

BizEd

January/February 2014



SOLVING
FOR

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calculate their
answers to pressing
21st-century problems

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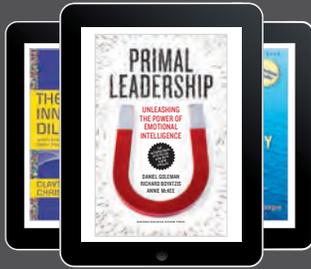
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For Your Turn op-eds, we accept submissions of approximately 600 words (one page) or 1,300 words (two pages) that explore a personal viewpoint on an issue in management education. If a submission is chosen for publication, a photo of the author is also required.

To be considered for Idea Exchange, schools should submit information and images that highlight a specific aspect of their programs.

Digital images must be high resolution (300 dpi or higher, in JPEG or TIFF format), and saved at 3" x 4" or larger.

Email submissions to BizEd.editors@aacsb.edu or mail them to *BizEd*, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602. Materials for Headlines, Short Takes, Bookshelf, or Your Turn can be emailed to Sharon@aacsb.edu. Materials for Technology, Research, Idea Exchange, or Calendar can be emailed to Tricia@aacsb.edu.

For more information, contact Tricia Bisoux at +1-314-579-9176 or Sharon Shinn at +1-314-961-0677.

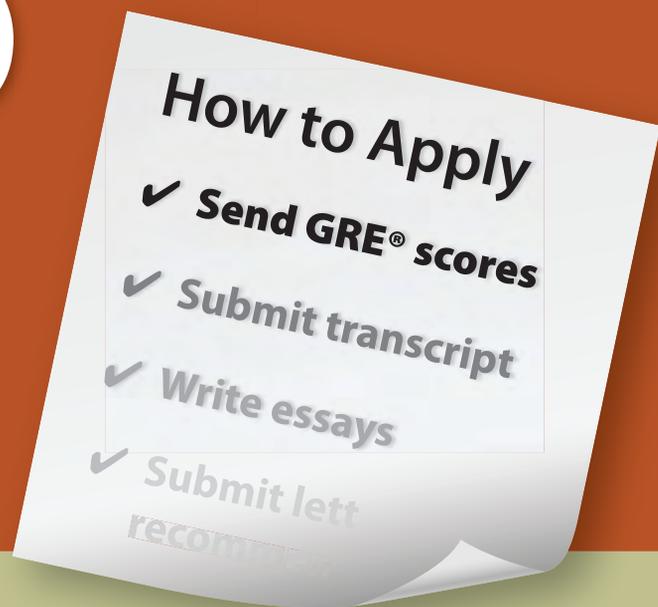
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That Nagging Feeling



RAQUITA HENDERSON

After spending a few days with intermittent but alarming bouts of pain, my friend Robin ended up at the ER needing an emergency appendectomy. Later she read up on what symptoms she should have been paying attention to beforehand, and this one caught her attention: “a persistent belief that something is wrong.” She exclaimed to me, “Are you kidding? That’s how I feel all the time!”

I had to laugh, but I also had to agree. I think most of us spend much of our lives convinced there’s something wrong, but we can’t quite put a finger on it and we’re not quite sure what we should do to prepare. The trick is to be mindful without being overwhelmed.

Deans understand that balance all too well. Even when everything at their schools seems to be running smoothly, they can’t completely relax. They don’t know when a new competitor will decide to open a satellite campus nearby or when a star faculty member will decide to jump ship. They constantly have to monitor the types of programs they offer and the delivery formats that make the most sense, while continually raising money from donors, enhancing their schools’ global presence, and making sure their facilities are up-to-date. And they have to be prepared to act quickly whenever some internal or external force changes their current situation.

In this issue of *BizEd*, we talk to seven deans who have confronted recent challenges and determined how to overcome them. For instance, Lisa Toms of Southern Arkansas University needed to start an MBA program from scratch. Kai Peters of Ashridge Business School had to revamp its entire structure to provide better customized executive education programs. Alice Guilhon of SKEMA oversaw the merger of two French business schools with similar visions but different cultures. While each challenge seemed daunting at the outset, each dean found a solution that worked.

In this issue, we also take a look at a new kind of dean—one who comes from business rather than academia. In “Crossing Over,” Wake Forest’s Steve Reinemund, Ohio State’s Christine Poon, and Virginia Commonwealth’s Ed Grier talk about the perspectives they brought with them from the C-suite to the dean’s office. As a bonus, former business school dean Carolyn Woo describes how her years at Notre Dame prepared her for a new job as head of a massive NGO.

Like their academic counterparts, these executive deans understand how to strike a balance between the present and the future. They might not have a persistent sense that something is wrong, but they have an unshakable belief that they must always be prepared for whatever comes next. **Z**

Sharon Shinn



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AACSB International Schedule of Events

■ CONFERENCES

Feb. 2-4, 2014

Deans Conference
San Francisco, California

March 3-5, 2014

B-School Communications and Development Symposium
St. Pete Beach, Florida

March 17-19, 2014

Assessment Conference
New Orleans, Louisiana

April 7-9, 2014

International Conference and Annual Meeting (ICAM 2014)
Singapore
(Marina Bay Sands)

May 19-20, 2014

Redesigning Undergraduate Curriculum Conference
Tampa, Florida

June 22-24, 2014

Sustainability Conference
Atlanta, Georgia

■ SEMINARS

Accounting Accreditation

Feb. 8, 2014

San Antonio, Texas

Advisory Council

March 24-25, 2014

Tampa, Florida

Applied Assessment

March 16-17, 2014

New Orleans, Louisiana

May 23-24, 2014

Amsterdam, Netherlands

Asia Pacific

Leadership Institute

April 6-7, 2014

Singapore

Assessment

Jan. 30-31, 2014

Tampa, Florida

March 16-17, 2014

New Orleans, Louisiana

May 21-22, 2014

Amsterdam, Netherlands

■ CURRICULUM DEVELOPMENT SERIES

Leadership

Jan. 23-24, 2014

Chapel Hill, North Carolina

UNC Kenan-Flagler Business School

Critical Thinking

Feb. 10-11, 2014

Tampa, Florida

Global Management Capabilities

Feb. 12, 2014

Tampa, Florida

Supply Chain Management

March 13-14, 2014

Fayetteville, Arkansas

Assurance of Learning

Feb. 19-20, 2014

Bangalore, India

March 5-6, 2014

Bali, Indonesia

May 14-15, 2014

Guangzhou, China

Business Accreditation

Jan. 28-29, 2014

Tampa, Florida

Feb. 17-18, 2014

Bangalore, India

March 3-4, 2014

Bali, Indonesia

April 28-29, 2014

Denver, Colorado

May 12-13, 2014

Guangzhou, China

May 19-20, 2014

Amsterdam, Netherlands

Continuous

Improvement Review (formerly Maintenance of Accreditation)

Feb. 1, 2014

San Francisco, California

April 6, 2014

Singapore

May 20, 2014

Amsterdam, Netherlands

Department Chairs

April 14-15, 2014

Tampa, Florida

Management Education

Forum: Financial Strategies for the New Funding Paradigm

Jan. 13-14, 2014

Tampa, Florida

Assessment
March 16-17, 2014
New Orleans,
Louisiana



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*Strategies for
Delivering Online/
Hybrid Courses
& Programs*
Feb. 27–28, 2014
Tampa, Florida

April 30–May 1, 2014
Denver, Colorado

Teaching Effectiveness
May 22–23, 2014
Tampa, Florida

■ **OTHER EVENTS**

Jan. 7–10, 2014
*Business & Economics
Society International
Conference*
Abu Dhabi, UAE
www.besiweb.com

Jan. 20–24, 2014
*Case Method
Workshops*
Lausanne, Switzerland
www.thecasecentre.org

Jan. 21–24, 2014
*GMAC Leadership
Conference*
Fort Lauderdale,
Florida
www.gmac.com

Jan. 30–31, 2014
*2014 EFMD Deans
& Directors General
Conference*
Gothenburg, Sweden
www.efmd.org

April 6, 2014
*Tapping the Potential
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Markets*
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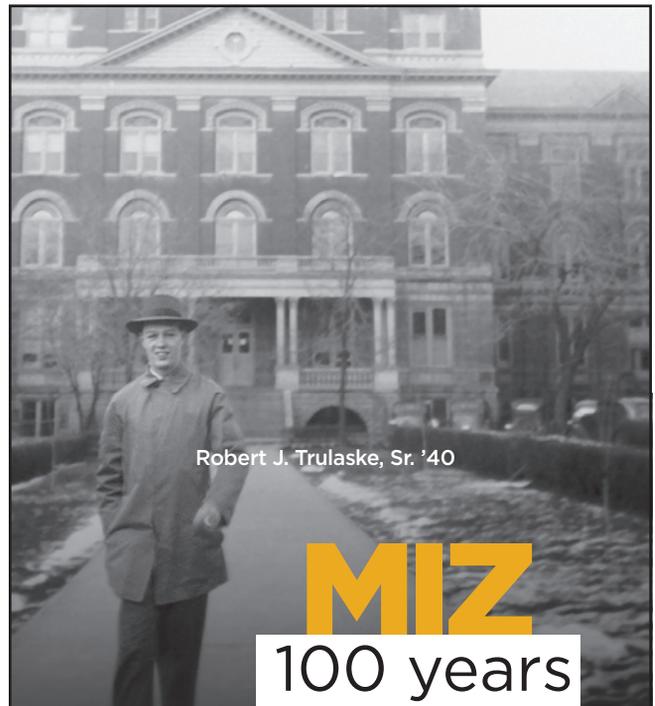
April 9–12, 2014
*2014 BALAS Annual
Conference*
Mount Hope, Trinidad
and Tobago
www.balas.org

April 24–26, 2014
*16th Annual CIBER
Business Language
Conference*
Park City, Utah
[ciberweb.msu.edu/
events/research/13004](http://ciberweb.msu.edu/events/research/13004)

May 29–31, 2014
*International
Management Research
Academy Conference*
Union, New Jersey
[www.imraweb.org/
conferences/2014usa](http://www.imraweb.org/conferences/2014usa)

June 12–14, 2014
*4th Annual Assessment
Conference*
Albuquerque, New
Mexico
www.aalhe.org 

Albuquerque



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Nobel Prize Recognizes Three Professors

THREE PROFESSORS HAVE

been honored with the 2013 Sveriges Riksbank Prize in Economic Sciences for their empirical analysis of asset prices: **Eugene F. Fama**, the Robert R. McCormick Distinguished Service Professor of Finance at the University of Chicago Booth School of Business in Illinois; **Lars Peter Hansen**, David Rockefeller Distinguished Service Professor in the department of economics at the University of Chicago; and **Robert J. Shiller**, the Sterling Professor of Economics at Yale University in New Haven, Connecticut.

According to the official press release, their work shows that the behavior of stocks and bonds can be predicted for medium-term periods of time, such as three to five years, enabling investors to make more informed decisions. Beginning in the 1960s, Fama and collaborators showed that stock prices are almost impossible to forecast for the short run and that new information is quickly incorporated into prices. These findings helped lead to index funds in stock markets worldwide.



