accreditation standards, which suggest more than 70 ways for business schools to integrate impact into their missions, from research-based projects with companies to collaborations with policymakers. And two years ago, AACSB released its report "A Collective Vision for Business Education" (available at www.aacsb.edu/vision). In it, the association challenges business schools not only to become drivers of social change, but also to tell convincing narratives to demonstrate their impact performance.

But even with such resources available, many schools still struggle to embrace social significance as a primary driver for their faculty's research, says Mijnhardt. One reason? It's far easier to measure classic quantifiable outcomes—whether it's the number of articles published, citations given, or grants received—than it is to measure social impact. Plus, schools are still uncertain about how they can demonstrate innovation, engagement, and impact through their faculty's scholarly contributions for the purposes of accreditation.

This uncertainty, Mijnhardt says, has led business schools to seek external validation for their research missions. "Business schools have had a tendency to outsource their measure of academic judgment on research quality to top jour-

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nals and funding organizations for selective grants. Now, they're even beginning to outsource their sense of purpose to the United Nations and its Sustainable Development Goals," he argues. Mijnhardt is quick to note that the overall intent of the SDGs is laudable—and necessary. But he also points out that many schools could make a greater difference in the world if they focused more on applying the unique strengths of their faculties closer to home, on problems facing their local communities.

"Mature business schools should be mission-driven institutions that are able to choose their distinguishing purposes for themselves," he says. "They should be asking, 'What do we do now, and what can we do better?'"

Kennedy of Imperial College believes that the REF and similar initiatives have gone a long way toward changing the mindsets of researchers—particularly business faculty who, as he puts it, "have had a troubled relationship with the idea of impact." Some are adopting socially driven research models out of a sense of responsibility, but it won't be long before all could be forced to do so out of necessity, says Kennedy. "Academics who don't make this shift," he adds, "risk becoming legends in a shrinking tribe."

4 OPEN-ACCESS PUBLISHING

The rate of research production has been boosted by the slow but steady adoption of open-access publishing, in which papers are offered to the public for free, rather than protected behind publishers' paywalls. In fact, the potential of open-access publishing to speed up the pace of scientific breakthroughs even has garnered the attention of two of the world's most prominent billionaires: Microsoft founder Bill Gates and Facebook CEO Mark Zuckerberg.

In 2015, the Bill & Melinda Gates Foundation announced that it would fund only research published in open-access formats, under a Creative Commons license or the equivalent.

The Dark Side of Alternative Metrics

WITH NEW METRICS COME NEW ABUSES, FROM SCHOLARS TRYING TO GAME THE SYSTEM TO EDITORS SETTING UP PREDATORY JOURNALS. BUT THE INDUSTRY IS WORKING ON ANSWERS.

BY TRICIA BISOUX

Once the academic community began to assign value to nontraditional metrics such as the number of times a paper is viewed, downloaded, and shared, it was inevitable that people would begin trying to game the system. To push up their counts, some are doing everything from downloading their papers repeatedly themselves to paying people to download their papers for them. Weeding this activity out of the system is a "a cat-and-mouse game," says Gregg Gordon of the Social Science Research Network.

But sharing platforms like SSRN are getting better at detecting fraudulent behaviors. Gordon describes an event about 14 years ago that shaped how SSRN addresses fraudulent behaviors on its platform today. One day, he recalls, one of his colleagues posted a co-authored paper to the network in an important but relatively small area of law. When within 24 hours it had 1,600 downloads, Gordon knew something wasn't right. It turned out that his colleague's co-author had promised students in his class free doughnuts if they drove up the download count. That, in turn, led to one enterprising student posting the request on a hacker site. And then the hackers got to work.

Rather than block the attack, Gordon and SSRN's IT staff decided to learn how to protect their site by watching the best hackers in the world try to compromise it. "We sat with a pizza and a bottle of red wine watching those hackers do every bad thing they could think of to our site, and we watched them talk to each other on their website in real time," says Gordon. "Once their interest started to wane, we shut off access. That night, we got about US$50,000 worth of cybersecurity consulting for free."

Since then, SSRN has learned even more about detecting fraudulent patterns of behavior. Some people, says Gordon, have set up systems to download their own paper hundreds—and sometimes thousands—of times in succession. For that reason, the system will send up an alert when it detects multiple downloads of a paper from the same account, IP address, or university server. Of the approximately 25 million to 35 million downloads SSRN tracks each year, less than half can be verified.

Those fraudulent downloads create "one heck of a dataset," says Gordon. "We can see interesting patterns, which alert us if there's something we need to look at more closely."

Another negative consequence to the rise in digital academic publishing is a concomitant increase in the number of so-called predatory journals—which often have little to no peer review process and can charge authors expensive fees to get published. Many schools have long relied on the infamous Beall's List of predatory journals, started in 2008 by Jeffrey Beall, who until recently was a librarian at the University of Colorado in Denver. Beall wanted to help academics avoid falling victim to the actions of predatory open-access publishers. But he shut down the list in 2017, possibly due to a lawsuit by a publishing group protesting its inclusion, leaving a void in the market. Its content has since been reposted online (at beallslist.weebly.com), but it is no longer updated.

In June 2017, journal directory Cabell's International introduced a resource intended to serve a similar purpose as the Beall's List. As of this writing, Cabell's Blacklist includes 8,726 journals, in all fields, that have been found to use unscrupulous practices. The Blacklist is the counterpart to Cabell's Whitelist of preferred journals. Both are subscription-based services.

With the advent of online digital publishing, the cost of starting journals has dropped dramatically, says Lacey Earle, the company's vice president of business development. "As traditional print publishing evolves even further into the digital realm and as advances are made in digital storage and distribution technologies, the costs of starting a journal are no longer greater than the potential profits," Earle says. "Just like anyone can set up an online store that doesn't actually fulfill orders or exists solely to lift credit card information, anyone can set up a journal. The only difference is that there are already many systems in place to prevent consumer fraud." That's not the case for predatory publishers.

Cabell's developed its Blacklist evaluation process over two years, with the input of journal publishers, editors, and researchers. Today, a team of journal quality auditors—many of whom have years of experience as journal editors—evaluate journals from all disciplines. They compare each journal's practices to 68 behavioral indicators in order to determine if its behavior warrants addition to the Blacklist.

Publications are added to the list when they fail in one or more areas of scholarly integrity. "Each behavior that we look for is weighted according to its severity," Earle explains. "Behaviors that are directly indicative of deception, such as falsely claiming a journal has an Impact Factor, are weighted more heavily than behaviors that tend to correlate with deception." Journals whose practices do not rise to the level of the Whitelist or fall to the level of the Blacklist remain unlisted altogether.

While the Blacklist is one resource, Earle encourages schools to use a variety of tools to determine their preferred publication outlets. These include sources such as Impact Factors, Altmetric, and Cabell's own Classification Index and Difficulty of Acceptance ranking.

But even as online platforms work to weed cheaters out of the system, a school's primary defense against unscrupulous practices is to educate its faculty, says Wilfred Mijnhardt of the Rotterdam School of Management. Business schools can design workshops, webpages, and other training materials that make faculty aware of preferred journals for publication and to train them early on to spot red flags—for example, journals that invite faculty to publish, that charge authors fees to publish, or that have names comparable to more established publications.

In addition, faculty should be kept apprised of new but promising journals—which RSM calls "aspirant primary journals"—that might lack history or that are spin-offs of established and highly regarded publications. Two such examples are the *Strategic Entrepreneurship Journal* and *Global Strategy Journal,* both satellites of the *Strategic Management Journal*. These young publications have adopted the same policies as their mother journal, so both are worthy of faculty's attention, says Mijnhardt.

"Faculty should view these journals like investment funds for their careers—if they invest in the right ones, it will yield greater reputation and recognition down the road," he adds. "They can use a portfolio of journals for their work as a way to spread the risk."

Most important, says Mijnhardt, business schools must train professors not only to maintain their integrity as they promote their research, but to give predatory journals a wide berth. "Predatory journals are only a danger to faculty if a school doesn't have a clear publishing and integrity strategy or offer professional research support to help faculty find the best possible journals for their scholarship. If a school has such a strategy in place, its people will not be easy targets."

Then, in 2017, the foundation launched two new platforms: Gates Open Research, an online publishing portal for grant recipients, created in partnership with the Advancement of Science; and Chronos, a free cloud-based publishing service that connects Gates Foundation grant recipients to more than 24,000 vetted open-access journals.

Similarly, in 2016, the Chan Zuckerberg Initiative announced its purchase of the search engine Meta, which uses artificial intelligence to help users search millions of scientific papers. The initiative's founders—Zuckerberg and his wife, Priscilla Chan—hope that by making Meta free and open to academia, they will enable scholars to accelerate the pace of scientific breakthroughs in healthcare.

Major publishers such as Sage Publishing and Elsevier have open-access publishing platforms, but authors who choose these options can incur fees. For example, Sage imposes an "article processing charge" to cover costs; Elsevier charges authors from US$150 to $1,800 to make articles free to readers who do not have access to an institutional subscription. In both cases, authors retain the copyright to their work, but for many academics, the idea of authors paying to make their papers free to the public does not go far enough to support the spirit of open-access. This has led to widespread, organized efforts to make the rapid sharing and free distribution of research more the norm than the exception.

For example, several online portals have emerged over the years to help researchers evaluate the quality of open-access outlets. The Directory of Open Access Journals was started in 2003 by researchers at Sweden's Lund University with just 300 journals in its listing; today, the DOAJ includes more than 10,000 journals, which its users curate for inclusion.

This year, another portal, Free Journal Network, launched with an initial white list of 39 open-access journals. To be included on FJN, journals must adhere to the Fair and Open Access Principles, which state that journals must be controlled by the scholarly community, allow authors to retain copyright of their articles, and charge no fees for publication. (See www.fairopenaccess.org.)

FJN's founder Mark Wilson, a computer science professor at the University of Auckland in New Zealand, describes the platform's mission in a June post on the London School of Economics and Political Science's Impact Blog. FJN, he writes, aims to "encourage best practices among journals" and "demonstrate a clear alternative to commercially owned journals that is 'professional' (in quality) but 'amateur' in the best sense."

While many view the Fair and Open Access Principles as a boon for research, not all open-access journals can thrive on volunteer support. Wilson and Alex Holcombe, an associate professor of psychology at Australia's University of Sydney, raise this point in a June 2017 blog post for the Australasian Open Access Strategy Group. Underlying the principles, they note, is a hope that academic institutions will unite "to fund reasonable operating costs of OA journals."

5 ACADEMIC SOCIAL NETWORKS

Before the rise of open access publishing and social media, academics in the social sciences, especially, might share early-stage research only among close colleagues. Most wouldn't share papers in public forums until the work was in finished form. But many argue that by widely sharing very early-stage scholarship, researchers can refine their methodologies, work through initial problems more efficiently, and create stronger research at a faster pace.

This belief has inspired the creation of academic social networking platforms such as ResearchGate, Mendeley, and Academia.edu, all founded in 2008. These networks make it possible for faculty to post working papers, invite feedback, join communities, and start discussion threads with millions of scholars around the world. Academia.edu now has more than 63 million user profiles, and ResearchGate has 15 million. Mendeley, purchased by Elsevier in 2013, has 6 million users.

Ijad Madisch, a managing director at ResearchGate, co-founded that platform with fellow physician Sören Hofmayer. They wanted to challenge "century-old traditions of how science is communicated," says Madisch. Earlier this year, ResearchGate launched a mobile app for iOS devices, which he hopes will make it even easier for scholars to connect, share, and drive discovery.

Madisch views the community's growth as a sign that academics increasingly see the benefit of sharing their early-stage ideas with larger numbers of scholars. "I'm most humbled by the scientists who use the platform and thereby change the way science works for the better," he says.

One of the oldest academic sharing sites is the Social Science Research Network. Founded in 1994 by economists Michael Jensen and Wayne Marr, SSRN was intended to "help schools create research faster," says SSRN's managing director Gregg Gordon. Purchased by

"WE WANTED TO CREATE A WAY TO SHARE RESEARCH AS BROADLY, FREELY, AND EARLY AS POSSIBLE."

—GREGG GORDON, SSRN

ALTERNATIVE METRICS PROVIDE A HOLISTIC VIEW OF RESEARCH IMPACT.

Elsevier in 2016, SSRN has more than 800,000 papers posted on its platform. "We wanted to create a way to share research as broadly, freely, and early as possible," says Gordon. "The more researchers are connected, the more ideas we can help move through the pipeline."

SSRN is designed to encourage cross-disciplinary collaboration. For example, in traditional publishing, a paper on the U.S. Sarbanes-Oxley Act might appear only in a single finance or accounting journal, says Gordon, but once a submitted paper is accepted for completeness and relevance on SSRN, it can be cross-posted on any of more than 30 disciplinary networks. "That accounting paper could be posted on networks for regulatory economics, securities law, corporate governance, even sustainability," says Gordon. "An accountant can show how he looks at a problem to the economist, the lawyer, the management scholar, the corporate governance scholar, the sustainability expert. Everyone can look at the same problem from different perspectives."

In addition, SSRN has created "negative results" categories, where researchers can share theories that were not proven. By sharing null results, researchers can save time for other scholars who are considering following similar paths. It creates a win-win scenario: Scholars can receive downloads, shares, and citations of even their unsuccessful studies, and other scholars can learn something from the data.

And just as researchers are finding niche datasets on platforms like WRDS, they're seeking out niche fields of study on SSRN, which has created a number of disciplinary subcategories devoted to emerging topics. Smaller, lesser-known fields offer early-career researchers a better chance to find audiences for their work, says Gordon.

"There aren't many journals for a niche field like bioethics law, but we've

created the classification," he explains. "Whether these niche categories have 100 papers or 1,000, the cost to us of creating a micro community is minimal. If somebody wants to read research in a smaller field, we have a home for it."

Even with their advantages, academic sharing platforms are not without their critics. Last year, ResearchGate was sued by Elsevier and the American Chemical Society for copyright infringement, and an international association of medical publishers wrote an open letter to the platform to air its concerns about its article-sharing model. Academia.edu has been criticized for adopting a for-profit model that makes money from researchers' efforts.

But despite the criticism, these platforms hold a great deal of promise for management researchers, says Mijnhardt. "Global academic communities have huge potential to encourage interdisciplinary encounters, and they offer new opportunities for our researchers to be inspired by other researchers and practitioners," he says. "These resources are still underused by business schools as a way to advance the reputations of their institutions."

6 ALTERNATIVE METRICS

There's a long-standing maxim in higher education that many researchers are increasingly taking to heart: "What gets measured gets done." Just as an emphasis on publication and citation counts drove academics to value those classic bibliometrics, a strategic shift could drive them to similarly value alternative metrics—often referred to as "altmetrics." These nontraditional measures include social media shares and mentions, page views, follower counts, page downloads, and patent citations.

Because of its goal to generate more internationally recognized research, FGV-EAESP still relies on common

metrics such as publications and citation counts, says Wood. But in recent years, the school also has started to track other key performance indicators such as page visits, paper downloads, social media followers, and video views. Additionally, its research centers help faculty create profiles on ResearchGate and Academia.edu to connect them with a larger community of scholars.

"We are constantly testing other measures and writing cases and mini-cases of research impact," says Wood. "We believe social impact is better captured through qualitative reporting than through numbers. We are getting better, but there is still a long way to go."

At the Rotterdam School of Management, Mijnhardt helps faculty use a range of platforms to measure the reach of their work. A company called Digital Science provides tools such as Altmetric, which benchmarks the performance of faculty's research against that of others in their fields, and Dimension, its newest tool that tracks grant performance and patent citations. ResearchGate, Academia.edu, and Mendeley also all post metrics based on user interactivity—reads, shares, follower counts—within their communities.