In the 1980s, Shiller found that prices for stocks, bonds, and other assets fluctuate more than corporate dividends; his research also indicated that investors can be irrational, leading to market bubbles. Hansen developed statistical methods for testing how rational investors react to uncertainty in asset pricing.

According to the official release, together these three Laureates “have laid the foundation for the current understanding of asset prices. [That understanding] relies in part on fluctuations in risk and risk attitudes, and in part on behavioral biases and market frictions.”

In response to the naming of the 2013 Nobel Laureates in all categories, publisher Elsevier has created a Nobel Prize tribute website at www.elsevier.com/nobel. The site provides an overview of the Laureates’ research as well as free access to some of their papers that have been published in Elsevier journals. Shiller also authored “Teaching Finance as a Force for Good,” a Your Turn column that appeared in the January/February 2013 issue of *BizEd*.

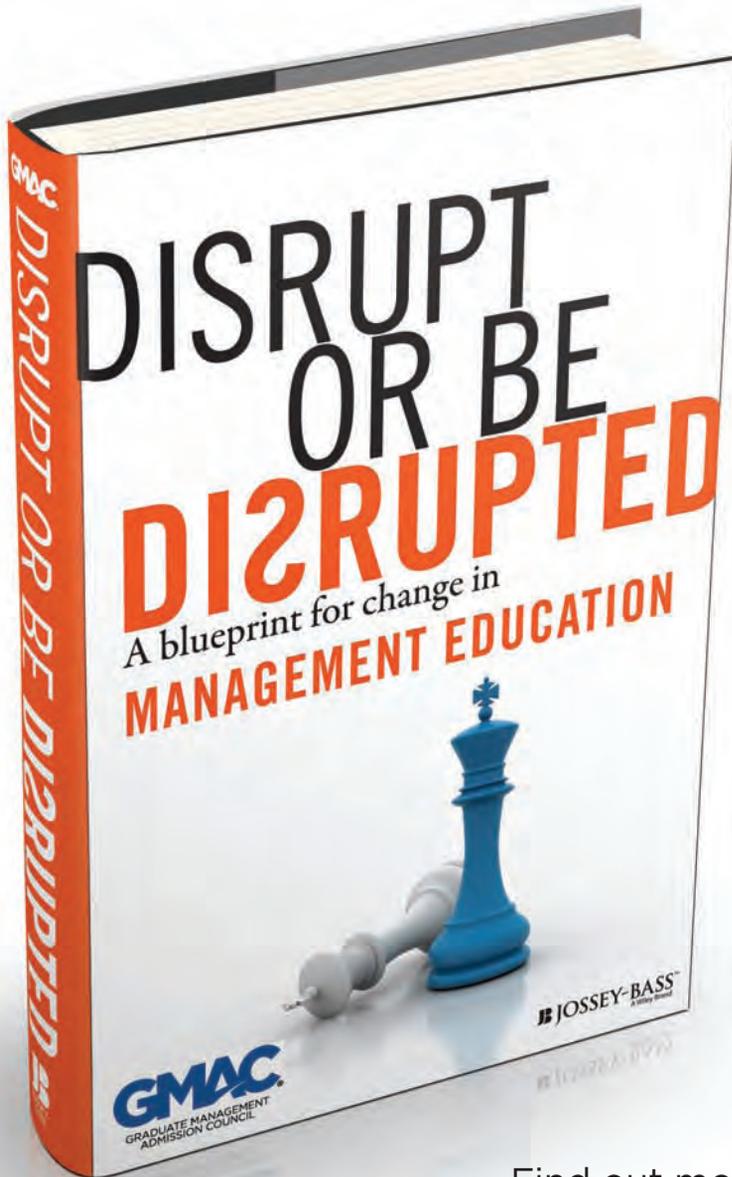


Scholarships for Entrepreneurs

SCHOOLS OFFER A variety of scholarships to their students, but there’s a highly distinctive one at the McCombs School of Business at the University of Texas at Austin. In February, MBA students who also are developing startup ventures will be able to compete for two scholarships awarded to the winners of a shark-tank style pitch competition. Each scholarship is worth more than US\$174,000 in tuition and startup services. The scholarships are made possible by Jon Brumley Texas Venture Labs (TVL); this is the second year TVL has funded the program.

The first scholarship was awarded to Courtney Leffall for his idea Grillmobile, a bracket that allows truck owners to mount barbecue grills to the beds of their pickups. More information can be found at www.mcombs.utexas.edu/Centers/Texas-Venture-Labs/For-Students/TVL-Scholarship.

An evidence-based approach to improving the practice of graduate management education



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Reining in Tuition and Debt

OHIO NORTHERN UNIVERSITY in Ada has announced “The Ohio Northern Promise,” an initiative designed to reduce tuition, lower student debt, and help students graduate in four years.

With the goal of bringing tuition closer to pre-recession rates, the school will drop tuition by 20 percent to 25 percent from 2013–2014 rates; net tuition for current undergraduates will be frozen next year at 2013–2014 levels. To lower student debt, the school will offer a “Four-Year Graduation Guarantee” in most undergraduate programs. Students who meet specific standards and expectations for progress toward a four-year degree, but who are unable to graduate in four years, will receive an additional semester at no cost for completing the degree.



The Ohio Northern Promise was developed after a year of meetings with students and faculty to discuss how the institution might sustain academic excellence while making it more affordable. “The conventional high-tuition and high-financial aid model is not working today and is no longer sustainable,” observes Daniel DiBiasio, president of the university. “This is a way forward that seeks to make a quality education more available to the best students we can attract. It’s all about affordable excellence.”



The Theater of Business

BUSINESS SCHOOLS HAVE often turned to the dramatic arts to teach students about leadership, decision making, and timeless human emotions. Two schools have launched new partnerships that again match business with theater to give their students an edge in the workplace:

■ The John Cook School of Business at Saint Louis University in Missouri has partnered with COCAbiz, the business training division of the local Center of Creative Arts, to provide one-year MBA students with a series of applied, arts-based learning workshops.

“Dramatic arts teach students about leadership and decision-making.”

Cook School students will participate in three workshops with the goal of developing new ways of thinking about business challenges and working together creatively. In one workshop, professional theater artists will guide students through improvisation exercises. School administrators believe the instantaneous decision-making skills required during these unscripted acting lessons will transfer easily to high-velocity business environments in which leaders must react with little time for analysis. More information about the partnership is available at business.slu.edu/cocabiz.

■ Babson College of Wellesley, Massachusetts, has welcomed the Commonwealth Shakespeare Company (CSC) as its resident theater company; CSC presents free Shakespeare productions to more than 100,000 people annually in the Boston area. At Babson, CSC will bolster the school’s arts and academic programs to enhance synergies between entrepreneurship and the arts. To that end, CSC personnel will take positions in Babson’s Sorenson Center for the Arts, while Babson professor Beth Wynstra will serve as faculty director of the center.

Disappointing Economic Outlook for 2014

ECONOMIC FORECASTERS AT Indiana University's Kelley School of Business in Bloomington expect 2014 to be a "disappointing" year and blame government officials and policy makers for what they say will be a tepid economic recovery.

"For at least the past year, the economy should have been able to achieve growth close to, perhaps above, its long-run potential of 2.5 to 3 percent. Yet growth remains stuck in a sub-2-percent rut," observes Bill Witte, associate professor emeritus of economics at IU and a member of the panel that presented the school's annual forecast. "We can find only one plausible explanation:

Policy from Washington is standing in the way all across the board. Fiscal policy is obviously a mess. The latest episode managed to kick that mess into [2014], but only after shutting down much of the government for two weeks."

The Federal Reserve continues a policy stance that is "totally unsustainable," Witte believes, and it has devised no true plan for how or when to change course. "All of this," he adds, "has created great uncertainty for consumers and greater uncertainty for business."

While panel members expect growth in the first half of 2014 to hover at the "unacceptably slow" rate of about 2 percent, the growth rate could rise toward 3 percent if the policy deadlock in Washington eases and if the Federal Reserve tapers down its purchases of securities without disrupting financial markets.

The starting point for the panel's forecast is an econometric model of the United States, developed by IU's Center for Econometric Model Research, which analyzes numerous statistics to develop a national forecast for the coming year.



What Today's EMBA Program Looks Like

THE TYPICAL EMBA classroom and curriculum is changing a little—not a lot—while program structures and student demographics remain steady, according to the 2013 Membership Program Survey conducted by the Executive MBA Council, headquartered in Orange, California. Conclusions are based on responses from 314 schools that are members of the EMBA Council.

What's changing: The percentage of course materials delivered electronically has tripled since 2010, and more programs are offering new electives, formats, and services. The top three new nonelective courses are leadership, law, and innovation/entrepreneurship. The most common and fastest-growing service is alumni networking.

What's holding steady: Average class size is once again 43, and the average program length continues to be 20 months. Other numbers remain similar to those of previous years: Typical EMBA students have 8.5 years of management experience and 13.7 years of work experience. Just over 25 percent are women.

Other findings: The average program cost is US\$73,401, up 1 percent from the previous year. Forty-one percent of EMBA students are fully self-funded, up from 34 percent in 2009, while 24 percent of students receive full financial sponsorship. Fifty-three percent of programs offer scholarships and fellowships.

The survey also shows that there has been a shift toward less frequent class meetings, that almost 66 percent of programs require a global trip, and that China is the most popular destination.



SHORT TAKES

NEW APPOINTMENTS



■ After serving as interim dean of INSEAD, **Ilian Mihov** recently has been named dean of the

school, which has campuses in France, Singapore, and Abu Dhabi. He will be the first INSEAD dean to be based in Asia; a deputy dean will be appointed for the European campus. Mihov joined INSEAD in 1996 and taught macroeconomics and econometrics.

■ **Craig Dunn** will serve as interim dean of the College of Business and Economics at Western Washington University in Bellingham. He succeeds **Brian Burton**, who took a new post at the university as associate vice president for academic affairs.



■ **Matthew Myers** has been announced as the eighth dean and second Mitchell P. Rales

Chair in Business Leadership at the Farmer School of Business at Miami University in Oxford, Ohio. Myers is currently the associate dean of the Center for Executive Education and the Nestlé USA Professor in Marketing at the College of Business Administration at the University of Tennessee. He will assume his new role July 1.

■ **Judith Hennessey** has been named dean of the College of Business at California State University in Chico. She was most recently interim dean of the College of Business and Economics at CSU Northridge. Hennessey starts in her new position on January 6.

STEPPING DOWN

■ **Mark Zupan** has announced that on June 30 he will step down as dean of the Simon School of Business at the University of Rochester in New York. He will take a year's sabbatical before returning as the John M. Olin Distinguished Professor of Economics and Public Policy and director of the Bradley Policy Research Center at Simon. During his time as dean, Zupan expanded the faculty roster, raised more than US\$62 million, and tripled scholarship support.

■ **Ed Ranelli** recently stepped down after serving 13 years as dean of the University of West Florida College of Business in Pensacola. He will remain with the university in a faculty position. During his time as dean, Ranelli supported initiatives that led to a new logistics specialization within the department of marketing, a BSBA in general business, an MBA program in Germany, and an executive mentor program.