This level of tracking—of so many measures, across so many platforms—takes time, which means that business schools might need to designate support staff to help faculty incorporate altmetrics into their portfolios. But if integrated into a deliberate strategy, the wide array of tools available can provide a more holistic understanding of the effect of faculty's work on the community, says Mijnhardt. He believes that adopting such a "portfolio approach" is more responsible than evaluating faculty on publication counts and citations alone.

'WE MUST DO BETTER'

These six trends promise to only strengthen over the next few years, and they are pushing more scholars to advocate for the widespread adoption of socially driven research practices. For example, in 2017, 24 business faculty at

23 university-based business schools launched the Responsible Research in Business Management initiative, which promotes a view of business research as "producing credible knowledge that is ultimately useful for addressing problems important to business and society." RRBM is endorsed by more than 800 individual supporters and institutional partners. (See www.rrbm.network.)

Regarding the call for responsible scholarship, Mijnhardt sees parallels between business and the medical sciences, in that both disciplines create research that has real-world—and often life-and-death—consequences. And like the business community, the medical profession is having debates about viewing research through a more socially responsible lens.

Mijnhardt points to a 2016 report targeting the biosciences, "100 Metrics to Assess and Communicate the Value of Biomedical Research." Prepared in collaboration with the nonprofit research group RAND Europe and the Association of American Medical Colleges, the report acts as an "ideas book" for measuring impact. Co-authors Susan Guthrie, Joachim Krapels, Catherine Lichten, and Steven Wooding consider 100 metrics in eight categories: research, individual and institutional prestige, pedagogy and career development, research and institutional processes, dissemination, policy, health, and the economy.

Under the "health" category, the authors include the measure of "number of lives touched"—a metric not often discussed in regard to business scholarship. But if business academics were to measure the power of their own research in terms of the number of lives it touches, Mijnhardt argues, their perceptions of impact might become much clearer.

Wood of FGV-EAESP would like to see business schools do far more to reward and champion innovative research practices, and he'd like to see business scholars move away from "hyperspecialized" research to target larger social problems. With these changes, he says, business schools could produce scholarship with greater significance to society.

"I like to believe that the quest for social impact will be the biggest force shaping business research in the next few years," says Wood. "In countries such as Brazil, India, South Africa, and many other developing nations with enormous challenges, research orientation has deep moral implications. We must do more, and better." ▣
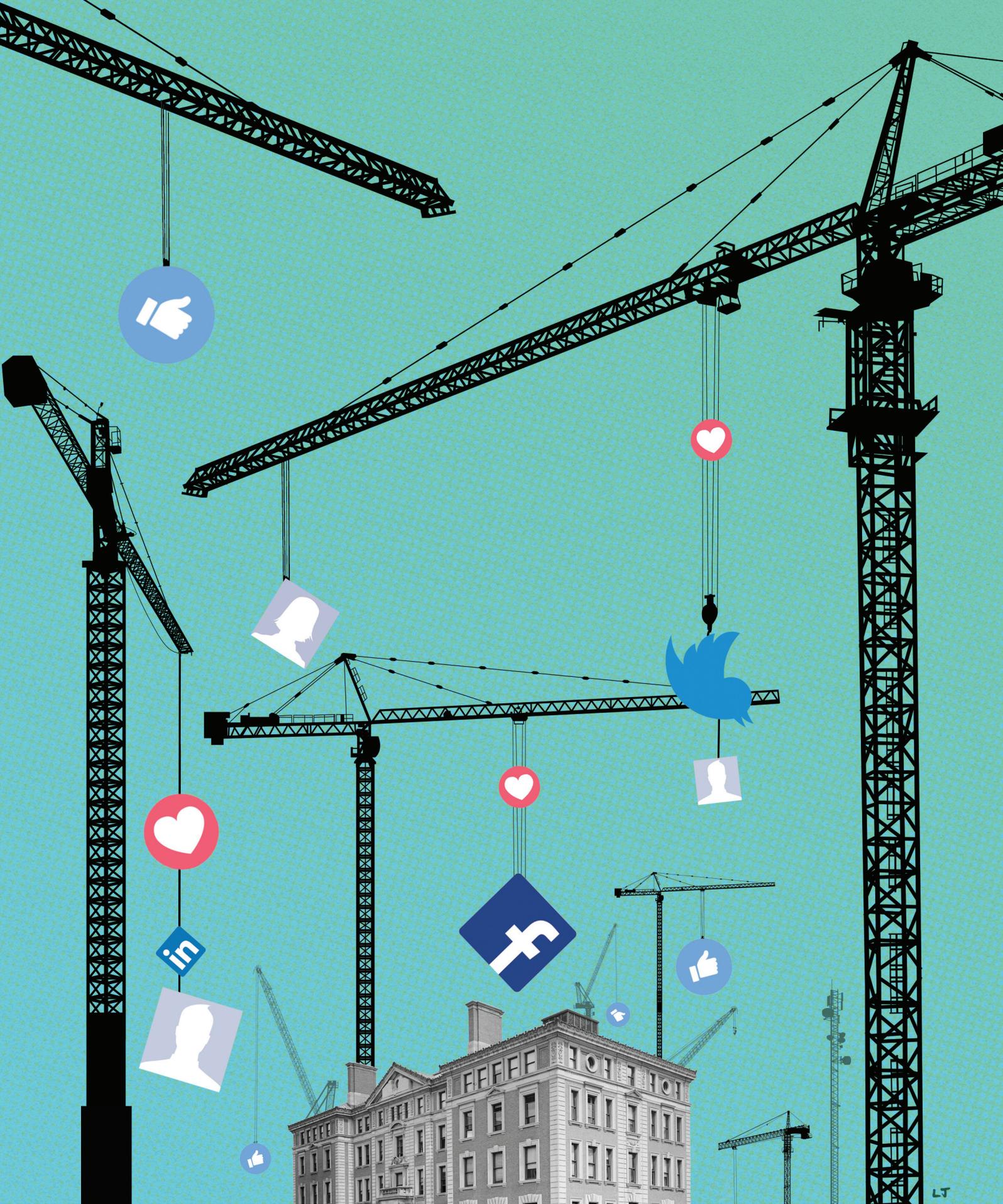
SOCIAL MEDIA

BUILDS A BRAND

BY AJOY KUMAR DEY

ILLUSTRATION BY L.J. DAVIDS

The Birla Institute of Management Technology adopts a social media strategy that turns likes, follows, shares, and downloads into expanded reach for its case journal and conference—and stronger engagement with a global network of scholars.

MANY BUSINESS SCHOOLS reinforce their role as disseminators of knowledge by hosting international management conferences and publishing in-house journals. But while high-profile business schools can easily attract conference delegates and strong journal submissions, schools still aspiring to achieve global recognition can find it significantly more challenging—and expensive—to draw the attention of large audiences.

That's where we stood at the Birla Institute of Management Technology (BIMTECH) in Greater Noida, India. We wanted to bring more global attention to our International Conference on Management Cases (ICMC), a seven-year-old conference accepting peer-reviewed cases, and our *South Asian Journal of Business and Management Cases* (SAJBMC), published by Sage Publications. Before June of 2017, we had primarily promoted the ICMC and SAJBMC by word of mouth and emails to existing members in our network. On the one hand, these approaches were easy and inexpensive. On the other, the two strategies did not reinforce each other well due to minimal overlap between the two audiences. Moreover, the cases that we received through these promotions were often late and of inconsistent quality.

Last year, we decided to explore a new possibility: Could a deliberate social media strategy help us achieve better results, at a reasonable cost? A good portion of our target audience used social media, so meeting them where they already were made sense. Using the most popular platforms—LinkedIn, Twitter, and Facebook—we adopted a coordinated strategy to send more consistent and frequent messages to the management research community, in formats that would inspire greater interest. We wanted to go beyond isolated promotions to expand our networks, cultivate relationships, and attract stronger cases to our conference and journal.

BUILDING A COMMUNITY OF SCHOLARS

We began to integrate LinkedIn, Twitter, and Facebook into our communications strategy. Luckily, as the chairperson for BIMTECH's Centre for Management Case Development, I had been using all three platforms since 2012 and had a large number of connections. It made sense, as our first step, to leverage my social media presence to cross-promote posts. We began by tweaking my profile descriptions to emphasize my teaching and research achievements, rather than my corporate background, and we created a similarly designed profile for ICMC. We filled its profile page with ideas related to its vision and mission, as well as photographs of past events.

We launched our first social media campaign in June of 2017, through our Centre for Management Case Development. We started slowly, with only a few posts at time. We gradually increased the intensity of the campaign through December, as the community acquired a critical mass. From June to December, we spent our time mainly organizing our social media pages, expanding our networks, and testing our ICMC and SAJBMC websites. We refined our database of email and postal addresses as we made new connections.

To avoid overlap and reduce confusion, we focused our social media messaging on SAJBMC through December 2017, posting just enough through ICMC's profiles to maintain a presence. Then, from January to April in 2018, we intensified our promotion of ICMC, reaching a crescendo on April 30, the last date for abstract submission. After April, we once again turned our attention to SAJBMC.

Because each platform serves different purposes, we created a focused strategy for each network:

LinkedIn. We viewed LinkedIn as the place where we would build a network of management professors and scholars, share news about the conference and the journal, and connect with serious users of social media who share professional content. We began inviting people who were familiar with either ICMC or SAJBMC to connect with my profile and the ICMC LinkedIn page.

Next, we searched the LinkedIn user base for management professors and scholars working in different countries, universities, and accredited institutes and invited them to connect. These included a handful of iconic business professors, who all accepted our invitation. We also targeted professors in organizational behavior and human resources, strategy, finance, accounting, marketing, innovation, sustainability, ethics, governance, and operations, because we believed that professors in these disciplines would have a higher propensity to write cases.

By the end of December 2017, my page had 3,100 connections, and the ICMC Conference's page had 2,100. What pleased us most about these numbers was that these were not random connections. We had selected each one with utmost care.

Twitter. We viewed Twitter as the place to broadcast messages that would create buzz in the media and among our followers, connect to other business schools and academic institutions, and drive traffic to our LinkedIn pages. We identified and followed the handles of other business schools, universities, and professors, paying particular attention to the platform's suggestions of management institutes and other relevant professional bodies. In particular, we followed individuals and firms that had high numbers of followers and that frequently posted content that we thought might appeal to an audience interested in management, case writing, and teaching.

Facebook. We used our most focused approach for Facebook, where we wanted to create a space for scholars to share personal experiences and connect with each other professionally. We initially in-vited just 20 known management scholars with large communities of friends on either Facebook or WhatsApp. Once they connected with us and their posts started appearing on our feed, other users were attracted to our page. Soon, our Facebook network for ICMC was up and running with minimum oversight from us. We also promote the conference through BIMTECH's primary Facebook page.

TELLING A CONSISTENT STORY

Starting and sustaining conversations on any social media platform poses a tough challenge, because social media users are coping with an overload of information. Recognizing this difficulty, we make sure to use similar profiles and background photographs across all three platform pages. We realize that most users will spend only seconds at a time engaging with our content, so we want to maintain consistency as a way to trigger quicker associations with our brand.

We also make generous use of graphs, still pictures, and videos. In my own use of social media, I have found that, while posts with video are often more engaging than posts with text or still photos, social media distribution engines tend to circulate text-only messages more often and to a wider audience. We try to strike a balance between messages with images and messages in plain text.

On all three platforms, we seek out people and organizations that frequently post content relevant to our audience. These include management consulting firms such as Cognizant and McKinsey & Company, global organizations such as the World Economic Forum, and business media platforms such as Business Insider, Tech Insider, TED, and Futurism. Additionally, we follow media platforms that share content of broader interest, such as Now This, Born Realist, Goal Cast, Nerdist, Cheddar, National Geographic, attn:, and Mashable. Our goal is to select and share fresh stories that connect to current events, offer new knowledge, and preferably show a video or a picture.

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Last year, as we built credibility for the ICMC, we used our social media accounts to share our attendees list; post video of prominent delegates from last year's event; announce keynote speakers, sponsored awards, and publication opportunities; and post excerpts from chapters in previous ICMC publications. We also posted the first three pages of 20 cases that won awards last year.

In addition, we ran a webinar, "How to Improve the Quality of Teaching Cases," organized in collaboration with The Case Centre in the United Kingdom. Promoted on our social media channels, the streamed event was attended by more than 400 academics throughout the world. To reinforce the idea that we are part of a scholarly community, we encouraged people to view the webinar in groups—at BIMTECH alone, 30 professors watched on a wide screen.

We used our social media platforms to promote our "quick desk review" and "review and improve" approach to peer review processes. We shared abstracts and images of the first page of published cases, as well as a publisher's report of download statistics, including number of paid downloads, downloads by country, and year-over-year improvements.

EVIDENCE OF SUCCESS
Our social media strategy has had the effect that we had hoped for. We've seen improvement in several areas, according to our year-over-year comparisons:

■ In 2018, we received 143 submissions to ICMC, versus 130 in 2017.

■ We've seen substantial improvement in the quality of submissions. This year, we selected 111 out of 143 submissions. In 2017, we selected only 66 out of 130 submissions.

■ Our accepted submissions for ICMC 2018 came from 46 foreign authors, 49 Indian authors, and 16 internal faculty, representing 14 countries. Among this group, 37 of the authors and eight of the countries had not been represented at the conference the previous year. In 2017, authors from only six countries (excluding India) participated. This year, we also connected with 18 new institutes.

■ During our 2017 campaign, SAJBMC had more than 12,500 downloads, a 24 percent increase over the previous year. More than 50 percent of those downloads took place in the United States, the United Kingdom, and Western Europe.

■ In 2017, paid downloads of cases from SAJBMC increased by 66 percent.

■ In July 2017, the number of views of content posted to our LinkedIn page was low, between 20 and 50. By April 2018, that figure reached as high as 300.

■ I saw my number of tweet impressions rise from 1,765 in July 2017 to more than 23,000 in April 2018. In addition, Twitter Analytics shows that views of my profile jumped from 113 to 850 during the same period.

Our social media campaign also has produced intangible assets. These include a list of more than 600 Twitter accounts to which we can broadcast targeted messages; a collection of more than 9,000 email addresses of management professors, practitioners, and scholars, which we refine with every promotion; and a verified list of willing reviewers with a range of expertise.

THE WAY FORWARD
Now that the flow and quality of submitted cases has improved, we have made the submission process to ICMC more rigorous, increasing the minimum length of abstracts and requiring authors to cite their recent works on similar issues or with similar constructs published in top-ranked journals within three years. We also have established a new diverse, international editorial board for the SAJBMC, broadening our pool of reviewers.

Finally, we have implemented a two-stage screening process so that promising cases can be improved with expert guidance. We've formed a new board of case writing mentors who provide constructive feedback to authors who express the desire to improve. Our mentors have created a slide presentation on writing effective teaching and research cases, which we posted online through SlideShare.

We now are engaging with a vibrant worldwide community of more than 5,000 management professors and scholars, who provide a pool of case writers, reviewers, and conference delegates. We will continue to nurture our social media presence with care, sharing interesting and relevant content with reasonable frequency, so that we can grow this community each year at negligible cost.