HONORS AND AWARDS

■ The Aspen Institute's Business and Society Program, based in Washington, D.C., has honored two management professors with 2013 Faculty Pioneer Awards: **Mauro F. Guillén**, professor of international management and director of the Joseph H. Lauder Institute of Management & International Studies at the Wharton School of the University of Pennsylvania in Philadelphia; and **Nicola M. Pless**, professor at ESADE Business School of Ramon Llull University in Barcelona, Spain.

■ **Brad Vierig** has received the 2013 Bud Fackler Service Award from the EMBA Council. He is associate dean of EMBA, professional MBA, and executive education programs at the David Eccles School of Business at the University of Utah in Salt Lake City.

NEW PROGRAMS

■ **Duke University's** Fuqua School of Business has unveiled a new master's program in conjunction with the launch of Duke Kunshan University in China. The one-year Master of Management Studies: Duke Kunshan University (MMS: DKU) enables students to study for three terms at Duke's campus in



Durham, North Carolina, and two terms in Kunshan, which is near Shanghai. The program begins in July.

■ The **Public Relations Society of America** (PRSA) has announced that, after a successful yearlong pilot program, it is implementing a national rollout of an MBA-level strategic communications course to help business schools add communications and reputation management work to their courses. Information about the program can be found at www.prsa.org/Learning/MBA/documents/White%20Paper%20MBA.pdf.

■ The College of Business and Economics and the School of Public Health at **West Virginia University** in Morgantown have partnered to create a dual-degree program that will infuse business into the field of public health.

■ The Bryan School of Business and Economics at the **University of North Carolina at Greensboro** will offer a new program in sustainable tourism and hospitality this fall. The new curriculum fea-



tures a fundamental shift in the program's mission, a dozen new courses, and a holistic integration of sustainability principles.

■ In fall 2014, the College of Management at the **University of Massachusetts Boston** will launch the finance track of its PhD in Business Administration.

■ Next fall, **Babson College** in Wellesley, Massachusetts, will debut a new degree in entrepreneurial leadership. The nine-month master of science in management is designed for students who recently earned their bachelor's degrees and have little business experience.

■ The McCombs School of Business at the **University of Texas at Austin** has established the Energy Management Program for undergraduates interested in energy careers. Students from all majors can supplement their primary degrees with 18 hours of energy-specific studies and various co-curricular activities.

■ The College of Business at **Iowa State University** in Ames is launching a full-time master of finance program. In addition to core topics such as financial analysis and valuation, students will learn advanced regression techniques and programming approaches for data analysis,

time series analysis and forecasting, and other skills.

■ The Smeal College of Business at **Pennsylvania State University** in University Park now offers a formal concentration in sustainability and social innovation. MBA students pursuing the new concentration will complete coursework from both Smeal and the College of Earth and Mineral Sciences.

■ The **College of Charleston** School of Business in South Carolina is launching the Business Investment Program, which allows a group of 20 students to act as a brokerage firm. Unlike university programs that focus on equity investing only, the Charleston program has no restrictions on where students can invest. The program was funded by a gift of US\$540,000 from Steve and Maureen Kerrigan. Each semester, \$50,000 from the fund will be allocated for student investing.

COLLABORATIONS

■ The Crummer Graduate School of Business at **Rollins College** in Orlando, Florida, has announced a student exchange and academic collaboration agreement with **Kadir Has University** in Istanbul, Turkey. Students will spend three-and-a-half years at Kadir Has and 18 months at Rollins and graduate with a degree in engineering and an MBA.



■ **EM Strasbourg Business School** in France and the **University of Adelaide** in Australia have been awarded €700,000 (about US\$950,000) by the European Commission and Australian Government to develop a dual degree program among the University of Strasbourg, Università Ca'Foscari di Venice in Italy, Corvinus University of Budapest in Hungary, the University of Adelaide, and the University of Western Australia in Perth. The goals are to enhance dual degree mobility among schools; to encourage cohorts of students to work on European-Australasian business issues; to promote collaborative research between Australia and the EU; and to win support from industry.

■ Three business schools located in Kansas City—both the Missouri and Kansas sides—have joined to form the Big 3 Alliance, a partnership dedicated to educating prospective students on the value of an MBA degree. The **University of Missouri-Kansas City**, the **University of Kansas**, and **Rockhurst University** in Kansas will promote their AACSB accreditations, large alumni networks, and campus facilities. More information can be found at big3mba.com.

■ **London Business School** and Walpole British Luxury have joined forces to offer a luxury management program that will rely on practitioner-led lectures developed in conjunction with marketing faculty. Students will be mentored by a senior business leader from within the Walpole membership.

■ **Columbia Business School** in New York City and Morgan Stanley have launched the Morgan Stanley Sustainable Investing Fellowship. Fellows will conduct supervised research at the school and intern at Morgan Stanley to gain hands-on experience in investing for sustainable economic growth.

GRANTS AND DONATIONS

■ The Villanova School of Business in Pennsylvania has received a US\$50 million commitment—the largest gift in **Villanova University's** history—from alumnus James C. Davis and his wife, Kim. The Davis donation is part of Villanova University's \$600 million comprehensive capital campaign. The Davis gift will be used to support educational programs, scholarships, study abroad, and professional development. It also will promote curricular innovation, support faculty development, and fund facility improvements.

SHORT TAKES

■ **New York University's** Stern School of Business in New York City has established the William R. Berkley Scholarship Program to support seniors who want to pursue MBAs immediately after graduating from college. The program is named for insurance executive William Berkley, who donated US\$10 million to create the program.

■ **Utah State University** alumnus Jeffrey Clark and his wife, Bonnie, have provided a US\$6 million leadership gift to help establish the Jeffrey D. Clark Center for Entrepreneurship in the Jon M. Huntsman School of Business at the campus in Logan. Jeffrey Clark is a hedge fund and asset manager.

■ Investment manager Richard A. Kayne and his wife, Suzanne, have donated US\$5 million to establish the Ric and Suzanne Kayne Investment Management Specialization Program Fund at the Anderson School of Management at the **University of California Los Angeles**. The gift reinforces the school's efforts to be self-supporting.



■ The Zicklin School of Business at **Baruch College** in New York City has received a US\$3 million gift from long-

time professor of management Narendra Paul Loomba to support the school's department of management. The department is now the Narendra Paul Loomba Department of Management.

■ The **National Collegiate Inventors and Innovators Alliance** (NCIIA) has awarded US\$508,795 to college and university student entrepreneurs and innovators, as well as faculty who are fostering innovation. The awards are part of the \$1.5 million in grants that the NCIIA provides annually with support from The Lemelson Foundation. The student grants are part of the NCIIA's Entrepreneurial Team (E-Team) program, which provides early-stage funding of up to \$75,000 for collegiate entrepreneurs. More information is available at www.nciia.org/eteam_program.

■ **London Business School** has announced the launch of its first comprehensive fundraising campaign to raise £100 million (US\$160 million) over the next five years. The school kicked off its campaign with the announcement of a \$40 million gift from the Batia and Idan Ofer Family Foundation.

FACILITIES

■ This fall, the School of Business at **SUNY-University at Albany** cut the ribbon on



its new US\$64 million building. The 96,000-square-foot building features technologically advanced classrooms; a trading room; expanded facilities for career services; and collaborative research centers. It was designed by Perkins+Will and is projected to receive LEED gold certification for its energy-efficient design.

■ Last fall, **St. John Fisher College** of Rochester, New York, formally opened the Victor E. Salerno Center for American Enterprise, the new home for the college's School of Business. The 27,000-square-foot building features a mock trading room, large classrooms, and a computer lab. It was funded in part by a US\$2 million gift from alum Salerno of O'Connell Electric.

■ The W.P. Carey School of Business at **Arizona State University** in Tempe has officially opened its 129,000-square-foot McCord Hall. The environmentally friendly new building features technologically advanced tiered and flat classrooms, a multipurpose event space, a graduate-level career center, and a health-conscious café.

NEW CAMPUSES

■ This fall **Jiaotong-Liverpool University** celebrated the launch of its International Business School Suzhou (IBSS). The university is an autonomous educational institution created in 2006 by **Liverpool University** of the U.K. and **Xi'an Jiaotong University** of China; it grants dual British and Chinese degrees. All IBSS programs will be taught in English and offer a Western approach to education as well as a high degree of engagement with Chinese business. The dean of the new school is **Sarah Dixon**, former dean of the Bradford School of Management in the U.K. The launch comes as the university invests 280 million RMB (about US\$46 million) into constructing two new buildings to house IBSS.

■ **Grenoble Ecole de Management** in France is opening a new campus in Paris in January 2014, and **Judith Bouvard**, dean of Grenoble Graduate School of Busi-



ness, will be the director. Among the new site's offerings are an MSc in fashion, design, and luxury manage-

ment and a master's in international business.

OTHER NEWS

■ **Case Western Reserve University's** Weatherhead School of Management in Cleveland, Ohio, has formed a new department of design and innovation that highlights the school's focus on entrepreneurship, technology development, and cross-disciplinary collaboration.

■ The **Institute of Management Accountants** (IMA) has launched the Competency Crisis website, a portal designed to address the talent gap in the accounting profession. The site can be found at www.CompetencyCrisis.org.

■ "Toughen up" is the brisk new tagline crafted by the Simon Business School at the **University of Rochester** in New York. "Toughen up" is about being unapologetically honest about how challenging business is today," observes dean Mark Zupan.

■ **North Dakota State University** in Fargo has embarked on a campuswide celebration of "The Year of How," an initiative designed to develop inspirational leaders among its students. The initiative is partly driven by the College of Business' Legacy Program. To launch the initiative, the students collaborated with author Dov Seidman, who wrote *HOW: Why How We*



Do Anything Means Everything. The Year of How initiative includes seminars and a certification program built around Seidman's philosophy that in a transparent and hyperconnected world, what distinguishes companies and leaders is how they behave, not what they make or sell.

■ The **University of Miami** School of Business Administration in Florida has joined the **Global Business School Network**, a nonprofit organization based in Washington, D.C., that works to improve management education for the developing world. For more information, visit www.gbsnonline.org.

■ Last fall, **Fairfield University** in Connecticut celebrated the grand opening of its Fairfield University Accelerator and Mentoring Enterprise (FAME). The business incubator program is a collaboration among the Charles F. Dolan School of Business, the Town of Fairfield Economic Development Department, and

Kleban Properties. FAME initially will feature three entrepreneurs who were chosen in a competitive selection process. They are being provided with a suite of services that include access to mentors from the Dolan School and the local business community, discounted graphic design and legal services, technology resources, workshops, and potential startup funding.

CORRECTION

The article "Idea Central" in

the November/December 2013 issue misstated the square footage of the Fordham Foundry, the incubator at Fordham University in New York City. The Foundry occupies 2,400 square feet within a 30,000-square-foot facility, not 30,000 square feet as stated in the article. Also, the school began offering workshops and boot camps to Bronx business owners in January 2014, not in fall 2013. *BizEd's* digital edition has been revised to reflect these corrections. **Z**

A woman with glasses and a pearl necklace is writing on a whiteboard with a marker. She is looking at the whiteboard. The background is a classroom setting.