With this innovative approach, we have successfully built global brands for our conference and journal. Such a coordinated social media campaign must be systematic, but it also can be a simple and accessible way for any business school to raise its visibility and build a brand for its events and publications. Would you like to try? ▣

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. He is the chairperson for the Centre for Management Case Development and editor of the South Asian Journal of Business & Management Cases, *guest editor of three journals of Inderscience, member of five editorial advisory boards, and a regular reviewer of many international research journals.*

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DEPLOYING DATA TO DRIVE DECISI

How can business schools be sure *big* data is *good* data? How can they use analytics to make strategic decisions and improve the student experience? At Pitt Business, administrators are mining data to recruit applicants, identify at-risk students, and connect with alumni.

BY AUDREY J. MURRELL

LIKE MANY UNDERGRADUATE programs, Pitt Business has long collected data on student outcomes, educational programs, student perceptions, employer engagement, and recruitment efforts. But until recently we did not fully understand how we could leverage that data to advance our mission and contribute to knowledge within business education.

We began asking some probing questions: What is the difference between big data and "good" data? How can we make smarter decisions once we gain good data? How can data be used not only to evaluate outcomes, but also to drive program improvements? How should we communicate data outcomes to inform and engage key stakeholders?

As a result of trying to answer these and many other questions, we have learned four lessons that help us better understand educational outcomes through strategic data analytics.

Big data—or lots of data—does not mean good data. We first developed clarity on what knowledge we wanted to gain and what data would ultimately help us answer key questions. Our initial goal was to make sure that knowledge was driving data analytics, not the reverse. Thus, we held discussions with staff

teams to isolate critical questions; we also emphasized the idea that any data we collected should produce knowledge that would be useful given our strategic goals. This simple first step caused us to be very intentional about data collection.

Collecting data can take less effort than understanding the data that has been collected. Once we agreed on key questions, we focused on mapping an ongoing analytics strategy and execution plan. We hired a director of operations and analytics who not only is responsible for overseeing data collection and reporting, but also serves as the chief project manager who implements knowledge gained from the data. We also made data capture a shared responsibility to complement our director's work.

For example, one of our first efforts in our data analytics strategy was to take a deep dive into our recruitment of incoming freshmen. We had historical data on admission patterns and outcomes, but we added new data from an admitted student survey that compared students who selected Pitt Business to those who did not. The survey covered a number of factors, including demographics and personal preferences.

CROWDSOURCING FOR SOLUTIONS

ONLINE TOOLS ALLOW FOR SCHOOLWIDE DISCUSSIONS OF SENSITIVE TOPICS.

BY DENNIS DI LORENZO

Among the many critical challenges universities face is addressing sensitive issues of diversity and inclusion. At New York University's School of Professional Studies (NYUSPS)—part of a global research university with sites around the world—we are committed to providing access to affordable education to students across ages, income levels, and national origins. About half of our student population is international, and those students come from nearly 200 countries.

But a diverse learning environment presents some challenges. Our domestic students have found themselves in the minority in some of their classes, and our international students often need to adjust to a multicultural learning environment. To allow faculty and students in the NYUSPS community to share their diversity concerns freely and anonymously, we conducted a series of crowdsourcing campaigns through an online collaboration tool called POPin.

Through the platform's online discussion tool, we were able to scale an intimate and sensitive conversation that included more than 4,500 students and 2,100 faculty members from a variety of countries, cultural and religious backgrounds, gender and sexual identities, economic classes, and life stages. Because the tool's feedback mechanism is both anonymous and interactive, the conversations were wide in scope and openly frank—much more so than conversations conducted through in-person roundtables or town hall discussions. We also kept the discussion going by sending refined follow-up questions based on initial feedback, which allowed participants to see and discuss posted metrics related to the discussion in real time.

We used the feedback from our first focused questions to identify major issues; then, we went back to ask participants to discuss solutions to specific issues that had emerged as the most important. The online sessions allowed us to identify, refine, and propagate best practices in areas such as supporting international students and fostering better alignment among faculty groups. We have shared our crowdsourced solutions across the university to support its goals of fostering diversity.

This "community listening initiative" not only allowed us to be really self-reflective, it also taught us how to ask more meaningful and relevant questions. The insights we gathered helped us to structure conversations that continue to this day on topics such as diversity, inclusion, and multicultural competence.

When schools use tools that promote anonymous discussion among large groups of constituents, administrators no longer have to rely on gut instincts or impersonal metrics to identify problems, gain consensus on priorities, and develop creative solutions. Moreover, these solutions are more likely to succeed because organizational buy-in is built into the entire process. Such a process lets all members of the school community know that their voices are being heard.

Dennis Di Lorenzo is the Harvey J. Stedman Dean of the NYU School of Professional Studies in New York City.

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Based on this data, we crafted targeted messages for our desired student segments. Now we can geo-target applicants based on the locations that have historically provided the most academically qualified students. Each year, we refine what information is the most useful based on the outcomes of our recruitment. In just two years, we have raised the overall quality of our incoming class while growing our overall class size and meeting key recruitment goals, such as significantly increasing the number of business honors students.

By customizing data analytics, we can move from strategy to impact. We knew that student engagement was an important driver of student success, so we designed our own student engagement scorecard to track impact on key student outcomes.

We learned, for example, that participation in one of our business student organizations is the key predictor of a student landing a job at graduation and that students who participate in such organizations earn an extra US$2,500 in their average starting salaries compared

with students who do not participate. Similar data showed us that students who study abroad or who actively engage with academic and career advising services also enjoy advantages in their starting salaries.

Additional data indicated that students who live in our freshman living-learning residence hall are more likely to show early engagement, which produces stronger academic and professional outcomes over their academic careers.

We also have collected student

> ## "The initiative allowed us to be self-reflective and taught us to ask more meaningful and relevant questions."

employment data such as the average starting salaries our students earn at specific companies or the engagement factors certain companies look for. This enables our students who are entering the job market to negotiate from positions of confidence and clarity—and it also drives their interactions with the career development office.

On the other side of the table, we can share data with our corporate recruiting partners. We are able to show them the ideal student profile based on their specific hiring histories.

Effective data analytics should balance descriptive and prescriptive objectives. Through data analytics, we not only can make yearly evaluations of success, we also can achieve long-term objectives. The effective application of analytics allows us to address student outcomes proactively, not just describe them once they occur.

To conduct these analyses, we take advantage of a variety of tools, including Tableau for interactive data visualization and SPSS for statistical analysis and validation. The business intelligence we gain from these efforts helps us shape our strategy around key issues such as student retention and on-time graduation.

For instance, schools often fail to identify students who are struggling until it is too late to intervene. At Pitt Business, we have used data analytics to develop an early-warning system. As an example, we know that if students perform poorly in certain business courses, they are more likely to experience serious academic trouble down the road or perhaps find that business is the wrong academic major for them.

Because our student engagement scorecard measures extracurricular participation, it allows us to identify students who might feel disconnected or detached from the program. Our academic and career advisors can use the data to identify potential trouble spots and suggest to students strategies for reversing negative trends. Our in-person advising and early warning systems have helped us achieve a 97 percent freshman retention rate and a 100 percent six-year graduation rate this past academic year for those admitted as business freshmen.

WHAT'S NEXT?

While we have experienced initial success on this journey, we see some areas that need improvement. We are looking for ways to better communicate data outcomes to key stakeholders, and we have recently begun sharing

information with both prospective and current students to help them choose better program options. For example, we have created data-rich infographics that we use throughout our digital and print communications. This makes data part of the culture at Pitt Business, and we hope that approach will make our students more evidence-based in their academic and career decision making.

In addition, we have begun focusing our data analytics strategy on our alumni. We recently launched an online alumni-student mentoring platform where students can search for alumni who can answer questions and give career advice. The platform gives us a new data source to indicate how our students' engagement with alumni can impact key outcomes. It also opens up the potential for us to assess longer-term impact of our student-alumni engagement.

As we have learned these key lessons, Pitt Business has moved from merely collecting data to using data analytics to implement programs, support students, and evaluate the impact on key outcomes. We have enhanced the quality of our freshman class, improved freshman retention, and increased both on-time graduation and career outcomes. We are also seeing a positive impact on student engagement and satisfaction.

Of course, our efforts with data analytics are not without challenges. We must devote additional effort and resources to manage these initiatives in a way that is both focused and sustainable. We also must take the time to build data literacy among staff, create buy-in across academic units, and link our strategy to important university-wide initiatives. However, based on our experiences to date, the return on these efforts is well worth the investment. ▣

Audrey J. Murrell is the associate dean of the University of Pittsburgh College of Business Administration in Pennsylvania and the director of the David Berg Center for Ethics and Leadership.

Through applied improvisation techniques, business students learn innovation, adaptability, and collaboration.

iMP
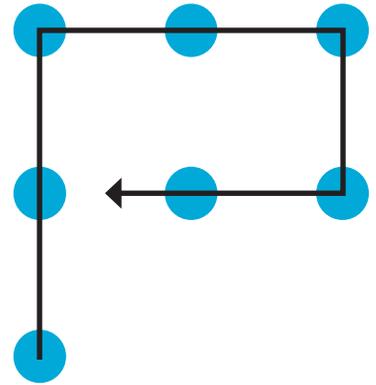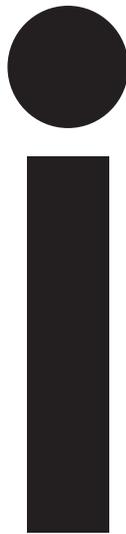
SARAH NOLL WILSON draws her arm back to gently toss me a beanbag. She's watched by 40 baffled business students who, just moments before, had been discussing the concepts of teamwork and collaboration. When she lobs the beanbag in my direction, I shout, "No!" and bat it away, narrowly missing a pitcher of water on a table nearby. The students laugh—and wait for the explanation.

"We've just talked about the concept of 'Yes, and' versus 'Yes, but,'" says Noll Wilson, a leadership coach and consultant. "And when you have a 'Yes, but' person on your team, doesn't it feel like that? You just keep tossing him ideas, and he slaps them away."

This demonstration is a bit of silliness, but Noll Wilson and I are convinced that it will help students remember the lesson on collaboration we have just delivered. Like Noll Wilson, I'm not a typical business teacher—I'm a mathematics professor, local politician, and comedy show emcee. Together, we've been hired to make deep changes in the thinking and habits of students at

the College of Business Administration (CBA) of the University of Northern Iowa (UNI) in Cedar Falls. And we think our tactics are working.

PROBLEM AND SOLUTION

The CBA prides itself on providing a "job-ready academic experience at a demanding intellectual level," and even though I teach in a different college at the university, I've always been proud of our university's business program. But ten years ago, the CBA received disturbing feedback: During meetings with interns from larger institutions, UNI student interns tended to hang back and speak last, if at all. On the other hand, when they did contribute, they were likely to be correct and insightful.

Our dean had been hearing similar stories from successful alumni. They reported feeling academically prepared for their jobs as young associates, but also that they lacked the professional savvy that could have propelled their careers faster in their early years. Think about that—students left UNI feeling well-pre-

pared, but they were hesitant to show it!

The college moved quickly to change the dynamic. A student on the President's Council had taken her senior capstone course with Gretta Berghammer of UNI's theater department, and this student told the dean that she had learned many skills in that course that she could apply in her career. So, the business school asked Berghammer to create a series of workshops that would help business students develop and practice skills such as boldness, adaptability, creativity, and collaboration. The dean also consulted other student leaders from the President's Council for input on development of the program.

As a math professor, I seemed an unlikely candidate to participate in the program, but I had been doing improv for over a decade. I had created and was directing UNI's comedy troupe, and I also had been running improvisation-based workshops for training people in sexual harassment awareness and other situations. Berghammer approached both Noll Wilson and me

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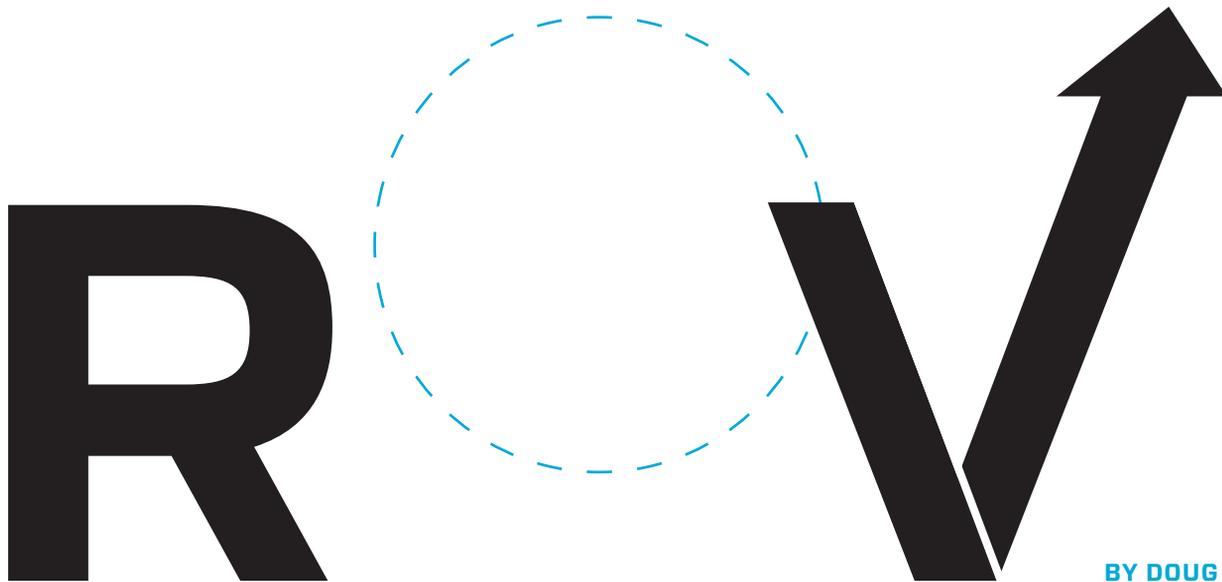
BY DOUG SHAW

to ask if we would like to become involved in the project.

Together, we create improv workshops, which we continue to refine based on feedback from students and administrators. Our goal is to keep the workshops current—and to make the effects both significant and long-lasting.

While UNI was an early adopter of the "applied improvisation" method, I've seen the concept take hold throughout the business community in the past ten years. Organizations such as Second City in Chicago, the Alan Alda Center for Communicating Science at Stony Brook University in New York, and hundreds of consulting firms have worked with businesses to build skills that historically have been neglected or actively discouraged in business programs. The Applied Improvisation Network, which was founded in 2002, has over 5,000 members and enjoys growing attendance every year at its international conference. As all these advocates know, applied improvisation can be used to develop a broad range of abilities—from creative thinking to collaboration—in ways that are both memorable and fun.

A PARTICULAR SET OF SKILLS

At UNI, we use our applied improvisation workshops to give students a chance to learn about and practice a range of skills. The workshops span two 75-minute sessions, or three hours total. They are required courses for business students and take place over two consecutive sessions of the school's Professional Readiness Program. By the time students are done with the workshops, we hope they will have expanded their abilities in three key areas:

Boldness and innovation. Innovation is no longer the sole province of the "creatives" in a company. Business leaders have told us that the next important new idea could come from anyone in their organizations. And, as we discovered with our shy interns, even creative thinkers must be willing to speak up boldly.

Adaptability. The rate of change is accelerating every year. Well-known,

well-established companies such as Radio Shack, Staples, and Sears are struggling or failing. At the same time, new disruptors are showing up every day. It is hard to imagine that prior to 2007, Tesla, Uber, the iPhone, and Netflix streaming did not exist. It's impossible to predict what will come next, so business leaders must be ready for whatever happens.

Collaboration. Cooperation is essential. Employers are looking for new hires who are able to work in teams effectively and who can thrive in working environments that go beyond merely being nontoxic to being supportive and dynamic.