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SOLVING FOR



BY TRICIA BISOUX

WHAT DEFINES TODAY'S 21ST-CENTURY BUSINESS DEANS?

While some focus on globalization and others know how to integrate technology into the curriculum, the one thing they all have in common is their ability to devise creative solutions to wicked problems. Here, seven deans each describe a single difficult challenge they've faced during their tenures. While each problem—and solution—is unique, all seven deans draw similar lessons from their experiences: Stay true to your strengths, collaborate freely, and engage faculty in the problem-solving process.



SUCCESS IN FUTURE TENSE

*Steef van de Velde
Dean and Professor of
Management and Technology
Rotterdam School of Management
Erasmus University
The Netherlands*

Four years ago, we wanted to position RSM to stand out in the market, so our communications department developed an initiative called “I WILL,” which started out as a marketing campaign but evolved into a movement. In October 2009, we asked students, alumni, and faculty to write goal-setting statements, which we integrated into our communications. Statements ranged from “I WILL become a successful manager” to “I WILL create 1 million jobs for women in rural India.”

The concept expanded dramatically after Michaëla Schippers, associate professor in leadership and management, read the work of Dominique Morisano and colleagues, which shows how an online goal-setting intervention can improve students’ academic performance. At Schippers’ suggestion, we integrated goal-setting into our curriculum and linked it to our I WILL initiative.

In 2011, we began administering an online goal-setting exercise to all incoming undergraduates. First, we ask students about their long-term goals: What do they want to achieve? What futures do they want to avoid? Two days later, we

ask them to prioritize their goals and create plans to achieve them. Finally, they write personal I WILL statements.

I WILL was controversial at first, because faculty viewed the word “I” as egocentric. The cultural mindset in the Netherlands is collaborative, so faculty felt we should emphasize “We” instead. To earn their buy-in, we formed an “I WILL embassy” of about 15 students, faculty, staff, and alumni who acted as ambassadors for the concept. Once faculty saw how goal-setting and I WILL statements were related to better student performance, they began to support the idea.

Today, the communications department takes a professional black-and-white picture of each student with his or her I WILL statement—quite an undertaking, given the nearly 1,300 students in our first-year bachelor’s program and more than 200 students in our post-experience MBA. We’ve taken more than 7,000 pictures so far, hanging poster-sized versions of the images in our corridors. At graduation, we show students’ I WILL statements on a screen as they cross the stage, closing the loop on the goals they set when they first came to campus.

We also established an I WILL award to recognize promising ideas—winners receive €15,000 (about US\$20,000) to move their ideas forward. Two 2012 MBA graduates won most recently with their business plan for CroMiDo, a platform that allows users to make microdonations through their mobile phones to individuals in emerging markets. The plan was inspired by their statement “I WILL help people to help people.”

I WILL has benefited the school in ways we never expected. For instance, Dutch universities are legally required to adopt a broad admissions policy, which can result in high dropout rates. According to data gathered by Schippers, the retention rate for students who participate in our goal-setting and I WILL exercises has increased by 25.6 percent. In the last two years, we’ve seen the highest performing cohorts in the school’s history.

Through I WILL’s success, I’ve learned that sometimes we must step back and rely on the passions of the students, faculty, and staff. They can make an idea flourish.

For more about I WILL, visit iwill.rsm.nl or www.facebook.com/iwillrsm/photos_stream. Van de Velde’s next priority is to reduce RSM’s dependency on state funding by developing new programs. He also wants to strengthen relationships with senior business executives, alumni, and corporate networks.

**Left: One student’s I WILL photo.
Below: I WILL posters in the halls of RSM.**



THE POWER OF 'AND'

Peter Henry
Dean, New York University
Stern School of Business
New York City

During my first year as dean in 2010, I heard a recurring concern from MBA students, who said they felt intense pressure to focus on their job searches very early in the program. That pressure left them little time to reflect on how they could create value in the world.

I wanted to send them a different message, one based on “and” rather than “or.” I wanted them to understand that doing well and doing good need not be discrete activities: Our students can become investment bankers *and* do great things in the world. They can become entrepreneurs *and* serve emerging markets. I also wanted them to have time to explore how they can create value for themselves *and* their organizations *and* the world before the realities of recruiting took hold.

Our faculty agreed that giving them this time would be worthwhile. Together, we decided to “flip” the MBA experience—just as many people talk about “flipping” the classroom—by reimagining our MBA orientation. During the spring and summer of 2011, Adam Brandenburger, professor of economics and strategy and now our vice dean of innovation, led a group of faculty, students, and administrators to design LAUNCH, a nine-day intellectual and experiential summit for all 390 of our incoming, full-time MBAs.

Held for the first time in August 2011, LAUNCH tackles social issues from four perspectives: World, Business, City, and U. During its first three days—each devoted to one of the first three perspectives—students hear presen-



tations and participate in breakout sessions. Past speakers have included Roger Ferguson, chairman and CEO of TIAA-CREF and former vice chairman of the Federal Reserve, who discussed the impact of globalization; and Cory Booker, now senator from New Jersey, who shared how he transformed challenges into economic opportunities as mayor of Newark.

Faculty also create content for LAUNCH. For instance, marketing professor Scott Galloway created “9,” an event where nine entrepreneurs, business leaders, and faculty give nine-minute TED-like talks. “9” features individuals like Elew, a New York musician who has established a brand for himself by playing the piano from the outside and the inside. Stories like Elew’s show students how seeing problems from different perspectives can lead to innovative solutions.

We devote the last six days of

LAUNCH to the U theme, as we encourage students to think about their contributions to society. Students receive mentoring, hear from recent graduates, and learn about our student clubs and offices of career development and student engagement. They also dedicate time to Launch Pad, an activity in which they break into teams to produce and present videos, each highlighting a way to create value in the world. Students then vote on the projects they see as most promising. Launch Pad puts the mindset of the first three days into action.

We bill LAUNCH as “An Education in Possible,” which is the essence of our mission. For us, LAUNCH has become both noun and verb. As an event, it is the beginning of our MBA students’ experience at Stern; it is also an active process that propels students onto a trajectory to explore how they can become more transformative leaders.

To read the agenda of LAUNCH 2013, visit launch.stern.nyu.edu. Henry’s next priority is to provide these opportunities to all qualified applicants, regardless of need. “In the United States,” he says, “those born in the top quartile of income distribution have an 87 percent chance of going to college, while those born in the bottom quartile have only an 8 percent chance.” By working on the school’s scholarship strategy, he aims to change those odds.



BUILDING AN MBA FROM SCRATCH

Lisa Toms
Dean, College of Business
Southern Arkansas University
in Magnolia

When I became dean in fall 2007, the university president gave me my first big challenge: Start an MBA program. Our school is located in a rural city of only 11,000 people, in a region experiencing a population decline. Furthermore, we had no budget to hire additional faculty.

But there are few affordable MBA options in southern Arkansas, so we knew we could fill a niche. We conducted a market study, including an online survey of members of our local chambers of commerce. That survey made clear that a traditional, full-time MBA was not feasible, because demand would come largely from working professionals living across a large geographic area.

That's why we designed a flexible two-year, 30-hour MBA that includes eight core courses and two electives; it combines online and face-to-face delivery. At first, we offered two courses online and two at night on campus; the following year, we reversed delivery so that courses offered online the previous year were delivered traditionally and vice versa. Because online enrollment grew so quickly, we now offer four core courses online and two core night courses each semester. We offer an elective each semester, but alternate the delivery method. Students can take any course online or on campus, they can enter the program at any time, and they can opt for a 33-hour MBA with an area of emphasis. Currently, we offer an emphasis only in agribusiness, but we expect



to receive approval for one in supply chain management in January.

We could not hire more faculty, so we increased the size of our undergraduate course sections from 20 to 30 students. Faculty who teach only in the undergraduate program assume a 12-hour course-load per semester, while those who teach in our MBA program have nine hours.

We spent a year obtaining approvals for the MBA from the Arkansas Department of Higher Education and the Higher Learning Commission (HLC). But when we launched in September 2008, HLC's reviewers had approved our proposal but had not yet submitted it to a final vote. For that reason, we couldn't yet market the program. So we promoted it through word of mouth, encouraging current undergraduates and recent alumni to apply. In our first year, with no advertising, we enrolled 12 students. In 2009, we enrolled 24; in 2010, 48. This year, 67 students are enrolled.

Recently, our on-campus international enrollments have declined due to problems with visas. For

example, when I taught my MBA marketing class two years ago, ten of my 21 students were international. This year, 3 of 13 were. In response, we're creating our first formal marketing plan to promote the program.

But now that the program is off and running, I can step back. I recently appointed a faculty member as MBA program director. We've found that a small school like ours can achieve its goals, but only if we don't try to be all things to all people. As our tagline says, "We offer world-class education in a personal environment," and we mean that. To make our MBA a success, we knew we couldn't do anything to take away from that personal touch.

Toms' next challenge is to grow a 2+2 program for people who have two-year associate degrees, or have dropped out of college with strong GPAs, who would like to complete their bachelor's degrees in management. She plans to use some of the same methods used to build the school's MBA program—including growing enrollments through word of mouth.

INNOVATION FROM THE GROUND UP

*Ilene Kleinsorge
Dean and Sara Hart Kimball Chair
College of Business
Oregon State University
Corvallis, Oregon*

When I became dean in 2003, two of the university's initiatives were innovation and economic development. In response, the college adopted a single strategic initiative: pursue innovation and the entrepreneurial process. I wanted our college to be at the core of the Oregon State University innovation culture. The timing coincided with AACSB International's call for business schools to play a greater role in sparking innovation, so our strategy also aligned with the direction that colleges of businesses were headed.

We started by launching a fundraising effort to create our first entrepreneurship program. Simultaneously we revised our curriculum so that all business students—majors and minors—would be required to take an entrepreneurship course. Next, we created an undergraduate specialization in entrepreneurship, and we hired faculty in entrepreneurship and strategy who also had undergraduate degrees in science and engineering.

In 2004, with donations, as well as revenue bonds secured by our university housing and dining department, we renovated Weatherford Hall, an old dormitory, as a living-learning community dedicated to entrepreneurship and innovation. Nearly ten years later, Weatherford annually houses 300 students pursuing different majors, as part of the college's Austin Entrepreneurship Program.

Collaboration continued as the university reorganized in 2006, placing the colleges of business and

engineering in the same division. This step created a dynamic environment where faculty, students, and other partners could collaborate and truly "live entrepreneurship." In partnership with the university's Office of Commercialization and Corporate Development (OCCD), the dean of engineering and I discussed ways to commercialize university innovations. That sparked a new program in which our MBA students write business plans for university intellectual property as their integrated business projects. So far, these startups have attracted nearly US\$180 million in venture capital.

In the past two years, we opened a prototype student incubator as part of the Austin Entrepreneurship Program. Students are creating businesses from products developed in this incubator and even forming their own startups.

At the university level, the past decade of initiatives culminated with discussions of a university accelerator. Representatives from OCCD, the research office, and the College of Business met with faculty to make sure that we could integrate an accelerator's activities into our curricula effectively. We wrote a strategic plan and formed an advisory board. Then, we received great

news: The Oregon state legislature announced the need for a regional accelerator and the potential for additional resources.