At UNI, we want our students to recognize that they must cultivate their abilities in all three of these areas. Furthermore, we want them to develop the mindset that they should not only continue practicing these skills after they graduate, but also be willing to extend their knowledge whenever they have the opportunity. To that end, we try many different activities to engage students, and we constantly tweak class offerings. Here are just a few examples of what we do.

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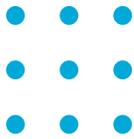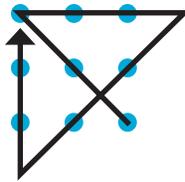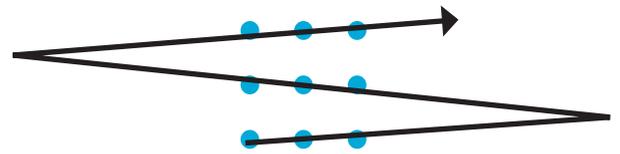
Figure 1

Figure 2

Figure 3

CONNECT THE DOTS

To help students master *boldness and innovation*, we break the topic into three areas: risk taking, going beyond mental defaults, and understanding the power of play. Here, I'll just focus on the two-part strategy Noll Wilson and I use to teach students how to go beyond mental defaults.

We pair the students up, have them extend their right hands, curl their fingers, put their thumbs up, then link their curled fingers in this position:

Noll Wilson tells them, "Your goal is to get your partner to put his or her thumb down." Invariably, even before the instructions are finished, some students will shout, "Thumb wrestling!" After a short period of time while they engage in the activity, we ask how many have succeeded in getting their partners to lower their thumbs. About half raise their hands. When we ask how many played thumb war, almost all of them raise their hands.

That's when we point out that no part of the original directions told them to thumb wrestle. We then brainstorm other ways they could have achieved the stated goal. Common answers include asking partners to put their thumbs down, offering bribes, putting down their own thumbs first, inverting their hands so both thumbs are down, and committing various acts of violence. At this point we discuss mental defaults, which are assumptions we make that are not part of a problem and that might inhibit us from coming up with innovative solutions.

Then we move on to part two, although we don't tell students that it is part of the same exercise. I have participants draw an array of 3 x 3 dots (see Figure 1 above). Their new assignment is to try to connect these dots by drawing four straight lines without lifting their pens from the paper. When they become frustrated, we often have to assure them that there *is* an answer and it won't feel like a cheat. After time has passed, I reveal the solution (see Figure 2).

Then I ask, "What made this problem hard? Why did you get stuck?" Students realize that they had put an imaginary constraint on their answers: They hadn't wanted to extend the lines beyond the border of their dots. I tell them, "This just shows you how hard it is to think outside the box, even when the box literally *does not exist.*"

I also point out that even though the instructors had just discussed mental defaults, students still imposed defaults on this problem. We wrap up by assuring them that they shouldn't be embarrassed, because this demonstration just proves how pernicious these defaults are. Even when we've just been warned not to limit ourselves, we still impose restrictions on our thinking.

We then note that "dots" have thickness, and thus we can do the problem in three lines (see Figure 3).

Finally, we ask students if the dots can all be connected with *one* line. By this point, they are determined to throw off all limits. They will cheerfully suggest things like using an extremely thick marker, or folding the paper so all lines are overlaid.

Notice that while this exercise includes some lecture and storytelling, it is mostly experiential. The students feel what it is like to impose mental defaults, to notice them, and to learn how to go beyond them. In everything we do, our goal is to have students "feel what it is like." We then reinforce the experience with brief lectures and stories.

EXPLODE THE MYTH

To train students in *adaptability*, we use an activity that takes less than ten minutes. But in that brief period of time, we dispel a myth dramatically and permanently—and make a huge impact on students.

We begin by tricking students with a cliché. I say, "Agree or disagree with this statement: People fear change." Invariably, almost all students agree, as they've been hearing this statement ever since they've first started to think about consumers.

Then Noll Wilson asks if there's anyone in the room who has no cash on them. A few students raise their hands, and Noll Wilson gives one of them a $5 bill. We say, "That was a change. Did it frighten you?"

This leads to a discussion about which kinds of change we fear and

Sarah Noll Wilson (first circle) and Doug Shaw (third circle) use improvisational techniques to teach collaboration and teamwork.

which ones we don't. The conclusion is that people don't fear change; they fear loss. We follow that up with a discussion about how we can move to a mindset that focuses on the potential gains that are brought about by change, not on the losses. We also discuss with students the fact that, in this changing world, adaptability is crucial for success.

EMPHASIZE THE 'AND'

For our study of *collaboration*, we focus on promoting successful teamwork through careful listening and constructive responding. We explain that careful listening can be broken down into being focused and displaying curiosity, while constructive responding consists of "plussing" and supporting. Let me describe how we teach plussing, starting with a definition of the word.

Plussing is the notion of taking an idea, building on it, and then tossing it to someone else so the process can continue. It's a basic tenet of improvisation, where the concept is often referred to as "Yes, and." "Yes, that's a great idea, and what if we did this, too?" The computer animation film company Pixar uses plussing as a major part of its corporate strategy.

Students often take "Yes, and" to mean they must agree with everything. But that's not true. The notion behind plussing isn't so much to agree with a

suggestion as to say, "I hear your idea, and I am willing to play with it for a while."

For the classroom activity, we pair students and give them the following assignment. "You are co-workers whose company has had an outstanding year, and your reward is a company trip. The two of you get to plan the trip, with one stipulation. After the first sentence, everything you say must begin with the phrase, 'Yes, but.'"

After students have spent a few minutes in this exercise, we ask them to describe the trips they've envisioned. Their energy is usually low at this point; they haven't gotten far in their plans, and they report feeling frustrated and blocked.

We have them try again, but with one seemingly minor change. Instead of using "Yes, but" to start every sentence, they must begin with "Yes, and." After about 15 seconds, the entire mood of the room changes. It seems as if the sun has come in through the window. The students grow animated and begin talking faster. Now when Noll Wilson and I ask about their company trips, we hear about exotic locations and fun, creative excursions.

We ask how it feels different to say "Yes, and" instead of "Yes, but." And then Noll Wilson picks up a beanbag.

FINAL DEBRIEF

Noll Wilson and I end the workshop by asking students to answer three ques-

tions: What surprised you? What's one thing you won't forget? What's one thing you can use? The ensuing discussion is different every time, but students always have plenty of answers as they relate to the material on a personal level.

Evaluations for the workshop are enthusiastically positive. Many students have told us they've had major "aha!" moments during the exercises; others have shared with us how one activity or another has proved relevant to issues they've been struggling with in their lives. In the future, we'd like to do some long-term tracking to see what students think of the workshop's usefulness several years after they've graduated.

But for now, we hope we know how they'll react when someone throws them a "beanbag" at work. They'll catch it, add something to it—and throw it back. ▣

Doug Shaw is a professor of mathematics at the University of Northern Iowa in Cedar Falls and serves as an improvisational coach for the Professional Readiness Program in the College of Business Administration. Also contributing to this article were Sarah Noll Wilson, leadership coach and consultant and CEO of Sarah Noll Wilson Inc.; Laurel Shaw, a web designer and editor in Cedar Falls; and Sara Kies, marketing and communications manager for the University of Northern Iowa.

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The 'Tyranny of Distance'

BY SEAN REID, RASOUL REZVANIAN, JASON MUENZEN, AND DAWN KLINE

THE CHALLENGE: Located in the idyllic Finger Lakes region of upstate New York, Ithaca is a quintessential college town with a population of just over 30,000 people. More than an hour's drive from Syracuse and nearly five hours from New York City, it's also home to our institution, Ithaca College, as well as our Ivy League neighbor, Cornell University. Initially founded as a music conservatory in 1892, Ithaca College (IC) is best known for its School of Music and the Roy H. Park School of Communication. In fact, many of our most recognizable alumni are in the entertainment and media industries.

Its roots as a music conservatory inspired IC's motto: "Theory, Practice, Perform." This framework informs everything we do at the School of Business, which serves approximately 800 students. We offer an undergraduate curriculum that is grounded in the liberal arts.

At IC's School of Business, we sometimes find it difficult to attract prospective business students to a rural campus best known for producing actors, filmmakers, musicians, and journalists. We find it equally challenging to place graduates when our campus is far removed from cities where they tend to seek employment. Finally, as a regional institution that recruits students primarily from the northeastern United States, we face fierce competition from nearby business schools.

For these reasons, we must answer a crucial question: How can business schools like ours, located off the beaten path, stay competitive? For us, the answer has been to create programs that continuously bring alumni and businesses to our campus and take students to urban centers. In this way, we ensure that our graduates are not only satisfied with their educational experience, but also able to find desirable positions or start businesses post-graduation.

THE APPROACH:

One way that we have maximized our engagement with alumni is through the creation of two advisory groups. Our Business Advisory Council (BAC), established in 2009, comprises alumni and business professionals who support career development, curriculum development, and recruitment. Our Investment Advisory Board (IAB), established around the same time, focuses on the finance curriculum, including our student-managed portfolio and trading room. Its members drove the creation of the Investment Track in our finance concentration. The BAC and IAB both meet at least once per semester, with one meeting held in New York City.

In the early years of the BAC, when its members were concerned that our students were lacking in career and professional development opportunities, they helped push initiatives such as our Professions Program (described in the next section), as well as the creation of a staff position within the School of Business for a director of external relations. Providing dedicated career support for business students, this individual is our liaison to the college's Office of Career Services, as well as its offices of institutional advancement and alumni and family relations.

Similarly, in 2014, in response to IAB's push for a greater focus on career development in the finance industry, we hired a mid-career alumnus of our finance program to fill a non-tenure-track faculty position. The salaries of both new staff members were partially funded by BAC and IAB members.

THE PROFESSIONS PROGRAM

Our Professions Program is a cornerstone of our efforts to bring alumni to campus and send students to urban centers. The four-year co-curricular program is required of all business students and covers all career and professional development in the business school.

As part of the program, students must attend four workshops: Making Success a Habit, All-Star Interviewing, Securing

Stellar Internships, and Life After IC. In addition, students must conduct informational interviews, complete 30-hour job shadowing experiences, and attend at least eight professional development events throughout the year such as panel discussions and guest lectures. Our director of external relations arranges to bring alumni to present in classes, serve on panel discussions, deliver keynote presentations, and work with student organizations.

The program also features three larger-scale activities:

Professions Week. This annual event features "Dress for Success" presentations, an etiquette dinner, keynote speeches, résumé reviews, and diversity and inclusion panels. During our first Professions Week in the fall of 2015, we recognized alum Stew Leonard, CEO of the Stew Leonard's supermarket chain in Connecticut and New York, for his selection as one of the AACSB Top 100 Influential Leaders. In 2016, alum and Disney CEO Bob Iger discussed the importance of creativity in business.

Site visits. With the support of alumni donations, we send student groups to visit alumni on their home turf. We've sent them to Boston, Massachusetts, to visit an alumni partner at Deloitte; to Albany, New York, for the Women@Work Summit; to Houston, Texas, to work at Super Bowl LI; and even to Omaha, Nebraska, to attend the Berkshire Hathaway Annual Meeting.

We also organize two "Meet the Firms" trips per year, timed to coincide with industry recruiting cycles. In the fall, accounting and finance students visit alumni and recruiters at financial services organizations, including Big Four accounting firms. In the spring, marketing, management, and international business students visit advertising agencies, market research firms, and business media companies. In either fall or spring, sports management students can visit alumni at places such as Madison Square Garden, the

Barclays Center, and Yankee Stadium. Each trip includes a networking event where students and alumni mingle in a relaxed environment.

Young alumni mentors. After mentoring many students over the years, a member of our BAC suggested that his mentees could pay it forward by helping students who came after them. At first, he helped establish an informal system

of connections between students and young alums. In 2016, we created a more formal program called the Young Alumni Mentoring Network, an optional program for freshmen business students. Currently, more than 50 members of the class of 2017 are mentoring freshmen with similar interests.

While our young alumni might not have significant work experience or the ability to offer seasoned career advice, they can offer invaluable guidance about extracurricular activities, choice of majors, study abroad, internships, and early career management. Freshmen feel connected to near-peer alumni, and young alumni can create meaningful professional connections with the school after they graduate.

The director of external relations is partnering with our Office of Alumni Relations to transition these mentor relationships onto a collegewide web-based platform, "IC MentorConnect." However, our system of matching the right alumni with the right freshmen requires more hands-on involvement than the platform currently supports.

Alumni engagement. One of our Syracuse-based BAC members wanted a way for IC alumni in business to network,

help current students, and have fun. In 2010, the first Business Link chapter was formed. It is an active group, holding at least one meeting over winter break, usually hosted by an alum at his or her place of business; and one event during the summer break, usually hosted at a sporting event. Other alumni have organized inaugural Business Link events in Buffalo, Boston, and Long Island.

> Luckily for rural schools, not every student dreams of working at a big-name firm in a big-name city. Some aspire to work with nonprofits or launch businesses of their own.

Current students with chapters in their hometowns are encouraged to attend Business Link events while home on breaks, so they can connect with alumni and build their local networks. Our faculty and staff inform students of upcoming chapter activities and often attend events. Otherwise, these interactions happen with little oversight from the School of Business.

Internships. Finally, we take advantage of IC's three satellite campuses in New York City, Los Angeles, and London, where students can spend a semester or more in study-away programs. While students typically take one or two academic courses during their time off campus, the primary feature of ICNYC and IC in LA is an internship worth a minimum of six credits. Students often find that these internships are the most meaningful experiences of their programs, with many leading to job offers post-graduation.

ENCOURAGING LOCAL ENTREPRENEURSHIP

Luckily for rural schools, not every student dreams of working at a big-name firm in a big-name city. Some want to work with nonprofits or launch

businesses of their own. With that in mind, Ithaca College has partnered with Cornell and our local community college to create Rev: Ithaca Startup Works, an incubator and workspace that provides mentorship and startup resources for local businesses and students.

To support local entrepreneurship, the School of Business runs two annual events: Business Idea Demo Day in the fall and Business Plan Pitch Night in the spring. Judges for these competitions are alumni who are successful entrepreneurs, members of the BAC or IAB, or local business owners. Student teams present their business models and request the capital they need to grow their businesses, whether they want to build prototypes, attend trade shows, or bring products to market. Winning teams receive funds, donated by our alumni, to reimburse their business expenses.

This system ensures that the funds are spent to grow their enterprises. Over the last five years, we have distributed more than US$250,000 that has been used to launch several successful student businesses.

INTRODUCING IC
Like many rural schools, we find it challenging to get prospective and admitted students to come to campus and hear our story—especially students without the means to travel here. To help on this front, over spring break, alumni and our BAC/IAB members host a series of off-campus receptions for admitted students in Boston, Philadelphia, and New York City. This timing makes it possible for current IC students home on break to attend the events, as well as for IC faculty and staff to travel to the host cities. These receptions introduce prospective students and their families to what we have to offer, even if they are unable to visit our campus in person.

To attract students interested in investing, members of the IAB have funded our High School Investment Competition, where student teams

from high schools around the region use the StockTrak portfolio simulation to compete for US$10,000 in prize money. Winning teams and their teachers are invited to campus to attend an award ceremony, as well as seminars with alumni and current finance students. The competition offers prospective students a Wall Street experience without going to Wall Street.

Finally, to offer prospective and admitted students the best on-campus experience, we schedule our spring BAC meeting to coincide with Ithaca Today, our largest on-campus event for admitted students. Board members are encouraged to stay through the weekend and interact with students and their families.