In January 2013, we opened the Oregon State University Advantage Accelerator. We had intended to pilot the idea first, then refine and grow it later. But instead, it quickly took off. Today there are 13 clients at the accelerator, at least ten interns, and a waiting list of students who want to participate.



To achieve our goal with constrained resources, we had to start small, think big, and plan for the long term. I think that two other factors also were essential to placing our college at the core of university innovation: collaboration and faculty support. As many deans know, collaboration is not always the easy thing, but it is always the right thing. We collaborated with donors, campus partners and leadership, corporate partners, and entrepreneurs. Most important, we engaged faculty in the process, because they are the ones who must implement our strategies and educate our students.

Kleinsorge's next priority is launching a PhD program, which will begin this fall and include a track in innovation and commercialization. The college also is exploring online learning, in part through the college's recently launched hybrid MBA.



TWO SCHOOLS, ONE VISION

Alice Guilhon

Dean, SKEMA Business School
Lille, Sophia Antipolis, and
Paris, France; Suzhou, China;
and Raleigh, North Carolina

In 2009, as dean of CERAM Business School in France, I knew our school needed to expand globally, but we didn't have the size or resources. That same year, I visited the ESC-Lille School of Management as part of an EQUIS peer review team. There, I discovered that CERAM and Lille shared the same global vision but faced similar limitations. By March 2009, both schools decided that merging into one institution would be critical to their global development.

We felt our time would be better spent developing the new school's culture than dragging out negotiations, so we proceeded quickly. I chose a team of influential people from CERAM and Lille—five from each school—who could act for the merger. Together, we met from March through June to work out every detail of the organization, finances, and strategy for the global business school of our dreams. We didn't want anyone to ask us a question that we couldn't answer. No one outside our group knew of the merger until we announced SKEMA's creation on June 30, 2009.

Some might question our need for secrecy, but we knew that we could move rapidly only if we chose the right people and kept our team small. However, we also knew that faculty and staff at both schools were aware of the need for global growth and ready for a change.

Over the next three years, SKEMA developed just as we'd hoped. In the first year, we focused on global development, including opening our North Carolina



campus (CERAM already had a campus in Asia). The second year, we completed our EQUIS reaccreditation. The third year, we consolidated systems, replacing our student registration and ERP processes for each campus with a single integrated system to support a global, multicampus structure.

The disadvantage of merging so quickly was that we didn't have time to prepare everyone for the new culture. For that reason, just after the merger's announcement, I met with the union and staff, the human resources department, and the board of directors. I asked the ten faculty champions to organize team-building activities and hold meetings with faculty and staff to explain why the merger was so critical. I had expected resistance, but faculty were excited to have greater global mobility and develop more global corporate contacts.

In a short time, I have been able to show everyone evidence of the merger's success. The number of applicants to our North Carolina campus has doubled since its

opening, and we received positive feedback during our EQUIS reaccreditation process. Such external reinforcement has proven that SKEMA is on the right path.

I learned a great deal during this process. First, don't be afraid to move quickly. With something as complex as a merger, it is tempting to spend a long time negotiating and transitioning, but that leaves less time to work toward the goals the merger is meant to achieve. Second, tackle all governance issues before the merger; otherwise, faculty and staff could be confused about the management structure.

In the end, the merger was successful because faculty and staff were ready to do something different. After just four years, they are proud to be involved in building a truly global business school.

Guilhon's next priority is to achieve AACSB accreditation. In addition, she will lead the effort to launch a new campus in Brazil in 2015 and to move the school's headquarters to Paris to increase its global visibility.



REWARDING INNOVATION

Eli Jones
Dean, Walton College of Business
University of Arkansas, Fayetteville

The University of Arkansas soon will be celebrating its sesqui-centennial anniversary—a mark of its rich history and traditions. But going forward, we must balance the power of the university’s 150-year-old brand with the demands of accelerating change. Business school deans—especially those at public universities—must become change management specialists. We must be more innovative. One of my biggest challenges as dean is finding ways to communicate this need to the college. I must encourage our faculty members, who are steeped in academic tradition, to embrace change and continuously innovate.

In the summer of 2013, I created the Walton College Innovation Award as one way to build a culture of innovation at our school. Each year, the award will recognize the department that has acted the most innovatively over the past 12 months in an area that

our school wants to develop. The winning department receives additional funds in its budget to support faculty travel. Its faculty also can proudly display the Innovation Cup in the hallway outside their offices.

Last fall, I gave the inaugural Innovation Award to our supply chain department, whose faculty worked with our supply chain management outreach center to create a spectacular conference. They reimagined an executive education program that we normally would deliver to 30 individuals into an event for 300 executives from a multinational transportation company. The company was thrilled with what its executives learned during the conference. Better still, the department tapped an area of growth that is very important to the financial well-being of our school—executive education. The conference generated revenue for the department, deepened the department’s relationship with the company, and heightened the visibility of our portfolio of programs. Faculty members already are working closely with the company to plan next year’s event.

To promote innovation, a business school needs to both import

ideas and export ideas. What I especially appreciated about the supply chain management conference was that it accomplished both goals, at a level of excellence that I want to replicate.

The Innovation Award builds morale, encourages teamwork, and offers opportunities for our faculty to make use of our 11 outreach centers at the college. My hope is that the award will encourage other departments to become more innovative themselves. After all, I realize that although we must respect our institution’s rich history, we also must continue to move our college forward. Innovation will be critical for us, because the truth is, change isn’t just coming—change is already here.

Jones’ next priority concerns the ways the business education industry will prepare the upcoming generation of business school deans, who he stresses will need “to be more entrepreneurial, more strategic, and more successful at change management than ever before.” He sees a need for more courses for aspiring deans, such as those offered through AACSB International. For his part, Jones has been inviting those interested in becoming deans in the future to shadow him for a period of time to learn more about the skills and responsibilities the job requires, and he hopes other deans will do the same.



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SHAKING UP THE ORGANIZATION

Kai Peters
Chief Executive
Ashridge Business School
Berkhamsted, United Kingdom

Our corporate clients' executive education needs used to be straightforward. Clients wanted five-day mini-management programs or simple courses on strategy. But now they want training paired with team building paired with online delivery paired with coaching. Until recently, Ashridge wasn't set up to provide such "one-stop shopping" easily.

Before 2013, Ashridge was divided into a management development department (for course delivery) and an organizational development (OD) department (for consulting). These two areas should have complemented each other, but they had different philosophies, paths to market, and pricing mechanisms. They were competing with one another—which meant we were competing with ourselves.

I spent the first half of 2013 tackling this wicked problem. We organized a Future Search summit facilitated by Marv Weisbord, an external OD expert. At the summit, faculty agreed that we needed to overcome our differences to focus on client needs, but they were reluctant to think about what that really meant—a complete shake-up of our organization.

To create a more integrated structure, we dismantled our two departments, replacing them with three integrated functional teams—strategy and innovation, people and leadership, and OD and change. We integrated our business development func-

tion to serve Ashridge more holistically. We first appointed team leaders, who then appointed their team members. We invited people to openly apply for the new positions, hiring the best person for each position regardless of his or her previous role. For instance, our new head of faculty previously was our director of research; our new director of business development had been in OD. Some who had held senior roles before did not get new positions—many in this group retired or returned to the faculty.

I found that balancing the needs of the organization with the needs of our people was especially challenging. On the one hand, the institution was clamoring for clarity as quickly as possible. On the other hand, the appointment process needed to be deliberate, fair, transparent, and respectful. I wanted to make sure that faculty had time to learn about the new teams and interview for positions that best suited their skills.

Last June, we officially began operating under our new organizational structure. Since then, we've



been working with clients at an unprecedented rate. We've also been handling increasingly large requests—we recently started a US\$5 million project for a single client. We are lucky that we chose to restructure now, just as the economy is picking up.

As business schools, we teach organizational change, but when it comes to undergoing change ourselves, it can be like the shoe-maker's wife who goes barefoot. We don't want to tell our clients, "Do as we say, not as we do." At Ashridge, we now practice what we teach. Clients have told us how much they appreciate that we provide the services they want; they don't have to seek out multiple providers. With that success, I can show faculty that this huge change wasn't just because I thought it was a good idea. It was because it was what the market wanted.

Peters' next challenge is to make Ashridge less susceptible to the ebb and flow of the executive education market. "Like consulting, executive education is unpredictable," he says. "You don't know what projects you're going to win or what faculty you'll need for it. This makes managing an institution such as ours a roller coaster ride." To create a more predictable revenue stream, Peters plans to grow Ashridge's degree program portfolio, online offerings, and online library services. 





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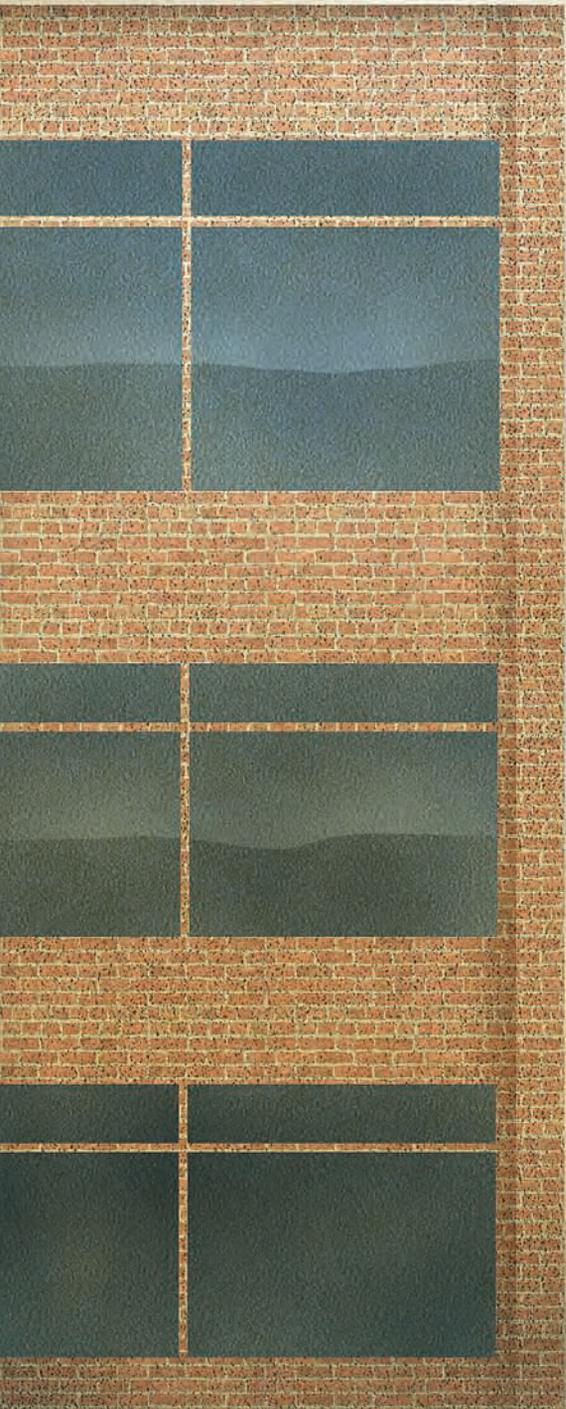
CROSSING OVER

What skills and strengths do top executives bring when they leave the corporate world to take jobs as business school deans?