COMMITTING THE FUNDS
Any concerted effort to expand a business school's reach requires funding. That's why the charters for the BAC and IAB require their members to financially support the School of Business and Investment Track, respectively. We don't specify a minimum level of support. It's more important to us that we have their 100 percent participation as donors.

We also receive financial support from IC's nonsalary operating fund, the School of Business dean's discretionary fund, the college's nonscholarship

"IC Annual Fund for Business," the "IC Annual Parents' Fund for Business," and other sources such as leadership gifts from alumni. Some donors restrict their donations to support specific initiatives such as the Professions Program, Investment Track, and student-managed portfolio—for instance, the Investment Track is supported by an alumnus who attributes his success as a hedge fund manager to opportunities he had as a student.

Even though our outreach and student development initiatives are significantly underwritten by donor gifts, we require students to pay a nominal fee so they have some "skin in the game." Students pay $150 to participate in three-day "Meet the Firms" trips to New York City, for which they receive transportation, lodging, and several meals.

We also require student groups that participate in our professional activities to take pictures at events and write thank-you letters to donors. We then post their photos and messages on our website's "Donor Thank You" page and include them in our annual donor newsletter. We find that when donors see that their gifts have enhanced the student experience, they are more strongly motivated than they are by seeing their funds support the school's operational needs.

KNOWING WHO WE ARE

While our location may present disadvantages, it also can be a great asset. Some students prefer the beauty, safety, and sense of community that comes with a rural, residential campus. That sense of community cultivates strong bonds among students and faculty and a loyal alumni base.

Through creative, intentional programming, rural schools can increase interactions among students and alumni, drive student recruitment, and raise program visibility. We also can send a powerful message that schools located off the beaten path might be perfectly situated after all. ◼

Sean Reid is dean, Rasoul Rezvanian is associate dean, Jason Muenzen is director of the investment program, and Dawn Kline is assistant dean at Ithaca College's School of Business in New York.

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The Case for Cases

CASE STUDIES MIGHT PRESENT CHALLENGES, BUT THEIR
BENEFITS ARE TOO POWERFUL TO IGNORE.

BY NITIN NOHRIA AND JAN W. RIVKIN

THE DOMINANT FORM of pedagogy in business schools has come under attack—and this criticism is both misguided and shortsighted.

We're talking about the case study method.

Both of us are well-informed observers of the method, but let us disclose upfront that we are not impartial. Our institution, Harvard Business School (HBS), pioneered the use of cases in business schools back in the 1920s. Our faculty write roughly 240 new field-based cases each year. Sales of these cases help fund our educational and research mission, and our faculty receive modest royalties on those sales.

We also know that case studies from HBS and other institutions play a leading role in business curricula. Business students around the world read 15 million to 20 million case studies each year. At the ten leading business schools, we estimate that the average MBA course features ten to 12 cases.

Why are cases used so widely? In short, they offer a compelling form of pedagogy. Much as patient rounds in teaching hospitals expose medical students to actual diseases, diagnoses, and cures, case discussions expose business students to real business dilemmas, choices, and decisions. Cases teach students to size up business problems and focus on vital issues, while keeping in mind the larger organizational, industry, and societal contexts. Furthermore, students recall concepts better when those concepts are set in a case, much as people remember new words better when they are used in a sentence.

When students prepare before class to debate a case, they cultivate their critical and analytical reasoning. When they discuss it with each other, they learn to listen to others' perspectives while sharing their own views. Cases allow students to practice what they will do throughout their careers: exercise judgment and make decisions in complex situations with incomplete information.

And, of course, case studies shape research among business professors, influencing the questions they ask and the hypotheses they test. Comparative case-based research has yielded some of the most influential ideas in business scholarship. Writing cases brings scholars closer to management practice, which increasingly has become a priority among business schools.

CASES AND CONFLICTS

But lately, the case study method has been the target of criticism. In a spring 2017 article, for example, *The Economist* complained that cases are compromised by the process that creates them. Some argue that, because subject organizations must approve cases before they are published, cases are little more than "puff pieces" for executives and advertisements for companies.

Moreover, case authors sometimes have economic relationships with case companies—faculty authors might serve

on the company board, consult with the company, teach at the company for pay, or ask executives to donate to the school. These possibilities, critics argue, could create conflicts of interest and tempt authors to tell a story favorable to the company and executives.

We agree that, without proper safeguards, cases could become flawed teaching vehicles. But many critics of the case method fail to recognize why cases must be written with company cooperation or what guardrails we can put into place to prevent conflicts from becoming an issue. Even more telling, these critics often fail to suggest alternatives that could offer the same benefits for students, scholarship, or society.

Business students and faculty are not studying fruit flies, geologic formations, or the laws of physics. They're studying complex human systems that can be understood only by having direct access to them. For that reason, the careful study of business requires intimate access to the internal workings of companies—access that case studies readily provide.

SAFEGUARDS FOR INTEGRITY

At HBS, field cases are written with company cooperation, starting with interviews of company executives and the gathering of internal data. Such access inherently requires the consent of the companies that open their doors to us.

Critics of the case method implicitly assume an alternative world where scholars have unfettered access to companies' information without companies having any influence on what information is disclosed. That's an attractive world that, unfortunately, doesn't exist. The fact that a company that allows us access to its information will have some influence on the case can be problematic. But we can limit that influence by putting four important safeguards in place:

Faculty integrity. At HBS, each faculty member who submits a case for publication must attest that the case meets the same high standards as other academic work. This step requires the author of every case to pause and reflect on the material's quality. The research integrity policies and procedures that govern all HBS faculty output also apply to cases, and if an allegation of research misconduct were to arise, the dean is empowered to take action.

Clear expectations. To ensure integrity, good case writers have extensive discussions upfront with sponsoring executives, very early in the case research process. In these discussions, our case writers highlight the importance of candor. Case writing is not worthwhile unless a company will approve a case that reveals real challenges and missteps, because cases that read like advertisements typically fail in the classroom.

If a sponsoring executive is not committed to candor, our case writers typically walk away. This happens frequently. In fact, HBS makes it easier for case writers to disengage by paying the expenses associated with writing a case whether or not it is released. We finance new cases from funds raised through sales of existing cases, endowment proceeds, alumni donations, and our educational programs. Although sponsoring companies have so-called "veto rights" before a case is released, these rights are very limited and, in practice, rarely used.

Full disclosure. Since 2012, HBS has required that case authors disclose any interests they have in the subject organization on the front page of the case. This might include an economic relationship with or a financial holding in the company in question. Disclosure also is required in the rare instance when a company funds the writing of a case to be taught to its employees. If that case is later made public, the company's funding support is disclosed on page one.

Competition. A brutally competitive market for this content is a final safeguard against cases becoming "puff pieces." Most courses have 10 percent to 20 percent annual turnover in cases; in fact, a surprising number of cases are taught just once, shelved because the discussion fails to live up to a faculty member's hopes. One-sided cases that lack intellectual integrity—that don't spark spirited discussion and compelling learning—have short lives. Faculty want to write cases that are used widely for years, so these market forces are strong incentives for them to write candid explorations of the companies they select.

WHAT ALTERNATIVES?

What if an institution decides to forgo using cases—are there realistic alternatives? It could use "library cases" written from public sources, without direct interaction with subject firms. Library cases can be useful, but they often don't reflect the truths and messiness of actual business situations. We believe that programs that rely on library cases alone would produce graduates who are less prepared for leadership and professors who are less informed about business realities.

We know that cases and the case writing process are not perfect. That's why at HBS we routinely seek, and find, ways to improve the integrity of cases. Right now, for example, we are investing in better ways to monitor compliance with our conflict-of-interest policies.

We also are exploring other alternatives to the case method—for instance, deeply engaging online experiences that take students into the field. These options are exciting and promising. But as we dive into them, learn their limits, and realize how expensive they are, we return to marvel at the power and efficiency of responsibly written business cases.

Nitin Nohria (top photo) is the dean of the faculty and Jan W. Rivkin (bottom photo) is the senior associate dean for research at Harvard Business School in Boston, Massachusetts.

Cause and Effect

IPADE BUSINESS SCHOOL MEASURES THE IMPACT OF ITS GRADUATES.

BY RAFAEL GÓMEZ-NAVA, MARC J. EPSTEIN, AND ANTONIO CASANUEVA

WHEN IPADE BUSINESS SCHOOL celebrated its 50th anniversary in 2017, one way we marked the milestone was to assess the impact our graduates had had on business communities in Mexico—as individuals, managers, family members, and members of their communities. We launched an impact study, conducted by an independent research team and supported by our faculty, to see what progress we had made toward fulfilling our mission "to develop leaders with global vision, social responsibility, and Christian values, who are able to transform organizations and society."

The study, led by Marc Epstein—an independent researcher and co-author of this article—was inspired by a message in Epstein's 2014 book, *Measuring and Improving Social Impacts.* The book, which he co-authored with Kristi Yuthas, emphasizes that, to evaluate their impact, organizations first must reflect on the goals they want to achieve. Only then can they analyze how they are impacting society and how they can increase positive social impact and reduce negative impact.

To do this, organizations build logic models—a concept first developed by the W.K. Kellogg Foundation in 1998—that determine which of their activities have contributed to what kind of impact. Logic models have five elements: an organization's *inputs*, or resources; its *activities* to achieve impact; its *outputs,* or results of those activities; its *outcomes* for target populations; and, finally, its *impacts,* or the causal relationships that have led to desired goals.

At IPADE, we began our impact study by building our own logic model. Our *inputs*, for example, are our mission, culture, values, resources, facilities, faculty, chaplain, and participants. Our *activities* include our teamwork-driven curriculum, case studies, tutors, international experiences, and relationships among our participants, faculty, and staff. Our *outputs* are our curriculum's emphasis on leadership, management, and technical skills, as well as the development of Christian values, global mindsets, and a sense of social responsibility. Our *outcomes* refer to our goal of producing managers who improve organizations and business communities. Our *impact* refers to our goal of building a better society.

After creating the logic model, the team examined the cause-and-effect relationships among these five elements, so the school could better understand—and manage—the ways these relationships might yield tangible benefits for stakeholders (see graphic on facing page).

During the summer and fall of 2016, the research team collected data from three main sources. First, they studied archival data from IPADE internal reports and external media coverage in publications such as the *Financial Times* and *Forbes*.

Second, the team talked to 140 alumni from IPADE's main campuses in Mexico City, Monterrey, and Guadalajara, who represented classes in every decade from the 1970s through the 2010s. Finally, they conducted confidential interviews with 34 business leaders—including senior executives, human resource managers, and recruiters from small companies to large corporations—about behaviors they had observed in IPADE graduates. All interviews were confidential.

The interviews revealed, for instance, that our most important inputs were our faculty, mission, culture, and values. The activities that produced the strongest results were the case study method and teamwork exercises. These led to the development of skills, a sense of social responsibility, and Christian values.

IPADE graduates told the interviewers they felt that their programs had helped them become not just better managers, but better human beings; they had learned to respect other people's opinions and become better listeners.

Most executives were complimentary. One noted that IPADE graduates "were humane and good leaders who ... understand human processes." Another said that they "are always aware of the needs of the people to make sure that they can perform better at their jobs." However, some were more critical. One respondent called our graduates arrogant; others felt IPADE students were not as technically skilled as graduates from other programs.

But even negative comments sometimes highlighted what we consider our

IPADE'S LOGIC MODEL

IMPACT → **BETTER SOCIETY**

OUTCOMES
- Better organizations
- Better business community
- Better managers
- Better human beings

OUTPUTS
- Skills developed
- Global vision enhanced
- Social responsibility developed
- Christian values enhanced
- International experience
- Attention to detail

ACTIVITIES
- Case method
- Interaction between participants and staff
- Mandatory teamwork
- Living the "IPADE" experience
- Faculty and staff as an example
- Integral development activities
- Tutor/Mentor

INPUTS
- Participants' profiles
- Facilities
- Faculty
- Staff
- Culture and values
- Chapel and chaplain

IPADE'S MISSION

IPADE graduates how those graduates make a social impact in their personal lives. For a professional perspective, we will ask peers, subordinates, bosses, competitors, customers, suppliers, and other business leaders to compare the social impact of IPADE graduates to non-IPADE graduates. We also will ask senior corporate leaders, HR leaders, and recruiters to evaluate our graduates' technical skills and personal qualities.

In addition, we will survey participants before they begin their programs and several times after they graduate—possibly three years, ten years, and 20 years later. We also plan web-based surveys that we hope will allow us to collect significantly more responses.

We believe that our first impact study shows causal paths that link our culture with our teaching methods and values to produce better managers, better human beings, and better communities. We feel that it is critical for all business schools to articulate their purpose, measure their scope, and understand all their impacts—whether positive or negative, intentional or unintentional—as they set out to train future leaders. Only then can they determine if they are achieving the desired social impacts, if they are making a difference, and if they can make even greater contributions to society.

Rafael Gómez-Nava is dean and professor of operations management at IPADE Business School in Mexico City, Mexico. Marc J. Epstein is an author and advisor based in Houston, Texas; he has previously been a professor at Rice University, Stanford University, and other schools. Antonio Casanueva is a professor of managerial control and information and the associate dean of IPADE Business School at the campus in Guadalajara.

▶ **Read the impact study online at 50aniversario.ipade.mx/wp-content/uploads/2017/10/Social-impact-ENG.pdf.**

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program's strengths. As one interviewee put it, "What distinguishes an IPADE graduate is the human quality. … They don't come back with new skills, but they show enhanced assertiveness, vision, clarity, and ability to relate to others."

Once the study was completed, we reported the results first to our faculty, and then to our board members. We shared the results with all of our alumni at our 50th anniversary celebration. We now are using the results to improve our programs, particularly by addressing areas of concern.

For instance, our tutor and mentor programs received surprisingly low marks, so we are strengthening these activities—we have appointed a senior

faculty member and an IPADE board member to evaluate the mentor program. In addition, academic directors of different programs are working from other negative or mixed comments to make changes in the curricula.

Our dean also is using the study to lead a project to develop the future of IPADE. The project will focus on seven strategic areas, which we call IPADE's 7 I's: identity, impact, institutionalization, investigation (research), innovation, internationalization, and inclusion.

Finally, we are developing a new research project, which is still in its early stages. To gain a personal perspective, we will ask friends, spouses, parents, church members, and community associates of

A PLAN FOR GROWTH & PROSPERITY

BY JAVIER MAYMÍ-PÉREZ

WHEN PROFESSORS in the Faculty of Business Administration at Universidad Externado de Colombia in Bogotá wanted to find ways to make social responsibility a larger part of the core curriculum, they looked first to an existing program. Plan Padrinos, a program started in 1998, had enlisted faculty and students at both the undergraduate and graduate levels to help local entrepreneurs develop their business plans. By 2011, Plan Padrinos had impacted 990 local small and medium-sized businesses, of which 87 percent showed improvements in overall quality. Another 24 percent reported dramatic increases in revenue, according to university data.

Plan Padrinos targeted one of the most important segments of the Colombian economy—small and medium-sized enterprises, explains Gustavo Yepes, the school's director of management and social responsibility. He points out that the approximately 90,000 SMEs in Colombia generate 80 percent of the country's jobs, and yet they account for only 40 percent of its gross domestic product, according to data from the U.S. International Trade Administration.

Plan Padrinos' success earned Universidad Externado an invitation to present its results at Harvard University, which gave the Colombian faculty an opportunity to showcase the program in front of an international audience. At the time, the program was set up to enroll only the school's own students, so it could not accept outside students who expressed an interest. But after the presentation, says Yepes, "we were asking ourselves, 'Why not?' We came back and proposed the idea and designed the program to include international students."