BY SHARON SHINN

Business school deans in the 21st century have complex, multifaceted jobs. They must lead their institutions through transformational curricular and technological changes, raise funding in an era of shrinking state support, develop alliances with other schools and corporate partners, listen to the voices of many stakeholders, recruit top faculty, promote their brands, and deliver quality educational programs. No wonder that, according to data from AACSB International, a dean's average tenure is just a little more three than years, at least in the U.S.

While most deanships are held by academics, a number of business schools have turned to the business world to find their next leaders. In fact, AACSB's 2011–2012 Deans Survey showed that, among member schools, 6.7 percent of deans worldwide were non-academics, though the numbers varied greatly by region. In Asia, for instance, that number was 4.3 percent; in Africa, 33.3 percent. Among those nonacademics, the vast majority—65.6 percent—had held executive roles. As for the rest, 12.5 percent had worked in government, 9.4 percent had worked for nonprofits, 9.4 percent had run their own businesses, and 3.1 percent fell into other categories.



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C L T E R

To discover what skills and perspectives these nonacademics bring to the business school, *BizEd* recently talked with three executives-turned-deans. **Ed Grier** spent 29 years with the Walt Disney Company, taking positions in Paris and Tokyo before serving as president of Disneyland Resort. In 2010, he became dean of the School of Business at Virginia Commonwealth University in Richmond. **Christine A. Poon's** career spanned 30 years in the healthcare industry and included a post as vice chairman and worldwide chairman of pharmaceuticals at Johnson & Johnson. In 2009, she was appointed dean and John W. Berry Sr. Chair in Business at The Ohio State University Fisher College of Business in Columbus. **Steve Reinemund** is a 23-year veteran of PepsiCo, where he served as chairman and CEO from 2001 to 2006. In 2008, he became dean and professor of leadership and strategy at the Wake Forest University Schools of Business in Winston-Salem, North Carolina.

All three spoke of the similarities—and differences—between their business and academic jobs, and they reflected on what skills they have brought to the dean's office that lifelong academics might not possess. All of them can see great potential for synergy between corporate and academic worlds. Grier is particularly enthusiastic.

"I'd love to say, 'The university is where business comes to think.' But the truth is, corporations aren't calling on the talent within most universities as much as they should," Grier says. "If corporations get more involved in the university, they can help shape future leaders. When corporations invest

in universities, they make long-term investments in the future. Companies paired with universities—what a powerhouse!"

If more executives assume the leadership at business schools, could those "powerhouse" combinations be common in the future? And what other advantages can an executive dean bring to the business school? Grier, Poon, and Reinemund share their perspectives on these questions and describe what it's been like for them to cross over from the C-suite to the office of the business school dean.

What's the biggest difference between being a top executive and being a business school dean? What has surprised you most?

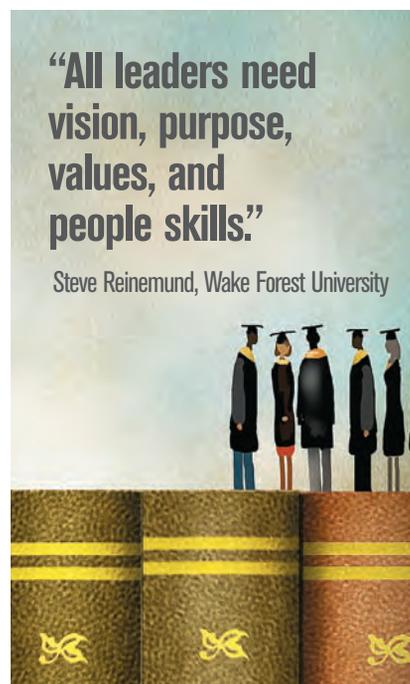
Reinemund: There are far more similarities than differences. Whether individuals are leading business schools, businesses, or

not-for-profits, they need vision, purpose, values, and people skills. Those skill areas are very much the same among organizations. If you have alignment of values between individuals and the organization, things work. If you don't have alignment, they don't. The differences center around the nuances of how you make decisions.

Grier: As CEO, you set the vision and the direction of the organization; ultimately, you are responsible for every decision, every action, and every inaction of your organization. All CEOs have their own leadership styles that determine how much they include other constituents in the decision-making process, but once the experts and stakeholders have been polled, the decision rests squarely on the CEO's shoulders. In the corporate environment, executive decisions aren't often revisited.

I have always taken a very transparent and inclusive approach to decision making and considered consensus building to be one of my strengths. In academia, the consensus building takes much longer and everyone's voice must be heard, not just the voices of stakeholders. Even then, past decisions and actions are revisited and revisited. Deans can't take that personally. They can't view that as a judgment about their leadership abilities. It's just the nature of shared governance.

Poon: When I first became dean, I had idealistic notions about academia. I knew that a medical school dean was also a physician and that a law school dean was also a lawyer, so I just assumed a business school dean had some business experience. It surprised me to discover that wasn't very com-



mon. I had thought that the business school walls would have been more porous than the rest of the university's so-called ivory tower.

What do you think business schools are looking for when they turn to executives instead of academics as their deans?

Reinemund: I think a business school, like any other organization, is trying to choose a leader who's appropriate for the strategies, direction, and vision the organization has at the time the leadership change is made. In some situations, that's a business leader. In other situations, it would make sense to default to an academic leader—for instance, if the strategy was to lift the level of teaching or research or change directions in the curriculum.

Grier: When a school hires a CEO as its dean, it's looking for the qualities in that individual that match up with the needs of the school, and every school is unique. For instance, VCU is located in a vibrant business environment, so the business school wanted someone who could build relationships with local businesses by finding common ground and forging mutually beneficial relationships. Early in my Disney career, I learned how to build trusting relationships with business partners. When we were negotiating, I had to anticipate or try to understand what was important for the person on the other side. In the same way, when I'm fundraising for the school, I look for ways to find common ground and build trust. I find out what's good for the donor and how that matches up with the needs of the school.

As dean, no matter where I go—whether I'm attending a meeting

SPOTLIGHT ON...

CHRISTINE POON



You've drawn on your executive experience to create more collaborations between Fisher and the surrounding business community. Why do you think such collaborations are so crucial?

Our business partnerships are important to fulfilling our land-grant mission, which we take very seriously, so we build our partnerships around subjects of great strategic or economic importance in our region.

One of our partnerships is with GE Capital to run the National Center for the Middle Market. The middle market represents about a third of the private sector jobs and a third of the economy, so it's an area where our students can create careers and our faculty can conduct research. During the worst of the economic crisis, the middle market was the only sector of the economy that was adding jobs. Therefore, understanding that sector is important from a policy standpoint, a legislative standpoint, and a student standpoint.

We also have a partnership with Nationwide Insurance through the Nationwide Center for Advanced Customer Insights. It was founded several years ago to help Nationwide determine how data might give it more insight into its customers, and it's evolved into a relationship with IBM in the area of Big Data. Clearly, the relationship with Nationwide and IBM will have huge implications for our faculty and the research they do, but it also will have a big impact on our students, because it will affect the kinds of students we can attract and graduate.

I believe that the more partnering we do, the more it elevates everything else we do—the research, the impact our research has, and the relevance our research has. It elevates the curriculum, it makes us more competitive, and it differentiates us. I would like to believe that eventually it will make the impact we have on business practice even more profound.

or making a presentation or going out to dinner with my family—I'm the face of the business school. I'm very comfortable with that role, because as the president of a resort, I was the face of the resort and the face of the company.

What strengths do you think you brought to the table that a lifelong academic might not have had?

Poon: When I came to Fisher four years ago, I set out to make the relationship between the business community and the business college boundaryless. As a nonacademic dean, I think that's my sweet spot—I have a basic understanding of businesspeople and their needs.

Reinemund: When I became dean at Wake Forest, the challenge was to take what had been two independent business schools and make them one school. It was appropriate to bring in an outside business leader, because I had pragmatic experience in transforming organizations, leading growth and change, building global businesses, and putting together teams to solve business challenges.

Grier: As a corporate dean, I think I brought two major assets to the school. First, because of my experience at Disney, I am granted access to political and business leaders who might otherwise be difficult to obtain. Camaraderie and mutual respect exist between corporate executives, and this has made it easier for me to do fundraising. Second, I have experience executing ideas, and I bring that experience to VCU. I encourage faculty to come up with incredible ideas about better ways to approach our mission or streamline

our operations. And when they do, I make those things happen.

I believe that, as a corporate dean, I can create a powerful partnership with the business school faculty primarily *because* of our different backgrounds and strengths, not in spite of them. The supportive mentorship of a professor, the thoughtful insight of a researcher, and the unstoppable optimism of a corporate executive present a winning combination for any organization.

As a former executive, how well do you think business schools are doing at graduating students with the skills they need to be successful in today's business environment?

Grier: By and large, business schools are doing a really good job of preparing students. But more businesses are asking, "What is the practical application of what students are learning and how can they apply that to my specific busi-

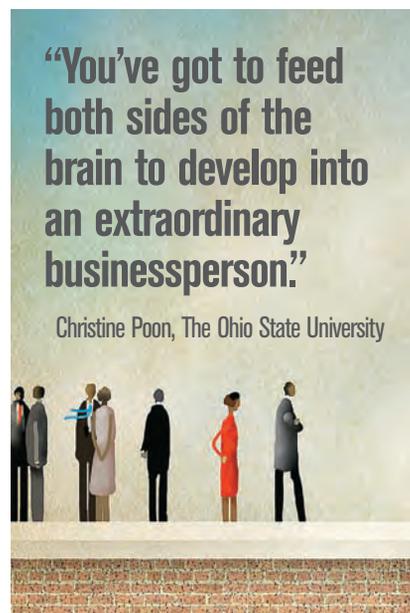
ness?" They want students who can work in environments that are abstract, not formulaic, where there might not be clear solutions or right answers. So we have to give students more practical experience.

At VCU, we have the da Vinci Center for Innovation, where students from the schools of business, engineering, and the arts work on real problems brought in by business leaders. If we can teach our students to identify problems and find solutions while working in diverse environments, we are giving them really strong capabilities.

In addition, we want to develop leaders who are focused on ethics as well as business. We stress to our students that they need to be successful leaders, but they shouldn't have regrets about how they got the business done.

Reinemund: Since the financial meltdown, most business schools have a more intense emphasis on the job market. At Wake Forest, we've focused on giving students stronger quantitative analytic skills, as well as practical knowledge through experiential learning, so they can translate business problems into meaningful solutions. We combine those lessons with a good sense of competing in an ethical fashion so they understand the importance of winning with integrity.

For instance, our Center for Leadership and Character was created to provide an environment that mirrors the crucible of business and to help students firm up their values. We have a heavy emphasis on character because, from my own experience, it seems that most of the mistakes that cause people to derail are caused by character flaws rather than incompetency.



SPOTLIGHT ON...

STEVE REINEMUND



Since you took the post at Wake Forest, you've talked about helping students find their passions, so that their jobs are callings as much as careers. How have you met that goal?