The revised program, Plan Padrinos International, accepted its first cohort in the summer of 2012, bringing 20 international students to Universidad Externado's campus. In its current iteration, students work alongside entrepreneurs to examine the strengths, weaknesses, opportunities, and threats for the entrepreneurs' businesses. The program also incorporates training workshops attended by both the entrepreneurs and their student consultants.

The typical project team includes one local student, two international students, one business owner, and one professor who acts as a consultant. This framework is flexible so that teams can be expanded for larger projects.

Each five-week run of the program begins with two weeks of virtual training, in which team members become better acquainted and engage in brainstorming sessions for their projects. That initial phase is followed by a two-week diagnostic segment in which local students and the professor visit companies to collect data. In the last week, international students arrive in Bogotá to join their cohort and work on the proposal. During this time, students visit their assigned businesses daily to see those operations firsthand. They present their final proposals to businessowners and faculty at the end of week five.

In 2014, the school expanded the program with the launch of the "Base of Pyramid Markets: The Challenge," in which students and faculty work with SMEs operating in low-income communities. In 2017, the school added a program related to corporate social responsibility, which helps SMEs improve their relationships with their stakeholders. With these expansions, the program directors opened a second annual student cohort in conjunction with universities in India, France, and Germany.

Most recently, the school rebranded all of these efforts into a larger program

called Emerging Market Initiatives. As part of EMI, Plan Padrinos International has been rechristened "Transforming Small Business." It focuses on teaching businessowners about social innovation and sustainable business models.

In general, the programs work primarily with small businessowners in Bogotá, who own businesses across a range of sectors, to help them increase efficiency and grow their enterprises. For example, one group of students helped a hair salon owner streamline her marketing efforts and improve the management of her internal finances; with their help, she has been able to increase her revenue and is thinking of opening another salon. Another group worked with a machine parts maker to implement a better system of inventory control and market the

business outside of Bogotá. Other teams have helped SMEs better comply with government regulations so that they can be eligible for small business development grants and low-interest loans.

International students primarily hear about the program via social media, as well as on the school's webpage. In addition, José Mosquera, an EMI program coordinator, visits as many universities as possible to set up an information table to reach more international students and faculty. The school typically receives almost twice as many applications as it has spaces for students.

So far, the revamped program has helped more than 70 local businesses. A total of 160 students from 30 different countries and 44 different universities have participated in EMI.

"One fascinating aspect of this program, when it comes to international students, is that they bring insights from their respective countries, but at the same time, these students take what they're learning here to their countries," says Mosquera. "It's a model that I think brings us closer not only as a society, but also as a global community."

Javier Maymí-Pérez is the manager of membership, Latin America and the Caribbean, for AACSB International in Tampa, Florida.

▶ **For more information on the EMI program at Universidad Externado, visit www.uexternado.edu.co/en/ school-of-management/emi.**

The KU Spencer Museum of Art's "Wall Drawing 519" by Sol LeWitt was reinstalled on the first floor of Capitol Federal Hall, home to the University of Kansas School of Business.
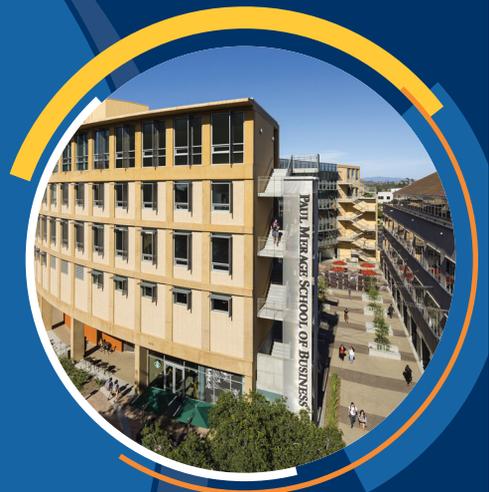
Artistic Expressions

BY LAUREN CUNNINGHAM

MOST BUSINESS SCHOOLS aren't known for their art collections, but the University of Kansas School of Business in Lawrence has made art a central part of its culture. Thanks to a gift from donors, our school has purchased more than 120 works of art to display in public spaces throughout the school's 166,500-square-foot home, Capitol Federal Hall.

The art accentuates the building's design and "adds elements of creativity and energy to the school's environment," says our dean, L. Paige Fields.

The idea for the art collection originated with the former dean of the School of Business, Neeli Bendapudi, who in April became the president of the University of Louisville. During Capitol Federal Hall's construction, a group of KU business alumni contributed to a fund in Bendapudi's name to recognize her impact on the school. She requested that the fund be used to purchase and showcase significant works of art as a way to express the necessity for creative minds in business.

In 2015, the school formed an art selection committee to carry out her request. Its members included two alumni from the advisory board of the School of Business, its development director, its staff liaison, the dean emeritus of the KU School of Architecture and Design, the director of KU's Spencer Museum of Art, and a Lawrence-based artist. As its first task, the committee established the art collection's mission: to enrich the environment and lives of KU students beyond the classroom by creating a window to the world beyond business.

In the year leading up to the building's opening in May 2016, the committee sought out art created by artists from Kansas or with connections to the state or KU—many works were created by alumni, faculty, or faculty emeriti of KU. The committee's intent was to align the art collection with the university's mission of providing service to the state.

The school works with both Dolphin Frames and Haw Contemporary art gallery in Kansas City, whose staff helps us ensure the works are installed and displayed correctly. As of June 2018, the collection included works by nearly 50 artists.

One of the most prominent pieces is "Wall Drawing 519," an 80-foot-by-11-foot work by conceptual artist Sol LeWitt on loan from the Spencer Museum of Art. The work faces Capitol Federal Hall's central atrium on the first floor and can be seen from Naismith Drive, the street running along the west side of the building. The installation previously was on view at the Spencer Museum from November 2014 to April 2015.

LeWitt provided instructions for installing the large-scale piece, which features a red square on a yellow background, a blue circle on a red background, and a yellow triangle on a blue background. Led by a representative of the LeWitt Estate, a team took more than two weeks to install the vibrant work in our building.

ACADEMIC INTEGRATION

Some School of Business faculty have incorporated the art collection into their classrooms, including John Hedeman, director of the school's Business Leadership Program. Hedeman asks his students to select works of art from the collection that they believe represent their leadership styles and then asks them to explain how and why.

In addition, students from various disciplines—even those who aren't taking business courses—frequently visit Capitol Federal Hall to view the artwork. During the spring 2017 and spring 2018 semesters, two graduate-level Museum Studies courses developed projects focused on the School of Business art collection. As part of these projects, Museum Studies students worked with our art committee to refine its collections management policy, make suggestions about the placement and potential rotation of works, conduct condition reports, develop procedures for documenting educational uses of the collection, and

draft forms to help with the organization and management of the collection, among other tasks.

The school's art committee also recently met with the chair of KU's Kress Foundation Department of Art History to discuss collaborative projects, including creating educational materials about the artworks and artists in the collection.

"It is exciting to consider the possibilities that our art collection holds in regard to generating collaborative opportunities with other departments across campus," Fields says. "Interdisciplinary projects between business and creative fields can promote the sharing of insights about innovation, entrepreneurship, and problem solving—all skills that we emphasize in the School of Business."

CREATIVE CULTURE

We invite the public to our school to view the art collection—anyone can come to view the art during the hours that the building is open. Meanwhile, our art committee meets every three or four months to discuss new acquisitions. Occasionally artists reach out to members directly, but most often, artists and their work are proposed by committee members.

We are proud that our art collection has come to play such an important role in our activities. It helps us accomplish three main objectives: It enhances the school's culture and curriculum by provoking creative thought; it portrays the school's values and mission through careful curation of materials; and it celebrates both the local heartland and the global aspirations of the KU School of Business.

Lauren Cunningham is communications director for the University of Kansas School of Business in Lawrence.

▶ **To learn more about schools integrating art into their curricula, read "Putting Art at the Heart of Business Education" from** *BizEd's* **May/June issue at bized.aacsb. edu/articles/2018/05/putting-art-at-the-heart-of-business-education.**

Betting on Sustainability

In 2012, Bard College in Annandale-on-Hudson, New York, made a big change to its MBA. Because more businesses were investing in sustainable processes, Bard faculty believed that by focusing the school's MBA on sustainability, they could give graduates an edge in the job market.

"Numerous studies have shown that companies that have strong platforms of corporate social responsibility, ESG [environmental, social, and governance], and sustainability outperform companies that do not," says Eban Goodstein, director of the Bard MBA in Sustainability and the Bard Center for Environmental Policy.

The MBA in Sustainability is a hybrid program, but the majority of its content is delivered via online instruction. Students participate in monthly weekend residencies, which combine intensive face-to-face interaction, community building, and career networking. Each cohort typically attracts about 20 students.

Two features of the MBA curriculum include the school's yearlong experiential NYCLab and a capstone project. In the NYCLab, students spend the entire first year working on a team-based consultancy project to address sustainability issues at client companies. Clients have included large corporations such as Unilever and Siemens, smaller companies such as Clif Bar, nonprofits such as the National Wildlife Federation, and government agencies in New York State.

During their consultancy projects, students take concurrent courses in topics such as sustainable management, personal leadership development, economics for decision making, accounting, operations, finance, and data analytics.

In their second year, students complete eight courses, including those in marketing, entrepreneurship, change leadership, and globalization. At the same time, they take on capstone projects, in which they have a choice: They can develop business plans or start actual businesses, they can complete research projects, or they can work as "intrapreneurs" at their current organizations.

For instance, Chelsea Mozen was part of the inaugural MBA in Sustainability class in the fall of 2012. For her capstone project, she worked with Etsy, an online marketplace where artisans can sell their goods, to develop Etsy Solar, a program that offers expert advice, a rebate, and other incentives to help Etsy's nearly 2 million artisan producers bring solar energy to their homes or studios. Today, Mozen is Etsy's senior manager of sustainability and energy.

For her first-year NYCLab experience, Mariana Souza joined the Environmental Defense Fund Climate Corps, which placed her with Baxter International, a healthcare company based in Chicago. For her second-year capstone, Souza formed a sustainability consulting firm with two other students. Their clients included utility company Con Edison, consultancy firm SustainAbility, and vitamin company Pharmavite. Souza is now a senior associate at KPMG, where she works as a consultant for the power and utility sector.

The first sustainability practitioners were essentially self-taught, says Laura Gitman, who is vice president at the sustainable business strategies nonprofit BSR and who runs the NYCLab. Now that sustainability has taken hold within organizations, individuals must formalize their knowledge around environmentally conscious business practices. "I often joke that I wouldn't hire someone with the same background I had when I got my MBA," says Gitman, referring to her early lack of formal training in sustainable business practices. "Now organizations recognize the value of interdisciplinary skills and experiences."

THE MANY BENEFITS OF CONSULTING PROJECTS

BY ED ASHLEY

THE COLLEGE OF BUSINESS Administration (CoBA) at California State University San Marcos (CSUSM) has been running an undergraduate consulting project called Senior Experience for the past 25 years. Students spend two weeks in class learning how to conduct research and interact with clients; ten weeks in the field working on their projects in five- and six-person teams; and one week creating presentations, which they deliver to an audience that includes their sponsors.

Approximately 500 students go through the Senior Experience program each year, delivering about 100 projects to for-profits and nonprofits that range in size from one-person startups to Fortune 100 companies. We believe the program offers enormous value—to the community, the school, and the students.

SERVING THE COMMUNITY

The Senior Experience offers three benefits to the local business region:

Shared knowledge. During finals week, students present the results of their research in a trade show format to business leaders from the region; each team staffs a booth devoted to its project. Ninety minutes before the trade show opens, the school hosts a business networking reception where we provide food, drinks, and a nonacademic speaker with business insights.

These events always create a great deal of exposure for the sponsors, the students, and the school. They also generate inquiries from new companies interested in the Senior Experience program. Last semester, about 300 people attended the trade show and reception, representing more than 200 for-profit and nonprofit organizations.

New information. The Senior Experience has created broad new knowledge for the entire community through partnerships. For example, for the past three years, Senior Experience teams have conducted surveys for the *San Diego Business Journal,* in which they asked regional business owners how confident they felt about revenue, profits, hiring, and related jobs for the upcoming quarter. Additional surveys explored industry-specific economic indicators.

This year, the journal used the three years of data to publish two articles—one about general business confidence and one about San Diego's craft beer industry. From now on, the paper will publish these economic indicators twice a year, as well as additional articles when we gather more data.

Community outreach. We charge each sponsor a nominal flat fee to cover our costs. About half of our sponsors return, and alumni often seek to sponsor projects of their own. Recently, when some longtime sponsors ran out of new challenges for our teams, they offered to help us create a fund to allow local nonprofits to submit their own challenges at no cost. Another benefactor now has endowed the program in such a way that we can offer a certain number of projects each semester to nonprofits.

GROWING THE PROGRAM

It is my full-time job to work with potential sponsors to promote the Senior Experience and discuss what projects would be suitable for students to undertake. I visit nearby chambers of commerce to find new sponsors, and the school buys advertising in the local business journal. We also send out "call for projects" emails twice a year. In addition, when

companies ask our university internship office for students to do work that seems suited for a Senior Experience project, the office refers those requests to me.

Until recently, we accepted only projects that could be undertaken by students from the College of Business Administration, but two years ago, we began offering projects in conjunction with other colleges on campus. So far, we have completed about three dozen collaborative projects with the colleges of arts, communications, human development, and computer science. Typically, these teams include three business students—each from different business disciplines—and two from the other school. Nonbusiness students complete the experience as an independent study project through their own colleges.

TEACHING THE STUDENTS

We believe that all participating students gain a great deal from the Senior Experience. For instance, when I survey students at the end of each semester, they commonly tell me that they've learned how to deal with personalities, meet schedules, interact with team members, and manage a workload for an extended period of time.

But I know that the Senior Experience prepares them in ways they might not recognize until they've been out in the workplace for a few years. They master soft skills, learn how to identify and solve problems, think critically, work diplomatically with clients, and navigate diverse teams. They also hone their leadership skills as they handle a range of tasks—from writing team contracts that

spell out expectations to firing teammates who are underperforming.

When I reflect on all the benefits that students, the school, and the wider community gain from CSUSM's Senior Experience, I only have one question: Shouldn't every college of business create a similar program?

Ed Ashley is director of business community relations and adjunct professor in management at the College of Business Administration at the California State University in San Marcos.

▶ **For a discussion of factors that make the team experience most beneficial for students, see "The Tale of the Team" at bized.aacsb.edu/articles/2018/09/the-many-benefits-of-consulting-projects.**

Faculty Field Trip

WHAT CAN BUSINESS professors learn from Silicon Valley? A great deal, says Brett Smith, professor of entrepreneurship and founding director of the Center for Social Entrepreneurship at Miami University's Farmer School of Business in Oxford, Ohio. "There is no better place than San Francisco to get an up-front view of the leading edge of business, technology, and models of the 21st-century economy," says Smith.

In January, 15 Farmer School faculty members took a field trip to San Francisco, California, to visit several high-tech companies in the Bay Area. Their objective: to gain an awareness of how technology will impact society, consider how they might bring technology into the classroom, uncover new research opportunities, and build relationships with executives.

The dean asked chairs to provide two people from each department to make the trip. The dean's office also provided funding, as the outing was considered an investment in professional development. Smith was one of the trip's four primary planners, along with Glenn Platt, a professor of network technology and management and director of interactive media studies; Marie Ramagli, the school's West Coast development and alumni representative; and Kirk Bogard, the assistant dean for external relations.