At Wake Forest, we try to bring in students who are seeking a place of significance in the business world but aren't sure where it is. We call this "finding your fire." We've worked hard to strengthen our career development area, to really help students discover what they like to do and turn those passions into meaningful careers. This has changed the focus of our curriculum.

For instance, all of our graduate and undergraduate programs have different ways of giving students practical experience. In the master of arts in management program, we attract liberal arts graduates with no prior work experience. They must participate in an active learning project that they take from a real business and solve as a team. By contrast, in the traditional MBA, much of that practical experience will come from the summer jobs students take between their first and second years. Additionally, all the undergraduate programs have a required internship in which students have graded, supervised experiences.

We also ground students in ethics and help them understand the importance of winning with integrity. We want to help them put together lives that will add to society and what we call the noble profession of business.

What can schools do better to prepare students for the working world?

Poon: Students typically come to the business school with one side of their brains more developed than the other, and they tend to reinforce whatever that side is. If they're more creative, they'll choose the coursework or extra-curricular work that reinforces their creative sides. The opposite is true if they're more quantitatively oriented. I believe you've got to feed both sides of the brain to develop into an extraordinary businessperson.

We're admitting more freshmen into Fisher, and this gives us more time to advise them as they take their general education requirements in liberal arts. We want them to make smart choices about those liberal arts activities so they can develop their brains and experiences in a way that will be important in the future.

Research is just as important to the business school as teaching, but there's intense debate about whether research should be practical and relevant, or academic and theoretical. How do you draw on your business experience to weigh in on this discussion?

Grier: Obviously, theoretical research is important for the prestige of the school and for the stature of faculty within their disciplines. We love it when our professors publish research in respected journals. What's more important is to recognize that new knowledge is a powerfully uplifting tool. It inspires us and fills us with hope for the future. In the

SPOTLIGHT ON...

ED GRIER



During your years with Disney, you spent extensive time in Japan and Europe. How do you draw on those international experiences in your role as dean?

For Disney, one of the big drivers of growth has been the international market. Currently there are Disney theme parks in France, Japan, and Hong Kong, and there soon will be one in China. Many other Fortune 500 companies also have realized that much of their future growth will come from countries like Brazil, China, Korea, and India. At the same time, many small startups are taking advantage of the low cost of production in emerging economies. It's clear that, whether a business is buying or selling, its leaders must understand how to survive in the global marketplace.

The key to being successful in the international market—for companies as well as universities—is being willing to understand the culture. This means respecting differences, being adaptable, listening carefully, and responding thoughtfully. Individuals only develop this cultural sensitivity through experience. That is why I am so keen on providing our students with opportunities to work in culturally diverse environments and to travel abroad to complete projects.

I think one of the greatest insights I brought to VCU was knowing that we have to understand cultural strengths and nuances wherever we go in order to build trust. That knowledge has been important as VCU develops partnerships with international schools—and we are just getting started.

early stages of theoretical research, the potential impact can hardly be discerned. Take, for example, quantum mechanics. Who could have predicted in 1920 that this research would lead to the invention of the transistor and solid-state electronics?

Of course, there has to be a balance. There has to be room for research that has direct application to the business world. Here's one way we do the balancing act. We're working with the University of Virginia, Longwood University, and Virginia State in a group called the Commonwealth Center for Advanced Logistics Systems, which helps businesses solve supply chain and logistics questions. The approach will be more applied than basic research, but faculty are still relying on academic research to answer companies' logistics problems.

Reinemund: At Wake Forest, we let faculty members choose among different tracks that either favor research or teaching or take a balanced approach between the two. Their evaluations are weighted according to their choices. An academic professor who chooses a heavy emphasis on teaching will get the same performance rating and merit raise as a faculty member who focuses on research and performs equally well.

Whatever path they choose, we make it clear that we expect a high level of excellence and that their research must add value to the free enterprise system.

Poon: In the U.S., funding for medical science research often comes from the National Institutes of Health, the National Science Foundation, the Department of

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Energy, other government agencies, and corporations, and those research grants are very competitive. In addition, over the past ten to 15 years, there has been more emphasis on having the research be more “translatable,” which means that many grants must be written to show that the academics are thinking about the translational impact of their research.

For good or bad, we don’t have those same pressures and competitive drivers in the business school. I do think most of our faculty can say how their research translates to the world—if they’re asked. But perhaps we need to do more to elicit a description of that translational impact from our researchers.

One way might be through developing stronger partnerships with the business world. For instance, through the National Center for the Middle Market, which Fisher created in collaboration with GE Capital, we’ve funded a fair amount of academic research. We’re working with writers so we can answer the question, “What does this research mean to a middle market company?” I will say that it’s not a natural act—but it is important.

I think all faculty members would celebrate the idea of having their research translated into a language that can either be taught to students or shared with laypeople. Why wouldn’t they want their life’s work to be disseminated and adopted into the practice of business?

What advice would you give to a business school considering hiring a nonacademic as a dean?

Poon: Discover if the individual

really enjoys doing different things and experiencing new environments. If so, he or she will love the academic life. When I was in the business world, I was privileged to have experiences that were sharply different. One day I might be running the U.S. businesses and the next day, the Latin American businesses. People who have enjoyed similar experiences will find the transition to the dean’s job a very comfortable change. But it’s not just comfortable—it’s exhilarating, it’s challenging, it’s fun.

Reinemund: I’d say, “Why are you thinking about hiring an academic person or a businessperson? What is the strategy?” When you get a good fit, you have a high potential for success. And when you get a bad fit, you have a high potential for failure. For instance, if a business leader comes into a school that already is on a good track, and the business leader has the idea that he’ll revolutionize higher education, I’d say that situation has a high likelihood for failure.

It’s also true in the business world that there should be a match between the needs the institution has and the strengths the new leader can offer while he learns the things he doesn’t know. I call that the glide path. If there’s no glide path, there’s a high likelihood that there’s going to be a collision.

Conversely, what advice would you give to an executive considering a job as a dean?

Grier: Ask a lot of questions, visit

the school, talk to other deans, and make sure it’s an environment you can thrive in. Many executives have a lot to give back to universities and business schools, but they have to understand that the environment is totally different.

When business leaders move from one company to the next, certain fundamentals stay the same—they just have to learn what drives the market, where the demand might be, and what resources are available. But academia isn’t intuitive. There will be some things that business leaders just don’t know, whether it’s the way the tenure process works or what bylaws are most important. It would be helpful to have a mentor who understands all the cultural nuances that seem small but have significant impact.

Reinemund: I’d say, “Are you thinking about taking this job because the school has a need you can solve and you believe you can make a difference? What do you *think* you can do that is of better value than what anyone else can do? And is the culture of the organization one you appreciate, admire, and respect?” If you can’t answer these questions, there’s a high likelihood that the experience will be painful, if not fatal.

But I’d also tell them that this chapter of my life has been very satisfying. It’s a privilege to be around students seeking to make a difference in the world and faculty members committed to helping them do that. It’s gratifying to see people’s lives change as a result of their experiences in school. I didn’t necessarily know what I was getting into when I took this job, but I’m grateful for the opportunity I’ve had. 

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FROM THE OTHER SIDE

Just as business executives sometimes leave the corporate world to take up posts as deans, occasionally longtime deans depart academia to lead other organizations. That's exactly what Carolyn Woo did when she became president and CEO of Catholic Relief Services in 2012 after serving nearly 15 years as dean of the Mendoza College of Business at the University of Notre Dame in Indiana.

While she was dean, she spent one year as chair of the board of AACSB International; she also led the association's Peace Through Commerce initiative. In her new role, she has been listed as one of the 500 most powerful people on the planet by *Foreign Policy* magazine—one of only 33 noted as being “a force for good.” Here, she discusses how her experiences at Mendoza prepared her to lead CRS and how business school can prepare students for success in the nonprofit world.

You went from being a dean to leading a massive humanitarian organization. How are the jobs similar?

To be a dean, you need to have a strategic vision, and you have to

bring people along on that vision. You also must be able to move people to higher levels of standards and performance. And you have to use systems, assignments, and structures to align the implementation with the vision. I did those things as dean, and I do them now.

The fundraising piece of the job is also the same. Fundraising is more than just cultivating donors. It's getting people excited about what you do and giving them a sense of ownership. It's articulating your mission and your achievements in a way that's inspiring.

What is most different?

The biggest difference is the number of stakeholders I deal with. In a business school, the major stakeholders are faculty, students, donors, corporate recruiters, and other deans.

In my current job, my staff is the equivalent of my faculty—but I have staff in more than 90 countries around the world. My donors include governments and large corporations, as well as individuals. And, because I represent the Catholic Church in the U.S., some of my other stakeholders include the bishops, the priests, and the people

in the pews of U.S. churches. In addition, I work with faith leaders from around the world.

CRS is involved in advocacy to political leaders on topics like poverty reduction and humanitarian aid, so I also reach out to American government leaders. This gives you an idea of how my stakeholders have broadened.

Another difference is in the degree of complexity in my deliverables. As a dean, my deliverables were degrees and the educational experiences that led to degrees. At CRS, my deliverables are designing integrated solutions around issues such as hunger and food security, education and literacy, water, sanitation, and agricultural livelihoods.

Many business school graduates will go on to work in the nonprofit sector. Do you think that current business school curricula adequately prepare these students for their careers?

I think what we teach in business schools is directly relevant to the not-for-profit world. In terms of skills and expertise, there's about a 90 percent overlap in what students need to know, although a lot more soft skills are required in not-for-profits.

What's different are two things. In nonprofits, managers must be able to motivate employees even though they can't offer the highest pay. At the startup level, the pay differential between not-for-profits and for-profits isn't very large, but as individuals move up the hierarchy and gain more responsibility, the differential is huge. I would say that a senior manager who handles a major nonprofit program might earn about a third of what a comparable industry leader would make.

That leads to the second thing. Leaders of nonprofits have to be the kinds of people who will get a high degree of intrinsic satisfaction

from the type of work that saves lives, that makes a difference in whether children are fed or face starvation, that allows people to have access to clean water. Making a difference in people's lives has to give them great joy.

While you were dean at Notre Dame, you clearly were drawn to the notion of business as a force for good. You were involved in the Peace Through Commerce initiative at AACSB, and you wrote about the role of business in society, especially in the developing world. In taking the job with CRS, it seems you followed that passion to its logical conclusion. What advice would you give to business students about when they should take jobs for the experience, and when they should risk everything to follow their hearts?

I think I'm a person who needs a balance between passion and security. I don't follow my passion to the point of saying, "I don't care if I have savings for my old age. I don't care if I can fund my children's education." On the other hand, I don't make decisions just to earn the highest amount of money. When I moved from consulting to academia, when I moved to differ-

ent jobs within academia, and when I moved from Notre Dame to CRS, I took pay cuts.

I'm always striking a balance between having enough and doing what I feel pulled to do at a certain point. I have a sense of passion, but I also have a sense of pragmatism. I would tell students they have to have both.

Even if business students decide to go into business, not the nonprofit sector, do you think it would benefit them to take an internship working with a nonprofit?

Completely. First of all, the skills are very transferrable. Second, that experience would give them more accurate impressions of not-for-profits. It's much harder to work at a not-for-profit than a for-profit because the organization has to achieve a lot on very little budget. If students understand how to do that, they could lead in many different situations.