Smith and the rest of the team worked to set up site visits with companies involved in bleeding-edge technology such as blockchain, artificial intelligence, robotics, cryptocurrency, and eSports (such as massive multiplayer online video games). By learning more about such topics, Farmer faculty would be able to "inject frontier thinking into our curriculum," Smith explains. Among the companies the professors visited were Google; incubators Runway and TechCrunch; Bay Area venture capital firms; and SoftBank Robotics, which designed the humanoid robot Pepper.

The team set up company visits by contacting alumni who were executives at Bay Area tech firms, business leaders who were connected to the school through its Digital Innovation student internship program, and other companies that were "one or two degrees away" from the Farmer School's network of contacts. These companies provided participating faculty with a host of valuable insights. For instance, says Smith, while discussing cryptocurrency with venture capitalists, a finance professor had a sudden "aha!" moment when the complexity of the markets suddenly became clear.

"Often, the most valuable part of the visit was the unexpected—the deeper conversations or real-life examples," Smith says. "The show-and-tell is always exciting. Who doesn't want to engage with a robot? But the most interesting part is talking about strategy, data, customer acquisition, and funding."

Eric Stenstrom, an assistant professor of marketing at the Farmer School, says that one of his "most eye-opening visits was the one at Googleplex, Google's corporate headquarters in Mountain View. Executives spoke about their use of machine learning to automate and optimize how their clients purchase Google Advertising. It was fascinating to learn about the most commonly used machine learning-based advertising strategies and why the company recommends certain bidding and budgeting strategies over others."

Faculty now are incorporating what they learned in San Francisco into their Ohio classrooms. "For example, one faculty member revamped his course for this semester to make blockchain technology a central focus," says Smith. In addition, a startup named Brandless reached out to the school immediately after the visit to discuss collaborating on case studies and in-class projects.

The school plans to arrange two outings a year until a significant portion of faculty have had a chance to participate; at that point, the trips probably will be scaled back to annual events. "The trips undoubtedly will be different every time as we change the topic list and the locations," says Smith. "That's the thing about technology and business in the Bay Area. It's like stepping into a stream that is never the same stream twice."

Smith has advice for other schools that want to plan similar excursions. "Identify the primary goals of the trip," he recommends. "Encourage self-selection and broad multidisciplinary faculty representation. Frame the idea as remaining at the leading edge of business in the 21st century." ◨

Faculty at the Farmer School of Business meet a humanoid robot.

10
research centers and institutes

6
research labs

160
articles published in peer-reviewed journals from 2012 to 2016

37
faculty editors of

46
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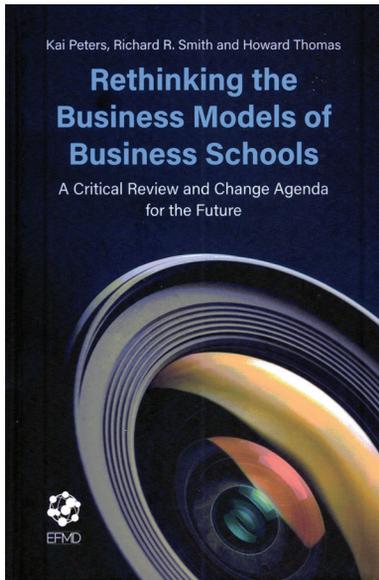
RETHINKING THE BUSINESS MODELS OF BUSINESS SCHOOLS

Business educators closely observe disruptions in other industries, but what have they done to address disruptions shaping their own? "While the world of business has been changing dramatically, the world *inside* business school continues in the same manner and tradition as it has for decades," write Kai Peters of the Coventry University Group and Richard R. Smith and Howard Thomas, both of Singapore Management University. They argue that, in a so-called "VUCA world" where volatility, uncertainty, complexity, and ambiguity rule the day, business schools that hold too tightly to their traditions of research, classroom-based teaching, and brick-and-mortar campuses could be in trouble. As the authors explore new business models for schools of all types—public and private, mid-tier and elite—they ask provocative questions for readers to consider: Do great instructors need PhDs? Could virtual learning environments replace physical classrooms? To be sustainable, the authors conclude, business schools must "create a new future for themselves"—no matter how difficult it might be to let go of the past. (Emerald Publishing Limited, US$54)

REVERSE INNOVATION IN HEALTH CARE

What can save the U.S. healthcare system, which in 2016 accounted for 17.9 percent of the GDP? Vijay Govindarajan of Dartmouth and Ravi Ramamurti of Northeastern University think the answer lies in India, where innovative medical facilities provide high-quality but ultra-affordable healthcare. How? For one thing, these facilities are guided by the overarching goal of healthcare for all; they "target the rich to drive up quality and margins, and target the poor to drive up volume and motivate cost reductions," the authors say. These facilities also distribute assets through a hub-and-spoke design, enthusiastically use technology, implement continuous process improvements, and promote cost-consciousness. Govindarajan and Ramamurti believe these approaches could—and soon will—work in other parts of the world. They write, "Innovations created for large, low-resource, emerging markets have a powerful potential to transform and even disrupt business models in the United States and other first-world countries." The authors take an in-depth look at seven Indian and four American organizations that exemplify the healthcare of the future. (Harvard Business Review Press, US$35)

THE INFINITE DESIRE FOR GROWTH

Daniel Cohen is fascinated by "the extreme malleability of human desire, which is prepared to consume boundless riches to find its place in the world." Cohen, of the Paris School of Economics and École Normale Supérieure, traces the insatiable drive for *more* through the entire course of human existence. He starts with the evolution of homo sapiens, touches on the invention of agriculture, and examines the different paths taken by Europe and Asia as they expanded, industrialized, and developed complex economies. Meanwhile, he brings in concepts from science, religion, and philosophy to explore how attitudes changed toward wealth, well-being, and acquisition. "Is economic growth intrinsic to humankind?" he asks in chapter one. As he takes readers on an utterly absorbing journey from the wheel to the iPhone, he answers the question with a resounding yes. (Princeton University Press, US$24.95)
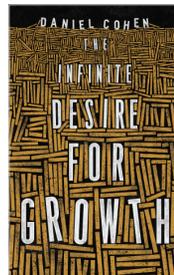
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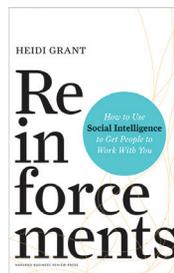
People find it difficult to ask for help, but in team-driven workplaces, we can rarely complete tasks on our own. "If you are a leader, you need to figure out how to elicit and coordinate helpful, supportive behavior from the people you are leading," writes Heidi Grant, a social scientist at The NeuroLeadership Institute and an exec ed teacher at Columbia University. "Arguably, that's what management *is*." For instance, she explains that most people simply won't notice when someone needs help, so they won't volunteer their aid; but if that person makes a direct

appeal, even strangers are likely to say yes. People are also less likely to help if they think plenty of others might step up to the task, so a group email asking for assistance is less likely to get a response than one-on-one calls or messages. "Human beings are, much more often than it seems, wired to want to help one another," she says. The key for managers is understanding the "small, subtle cues" that trigger helpful responses. (Harvard Business Review Press, US$28)

MONEY WELL SPENT
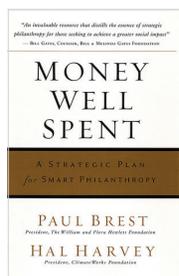
"Hundreds of millions of philanthropic dollars are squandered through donations to organizations that have no impact whatsoever." That's the blunt assessment of Stanford's Paul Brest and environmental policy leader Hal Harvey, who recommend that donors apply key businesses principles to the concept of philanthropy before giving money. They identify the essential steps of developing an investment strategy: clarify the problem, understand the needs of the beneficiaries, understand the root causes of the problem, articulate the intended outcome, design a plan, and seek feedback. Often, they note, these steps are not as straightforward as they seem. For instance, if donors want to address AIDS/HIV in sub-Saharan Africa, whom will they target—those who are already infected and need curative drugs, or those who are at risk from contracting the disease and would benefit from preventive measures? "You can't define the problem without describing the intended beneficiaries of your potential solution," write Brest and Harvey. Their smart approach helps donors make maximum impact. (Stanford Business Books, US$29.95)

FUTURE FIRST
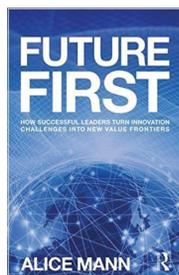
Today, all the talk of business is about innovation—but to be truly innovative, companies can't just streamline processes and invent new products, says consultant Alice Mann, who is also a lecturer at Columbia. They need to tackle three of the wicked problems that will profoundly impact the global economy: climate change, which will push companies to invent clean energy solutions; resource scarcity, which will force them to develop new manufacturing methods; and changing demographics, which will require employers to redefine how people work. The "future first" businesses that will succeed in this chaotic environment are committed to one or more of five practices, says Mann: They embrace sustainability as an innovation challenge; focus on the future, not the present; create solutions that synthesize opposing ideas; rely on transparency and values in their decision making; and seek solutions that can have impact outside their own walls. "Seemingly intractable problems are the ultimate test of innovation," she writes. "They force businesses to think creatively about huge challenges." (Routledge, US$22)

THE PAN-INDUSTRIAL REVOLUTION
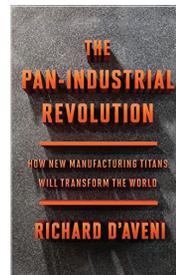
When Richard D'Aveni looks ahead, he sees way past the 4th Industrial Revolution. Instead, the Dartmouth professor expects the future to be shaped by "pan-industrial" behemoths that "link and adroitly control hundreds of thousands of business processes, creating unprecedented efficiencies and opening up opportunities to create businesses with levels of flexibility, diversification, and size unheard of in the past." These businesses will be built around or enabled by additive manufacturing (AM), of which 3D printing is just the most well-known example. AM is already being used to create everything from clothing to houses to fighter jets—in less time, at lower costs, and with fewer environmental impacts than traditional methods. Add in the fact that AM products can be easily customized, produced on-site, and quickly updated, and you have a formula for wholly overhauling today's supply chain. AM can solve global problems like homelessness, he notes, by allowing cheap prefab housing; it also might lead to darker consequences like rampant unemployment. One thing D'Aveni is sure of: The future of AM is almost here. (Houghton Mifflin Harcourt, US$28)

WHAT'S YOUR DIGITAL BUSINESS MODEL?
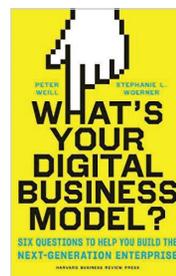
Are you prepared for the massive ways digital technologies will disrupt your industry? The companies that flourish most in the future will be those that wholly embrace the digital revolution in one of two business models, predict Peter Weill and Stephanie Woerner of MIT. They will become either *omnichannel* organizations, such as banks and energy companies, with integrated value chains that "create multiproduct, multichannel customer experiences to address life events"; or *ecosystem drivers*, such as Amazon, that run a coordinated network of services that deliver value to everyone from suppliers to customers. In either of these models—where both risk and reward can be phenomenal—businesses must have a deep understanding of what their customers want, how they buy and use products, and what problems they're hoping to solve. "We see the trend moving toward individual and business customers preferring only one, or maybe two, powerful ecosystem drivers in each domain," write Weill and Woerner. The secret for businesses is to become one of those preferred providers now. (Harvard Business Review Press, US$32)

The MIT Media Lab

Toward More Ethical AI

STANDARDS WILL HELP INTEGRATE TECH INTO SOCIETY

THE MIT MEDIA LAB at the Massachusetts Institute of Technology in Cambridge is working with IEEE, a New Jersey-based global professional organization dedicated to advancing technology for humanity, and the IEEE Standards Association to form the global Council on Extended Intelligence (CXI). CXI's mission is to promote the responsible design and deployment of autonomous and intelligent technologies.

CXI's first projects include the creation of resources on participatory design—the process by which all stakeholders affected by new technologies have input into their design and use. CXI will develop a template to help policymakers create rules and regulations involving areas such as AI and digital identities, and a Wellbeing Indicator to measure the impact of technologies on social and economic prosperity.

The CXI website sets out three goals: to develop policies and systems that allow AI to be integrated into society with minimal negative consequences; to support global regulations and initiatives that provide individuals with greater control over how their personal data is stored and shared; and to explore ways to use technology to improve the well-being of both the planet and its people.

"If we're going to integrate powerful algorithms and machines into our societies, we have to think about how systems adapt, evolve, and proceed with respect for and input from the people who may be affected by them," says Joi Ito, MIT Media Lab's director. "IEEE is taking a leadership position in advancing ethically aligned autonomous and intelligent systems and providing an open and inclusive process."

▶ **To learn more, visit globalcxi.org.**

Blockchain for Higher Ed

As blockchain is poised to transform the finance industry, business schools are hurrying to add courses and research centers that prepare future executives to work with the technology. Ripple, a blockchain-based global payments company, is contributing to that effort with the University Blockchain Research Initiative (UBRI). Ripple is committing more than US$50 million to partnerships with 17 universities to support academic research, technical development, and innovation in blockchain and cryptocurrency. Each school will determine its own research topics, curricular topics, and priority areas of funding.

For instance, the Wharton School at the University of Pennsylvania will use UBRI funds to support MBA-MS candidates in a new dual degree program with the School of Engineering and Applied Science. The Delft University of Technology and the University of Luxembourg are building new blockchain research programs inside their departments of computer science and engineering.

The 14 other schools that are part of UBRI are the Australian National University College of Law; the Computer Science & Artificial Intelligence Lab at the Massachusetts Institute of Technology; Fundação Getulio Vargas; the Haas School of Business at the University of California, Berkeley; the Indian Institute of Technology in Bombay; the International Institute of Information Technology, Hyderabad; Korea University; the McCombs School of Business at the University of Texas in Austin; Princeton University; the University of North Carolina at Chapel Hill; University College London; the University of Nicosia; the University of Oregon; and the University of Waterloo.

▶ **For more information, visit ripple.com/insights.**

SNHU Issues Blockcerts to Graduates

Southern New Hampshire University has adopted an open-source blockchain-based credentialing system, through which it will issue both paper diplomas and blockchain certificates, or Blockcerts, to grads from its competency-based College for America.

This past spring, students could receive Blockcerts immediately upon graduation, compared to the ten business days it would take to receive paper diplomas. Graduates who downloaded the open-source Blockcerts app and accepted SNHU's invitation to receive blockchain credentials could immediately share their digital diplomas with employers and on social media. The app can include credentials issued as Blockcerts from any school, government, or organization.

MIT Media Lab developed Blockcerts in collaboration with Learning Machine, a software company specializing in blockchain-based digital identity and credentials. The digital documents are anchored to a blockchain platform, where they are unalterable and can be instantly verified from anywhere in the world.

▶ **To read more, visit www.blockcerts.org/about.**

HIGHLIGHTING WOMEN THOUGHT LEADERS

WHAT'S THE BEST WAY to recognize the contributions women academics have made to the world of business? This summer, INSEAD Business School, headquartered in Fontainebleau, France, recognized its own faculty and doctoral alumni through its "50 Years, 50 Women, 50 Ideas" initiative. The initiative was launched in honor of the school's yearlong celebration of iW50, a campaign that marks the 50th anniversary of the year that the first women graduated from the school's MBA program.

The 50 who were showcased demonstrate a broad diversity in their research topics, points out Laurence Capron, dean of faculty and professor of strategy at INSEAD. For instance, Zoe Kinias, an associate professor of organizational behavior, has noted that self-affirmation, achieved by reflecting on personal values, can eliminate gender gaps in business students' performance. Xiaowei Rose Luo, an associate professor of entrepreneurship, has posited that widely held cultural views shape securities analysts' assessment of family firms. And Hilke Plassmann, chaired professor of decision neuroscience, has concluded that marketing changes the way products and services are perceived in the brain.

The summit featured lectures and panel discussions, sessions that delved into issues of gender parity, and workshops on mentorship and coaching.

▶ **For more information, visit www.insead. edu/events/iw50-summit.**

Addressing the Infrastructure

YORK UNIVERSITY'S SCHULICH SCHOOL of Business in Toronto, Ontario, Canada, has developed a program to teach the latest advances in infrastructure financing to G7 fellows from emerging economies. The program was created to address the infrastructure gap that G7 leaders discussed last June in Quebec, such as climate change, the health of the world's oceans, and the production of energy sources.

The program will bring senior public sector infrastructure managers in emerging markets to Schulich for a three-month intensive business program, followed by an internship in the infrastructure group of a participating global investor. Fellows also will receive training on infrastructure project development. The first cohort of 12 fellows will start their studies next year, and the number is expected to grow to more than 30 in future years.

The infrastructure education program is part of a major G7 Investor Global Initiatives project announced by Ontario Teachers' Pension Plan; Caisse de dépôt et placement du Québec, an institutional investor; other international investors; and the Government of Canada. The initiatives will focus on three themes: closing the infrastructure gap, climate change, and gender equality.

▶ **For more information, visit www.cdpq.com/en/news/ pressreleases/leading-canadian-and-g7-investors-come-together-in-support-of-global-development.**

Jeffrey M. Buck

Annette Ranft

Mark Frascatore

TRANSITIONS

Purdue University's new online education platform for adult learners, Purdue University Global, has named **Jeffrey M. Buck** as the dean of its School of Business and Information Technology. Buck replaces **Thomas Boyd,** who has retired. Most recently, Buck served as associate dean overseeing adult and graduate business programs at Anderson University in Indiana.

Auburn University has selected **Annette Ranft** as the eighth dean of its Harbert College of Business. Ranft, who in 2012 was named by *The Wall Street Journal* as one of the top women in business school administration, joins the Harbert College from North Carolina State University's Poole College of Management, where she had served as dean and Steven P. Zelnak Jr. chair since July 2016. She succeeds **Bill Hardgrave,** who in January became Auburn University's provost and senior vice president for academic affairs after more than seven years as dean.

Niagara University's College of Business Administration in New York has named **Mark Frascatore** as its new dean. Frascatore most recently served as the senior associate dean of Clarkson University's David D. Reh School of Business in Potsdam, New York, as well as a member of the economics faculty. He succeeds **Tenpao Lee,** who returns to the faculty after serving as interim dean.

Fairfield University's Charles F. Dolan School of Business in Connecticut has named **Zhan Li** as its new dean. Li, who also will be on the faculty as a professor of marketing, had previously served as the dean of the School of Economics and Business Administration at St. Mary's College of California.

Robert F. Scherer has been appointed interim dean of the School of Business at Trinity University in San Antonio, Texas. Scherer previously held leadership positions at the University of Alabama in Huntsville, the University of Dallas, and Cleveland State University.

Mark Ranalli has been named the dean of Montana State University's Jake Jabs College of Business and Entrepreneurship in Bozeman, Montana. Ranalli most recently was an administrator and professor at Tufts University. He succeeds **Kregg Aytes**, who has transitioned back to a faculty position within the college. Aytes had served as the business dean since 2012.

Gina Grandy is the new dean of the Paul J. Hill School of Business and Kenneth Levene Graduate School of Business at the University of Regina in Saskatchewan, Canada. She also will be a professor of strategy and leadership.

HONORS & AWARDS

David Beatty has received a lifetime achievement award from the International Corporate Governance

Network. Beatty is chairman and Conway Director of the Clarkson Centre for Business Ethics and Board Effectiveness at the University of Toronto's Rotman School of Management in Ontario.

During its 2018 conference, the CFP Board Center for Financial Planning recognized recipients of a series of best paper awards. The TD Ameritrade Best Paper Award in Behavioral Finance went to **Cary Frydman** of the University of Southern California and **Baolian Wang** of Fordham University; the Northwestern Mutual Best Paper Award in Insurance/Risk Management was given to **Vickie L. Bajtelsmit** and **Tianyang Wang,** both of Colorado State University; and the Merrill Lynch Student Best Paper Award went to **Pavel Brendler** of the University of Wisconsin. The CFP Board Center for Financial Planning also gave out two of its own awards. Best Paper in Consumer Finance went to

John E. Grable, Amy Hubble, and **Michelle Kruger** of the University of Georgia; and the award for Best Paper in Investments went to **Mark Fedenia** of the University of Wisconsin–Madison, **Hilla Skiba** of Colorado State University, and **Tatyana Sokolyk** of Brock University.

NEW PROGRAMS

This past summer, the Waikato Management School at the **University of Waikato** in New Zealand held its first Executive Innovation Bootcamp, hosted at Waikato Innovation Park, a business campus that houses more than 40 companies.

This fall, the Miami Business School at the **University of Miami** in Florida launches a new 16-month professional MS in finance. Among the courses offered will be "Nobel Prize Winning Ideas in Finance," which will explain how the finance industry

has been shaped by concepts such as behavioral finance, option pricing, and portfolio theory. Other courses will cover fintech, alternative investments, wealth management, and real estate.

York University's Schulich School of Business in Toronto, Ontario, Canada, will begin a master of supply chain management degree program next May. Students in the program will build their knowledge of purchasing, logistics, operations management, customer service, manufacturing, international trade, and business analytics.

Meredith College in Raleigh, North Carolina, will launch a new undergraduate program in hospitality management for the 2018–2019 academic year. The new major is a collaboration between Meredith's School of Business and the college's nutrition program. Students earning a bachelor of science

in hospitality management can choose to pursue concentrations in culinary management, hotel and lodging management, or event planning.

The Haslam College of Business at the **University of Tennessee Knoxville** will launch a master of science in supply chain management in mid-2019. The Haslam College will develop the program with online education provider Noodle Partners. The online program builds on an existing MS in global supply chain management.

COLLABORATIONS

Nanyang Technological University's Nanyang Business School in Singapore has partnered with

NTU's Wealth Management Institute (WMI) to create a new master of science with two specialization tracks: asset management and wealth management. With classes held on alternate weekends, the program also includes two-week overseas modules conducted in London and New York, in collaboration with Imperial College London's Business School and New York University's Stern School of Business. Students also must complete either an internship with a participating financial institution or a market-relevant project. The program's content is aligned with the industry skills framework established by the Institute of Banking and Finance Singapore. In addition to the master's degree, graduates will receive industry accreditation and certification for practice. The first cohort will enroll in January 2019.

The C.T. Bauer College of Business at the **University of Houston** and the Health Science Center at the Houston School of Public Health at the **University of Texas** will partner to deliver healthcare leadership and management training to companies across Texas. This training includes an open-enrollment healthcare management certificate program covering topics such as analytics for decision making, healthcare-specific accounting and finance, strategy and innovation, and supply chain management. The program will incorporate separate learning paths for senior leaders, mid-management, nursing leadership, and individuals moving into the healthcare industry.

This summer, **Georgia State University's** J. Mack Robinson College of Business in Atlanta partnered with blockchain strategy firm Intuit Factory to offer a boot camp on blockchain strategy. The four-day executive education program allowed participants to gauge blockchain's impact on their investments, examine how cryptocurrencies function, and design their own blockchain business models. The curriculum covered distributed ledger technologies, smart contracts, digital assets, ecosystem design, identity, decentralization, and enterprise applications.

Starting in September, students in the bachelor of science in management program at **ESCP Europe** will have the opportunity to study at **Tsinghua University** in Beijing, China. Currently, students in the BSc program have the opportunity to study at three of ESCP's five campuses in Berlin, London,

Madrid, Paris, or Turin. Now, students will have the option to start their first year at Tsinghua University, then complete their schooling on one of ESCP Europe's campuses.

HEC Paris has signed partnership agreements with two Chinese universities, the **Southern University of Science and Technology** (SUSTech) in Shenzhen and **Tsinghua University** in Beijing. The partnership between HEC Paris and SUSTech will create degrees and executive programs in the high-tech and digital industries; the two institutions also established the Sino-French Innovation Platform in Shenzhen to encourage cooperation between deep-tech companies and entrepreneurs within the two countries. The second partnership, between HEC Paris and Tsinghua's Academy of Arts and Design, will launch a new executive master in media, art, and creation.

GIFTS & DONATIONS

Wheaton College in Norton, Massachusetts, has received a US$10 million commitment from the Diana Davis Spencer Foundation to establish an endowed professorship in social entrepreneurship, fund entrepreneurial education, and launch a fundraising challenge to create a dedicated space for all of the school's social innovation programming. Among the school's current offerings in social entrepreneurship is a semesterlong program that includes an intensive boot camp offered in partnership with the Global Center for Social Entrepreneurship Network, which provides schools with ready-to-use blended learning curricula. The school also partners with MassChallenge, a startup incubator in Boston; the Social Entrepreneurship Greenhouse, a network of business leaders in Providence, Rhode Island; and the College for Social Innovation in Boston.

A St. Louis-based family has contributed US$12 million to establish the Koch Center for Family Business at the Olin Business School at **Washington University in St. Louis,** Missouri. The gift also will endow two distinguished professorships: one affiliated with the center at Olin and the other at the School of Law. The family—which includes brothers Paul and Roger Koch; Paul's wife, Elke; and Roger's wife, Fran—has made the gift to raise awareness and support research about the complexities of family businesses.

Honoring Programs in CSR and Sustainability

Earlier this year, the Aspen Institute Business & Society Program announced the 20 winners of its Ideas Worth Teaching Awards, which recognize exceptional courses in the categories of corporate purpose and leadership, the economy, environmental sustainability, and employment and social sustainability. The organization recognized courses at **Audencia Business School, Stony Brook University,** the **University of New South Wales,** the **University of Virginia,** the **University of Pennsylvania, George Washington University, Northeastern University, Tel Aviv University,** the **Massachusetts Institute of Technology, Georgetown University, Western University, Harvard University, McGill University, Duquesne University,** the **University of Michigan** (which won two awards), **Cornell University, Yale University,** the **University of Wisconsin–Madison,** and **Wake Forest University.** To see details about the winning courses, visit www.ideasworthteachingawards.com.

Angelo State University in San Angelo, Texas, has received a combined US$5 million gift from ASU alumni Lloyd Norris and Blake and Bryan Vincent to benefit ASU's College of Business. To recognize the largest gift ever directed to the College of Business, the school has been named the Norris-Vincent College of Business. Among other efforts, the gift will allow the school to encourage entrepreneurship among ASU students and in the community.

HEC Paris is receiving €3.7 million (more than US$4.3 million) from Hubert Joly, CEO of Best Buy, to create the Joly Family Endowed Chair in Purposeful Leadership. **Rodolphe Durand** has been named as the inaugural holder of the chair, which is intended as a first step toward positioning the school as a center of excellence for the study of purposeful leadership. Durand currently is a professor of strategy and business policy at HEC Paris and the academic director of the Society and Organizations Center.

OTHER NEWS

In May, the **Enterprise Ethereum Alliance** (EEA), a consortium of more than 500 organizations dedicated to streamlining the use of Ethereum blockchain technology, released Enterprise Ethereum Client Specification 1.0. The EEA Specification is a global open-source distributed ledger framework that creates an industry standard for Ethereum blockchain platforms. EEA members believe the framework will support greater interoperability across platforms and help accelerate adoption of blockchain applications. For information, visit entethalliance.org/resources.

The Aresty Institute of Executive Education at the Wharton School of the **University of Pennsylvania** in Philadelphia and **Girls Who Invest,** a New York City-based nonprofit dedicated to increasing the number of women who manage investment capital, have created a private online financial education program. The Wharton Online Business Modeling Specialization and Influence Course is a certificate offering that joins other Girls Who Invest initiatives, including a ten-week summer intensive program offered in relationship with Wharton and two other online learning initiatives.

CORRECTION

In "Catching Up to Change," an interview with MBA Roundtable's Jeff Bieganek published in the July/August issue, *BizEd* misnamed a center at the University of Toronto's Rotman School of Management in Canada. The center is the Creative Destruction Lab, dedicated to the exploration of new technologies such as artificial intelligence. **B**

at a glance

74%

The percentage of international business students who say the U.K. is the most welcoming place for students who want to pursue education outside of their home countries. The online survey, conducted by CarringtonCrisp in partnership with EFMD, surveyed 1,211 students from 74 countries.

SEE "DESTINATION: EDUCATION" ON PAGE 13.

15 MILLION TO 20 MILLION

The number of case studies that business students around the world read each year, by the estimate of Harvard Business School's Nitin Nohria and Jan Rivkin.

READ "THE CASE FOR CASES" ON PAGE 52.

THE RANKINGS RACE

The rankings "are not going away," writes Kai Peters of Coventry University. He advises schools that want to successfully navigate the rankings landscape to ask key questions: What is their positioning? Whom do they want to influence? Where in the world are their target audiences? Once b-school leaders know the answers, says Peters, they can work to improve their standings in the rankings that are most relevant to their institutions.

▶ SEE "STRATEGY OVER SURRENDER IN BUSINESS SCHOOL RANKINGS" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

YES, PLEASE

"Plussing is the notion of taking an idea, building on it, and then tossing it to someone else so the process can continue," writes Doug Shaw of the University of Northern Iowa. "It's a basic tenet of improvisation, where the concept is often referred to as 'Yes, and.' 'Yes, that's a great idea, and what if we did this, too?'"

SEE "IMPROV AT THE B-SCHOOL" ON PAGE 42.

ARTFUL EDUCATION

The University of Kansas School of Business has purchased more than 120 works of art—most by Kansas-based artists, faculty, and alumni—to display throughout its facility. The art collection "adds elements of creativity and energy" to the school, says its dean L. Paige Fields.

READ "ARTISTIC EXPRESSIONS" ON PAGE 58.
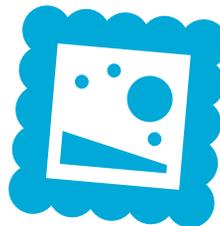
90%

The percentage of U.S.-resident part-time MBA candidates who are part of the millennial generation.

▶ READ MORE AT BIZED. AACSB.EDU/ARTICLES/ 2018/09/MILLENNIALS-DRIVE-GROWTH-IN-PART-TIME-MBA.

QUALITY, NOT QUANTITY

"We are constantly testing other measures and writing cases and mini-cases of research impact," says Thomaz Wood Jr. of Fundação Getúlio Vargas. "We believe social impact is better captured through qualitative reporting than through numbers."

SEE "CAN B-SCHOOLS RETHINK RESEARCH?" ON PAGE 20.

80%

The percentage of jobs in Colombia that are generated by small and medium-sized enterprises.

SEE "A PLAN FOR GROWTH & PROSPERITY" ON PAGE 56.

DATA ON A MISSION

"Big data—or lots of data—does not mean good data," writes Audrey J. Murrell of the University of Pittsburgh. When her school wanted to improve student engagement, student outcomes, and educational programs, she says, "our initial goal was to make sure that knowledge was driving data analytics, and not the reverse. Thus, we held discussions with staff teams to emphasize the idea that any data we collected should produce knowledge that would be useful given our strategic goals."

READ "DEPLOYING DATA TO DRIVE DECISIONS" ON PAGE 38.

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