Finally, they would learn to understand the consequences of business actions—not just the negative consequences, but also what happens when business doesn't go far enough. They would learn to ask, "How can my actions make society a better place?" I'm not one of those who only thinks about the bad things businesses do—I think there is tremendous potential for business to do good. What stops people is a lack of imagination and a lack of connection to the lowest sectors of society.

Have your academic connections led you to develop more partnerships between CRS and universities?

CRS works with more than 100 schools on a globalization program that builds student leadership skills. Not only do we have cases that faculty can use, we can make experts

available to be beamed virtually into classrooms to discuss issues. In addition to those broad university programs, we have comprehensive research relationships with select universities, and I would say I brought those relationships.

If you knew a dean who wanted to leave the academic life for the nonprofit world, what advice would you give?

I would say, "Enjoy the idea of being able to make a difference at still another level of impact." Business school deans do a great deal to develop the skills and imaginations and aspirations of young people. But they can reach so many more people if they move into a position like this. At Catholic Relief Services, we touch 100 million people every year. Being able to have that type of impact through leadership of an organization can give someone a tremendous sense of purpose.

If you were to return to the academic world after serving at CRS, what would you do differently once you were back in the dean's office?

I would do more to help students imagine how they can contribute to the world. I think a lot of times business students' potential exceeds what they actually do with it, so I would inspire them to ask big questions about their lives.

I also would do more to expose them to the interdependence of the world so they could see how the actions of business, government, and civil society relate. Business schools tend to focus on only one of the three corners of that triangle, but their actions interrelate and have consequences.

I also would hope to inspire them to be less fearful. Because if you're always anxious and always trying to accumulate more, you can't really do big things. **Z**

Woo visiting the Philippines after a flood in 2011



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Choose a Committee

The Search Is On

Business schools take 18 months, on average, to hire a new dean—a long time to be left without a permanent leader. But by committing to a plan and a few key principles, the University of Alabama shortened the process to just 16 weeks.

BY RON DULEK

The median length of tenure for a business school dean is just more than three years, according to data from AACSB International. That figure is frightening in itself, but even more frightening is that after a dean steps down, it takes 18 months on average for a business school to hire a new one. That means that business schools are led by lame duck or interim lead-



**Finish
preparations by
deadline?**
Great!
Move forward
two spaces.

WEEK TWO:

Time to Prepare—You Have Just Two Weeks

- Clear it with HR
- Plan your strategy
- Prepare announcements

ers about 33 percent of the time, which interrupts a business school's momentum, decreases the productivity of its faculty and staff, and disrupts its organizational culture.

AACSB and other organizations are implementing initiatives to make a dean's tenure more effective and longer lasting. But until those initiatives lead to a permanent solution to the rotating leadership at many business schools, why don't we turn to a more immediate solution to the problem? Why don't we simply shorten the length of time it takes to find a new dean? We know that's possible because the selection committee at the University of Alabama's Culverhouse College of Commerce in Tuscaloosa chose our new dean in just 16 weeks.

In late November 2010, our dean of 23 years announced his intention to step down. Before the end of the calendar year, the provost had met with faculty to clarify the search procedure, and our faculty had elected six members to

serve on the selection committee. In January, the provost appointed five additional committee members, allowed within our guidelines; named a chair; and gave the committee permission to conduct the search without her office's intervention. And by the end of January, the committee had outlined a 16-week plan to appoint a new dean, including two weeks to prepare for interviews, seven weeks to field candidates, two weeks to screen candidates, two weeks to interview candidates, and one week to make a final choice.

On February 1, the clock started ticking. With such a tight schedule, we had little room for error. However, we realized that if we followed the key principles that we had set, we could skirt political pitfalls and meet our deadline. We think that if other schools adopt a similar approach, most can streamline their dean searches significantly—and avoid languishing in a leadership lurch.

Stage One: Preparation

For the first two weeks, our committee completed four preparatory steps. First, we arranged permission for our search with the human resources department, so that we could proceed with the other three steps while awaiting HR's final approval. This may seem simple, but doing this first was crucial to keeping us on schedule. Even if HR had required additional tweaks to our plan, it was unlikely that the office would refuse the committee permission to move forward.

Second, we debated whether or not to use a search firm. In the end, we decided to conduct the search on our own. However, we reserved the right to ask the provost to hire a search firm in the future, if we were unable to find a qualified pool of candidates within six weeks. The provost supported that decision.

Third, we compiled an initial list of characteristics that we wanted the new dean to have and created a plan to solicit input from

WEEK FOUR:

Identify Candidates in Two Weeks

- Distribute announcements
- Place ads
- Narrow criteria for selection



our alumni base, donors, central administration, and faculty. Finally, we prepared the advertisement copy and announcement letters for the position. Two weeks later, we had met our first deadline.

Stage Two: Candidate Collection

We distributed job announcements throughout the seven-week period of our candidate collection phase. We completed the other four steps simultaneously, rather than sequentially, to save time. These steps included contacting AACSB and other organizations, distributing announcement letters to stakeholders and other schools, placing job announcements, and narrowing down the selection criteria.

To narrow down our criteria, we held meetings with faculty, alumni, and donors to ask them what they thought were the most desirable characteristics for the new dean. With donors, we conducted an exercise called “The Dean’s First

Day,” in which we asked them to imagine what priorities they would emphasize if they were meeting the dean on his or her first day in office. It turned out that donors wanted a dean who would emphasize the importance of international business, relevant curricula, and job placement. Faculty, on the other hand, wanted a dean who was a strong fundraiser, comfortable with outreach, and supportive of their work and research.

Although these discussions were time-consuming, they laid the foundation for our screening of candidates. We were able to pinpoint our selection criteria more effectively with the needs of our community in mind.

Stage Three: Candidate Screening

As we began to screen candidates, we balanced inclusivity with efficiency. We invited any candidate who was supported by at least 20 percent of the committee to

schedule a preliminary interview with us over Skype. Over the next two weeks, we conducted 30-minute Skype interviews with 26 candidates. To stay on schedule, our chair sent each candidate an assigned interview time via email, rather than provide a choice of times—only one person could not meet at the first slot offered.

That’s not to say that such alacrity did not lead to a few light-hearted mistakes. In one interview invitation, the chair mistyped the proposed interview time as “0:00,” which required the candidate, whose name was Bob, to ask for clarification. Embarrassed, the chair replied instantly, but in haste began the message, “Dear Boob”—which required yet another apologetic email. Fortunately, the gracious candidate sent the following diplomatic reply: “Good catch.”

Such moments were rare. The chair’s organization of interviews, the assignment of interview times, and the use of Skype streamlined our efforts and allowed us to complete our interviews by the middle of the second week. Because we had spent so much time determining selection criteria, we were able to narrow down the pool of 26 to four candidates rapidly, with no major differences of opinion.

Stage Four: Interviews

Nine weeks in, we finally could make the names of our four candidates public. We learned two surprising but valuable lessons at this point. The first was that everyone wants to be included in the interviewing process! From support staff

**Saved
time with
technology!**
Move forward
one space



WEEK TEN: Interview Candidates

- Invite candidates to campus
- Hold interviews

WEEK SIX: Screen Candidates

- Choose semifinalists
- Plan interviews using Skype
- Choose the final four

to administrators, from freshmen to alums 50 years out, from ten-dollar donors to million-dollar benefactors—everyone wanted to meet the candidates. When our first candidate came to campus for interviews, we did not recognize the extent of these requests. We scheduled far too many one-on-one meetings. We quickly realized that approach wasn't practical. For the remaining candidates, we scheduled group meetings with stakeholders, in addition to interviews with the committee members, which proved highly effective.

The second lesson was that a

school's community will conduct its own informal vetting of candidates, beyond the selection committee's formal vetting efforts. Once the finalists' names were announced, faculty and other supporters called their friends and acquaintances to find out more about them.

We considered asking them to stop their efforts, but upon further reflection we decided it was a healthy, positive part of the search. In the end, their inquiries helped clear the air about each of our candidates and hurt no one's chances to be chosen for the job.

Stage Five: Discussion

In the week after the interviews, we held final meetings with departments and key support groups to ask them to voice what they viewed as positives and negatives about each candidate. We then gathered data electronically from these groups and others; we also sent ballots to select constituents and asked them to vote. It was a challenge to do so much in just one week, but these meetings gave constituents one last opportunity to voice their opinions in open discussions.

From Candidate to Dean

by *Michael Hardin*

When I was a candidate in the University of Alabama's search for a new business school dean—someone actively hunting for a new position—I wished the school's process for finding a dean would move even more quickly. Only after the fact did I realize that the search moved with amazing speed.

What I liked most about the accelerated search process was that it did not become divisive, largely because the committee adopted an open, transparent approach. This inclusive process built bridges among internal and external stakeholders and enabled the school to move forward as a single unit.

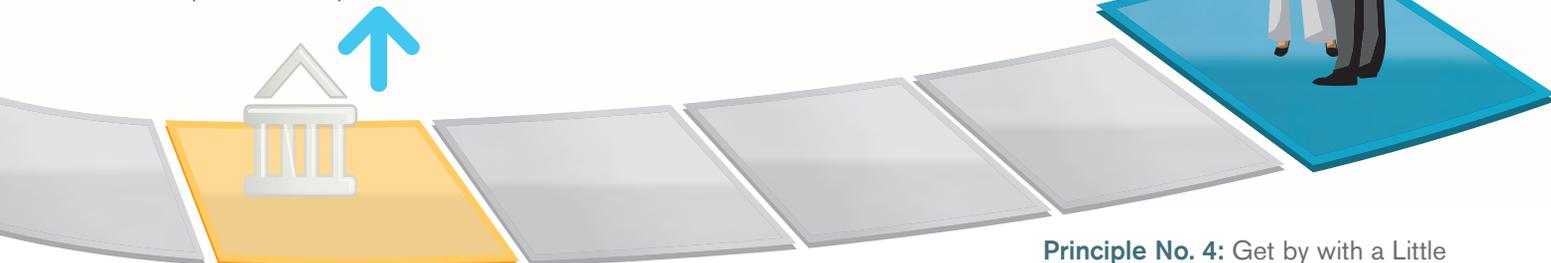
Whenever a dean announces the intention to step down—or when an academic leader fills a dean's position on an interim basis—that person is left in a state of limbo, from which he or she can make few lasting or long-term decisions. It benefits the entire school to leave that limbo as quickly as possible. When it comes to finding a new dean in a minimal amount of time, our search committee's strategy worked incredibly well. I would advise other business schools to adopt a similar approach in their own searches for new leadership.

Michael Hardin was appointed dean of the Culverhouse College of Commerce in 2011.

WEEK 15:

Just one week to decide

- Gather final feedback
- Take votes of approval
- Present final list to provost and president



We held faculty and committee yes-or-no votes. For their names to be submitted to the provost and president—who would make the final decision—the candidates had to receive at least 66 percent approval. Amazingly, three of our candidates cleared that hurdle. The provost and president chose our new dean from among those three.

On Schedule, Under Budget

We were able to complete the task by our deadline and, metaphorically, under budget—even though a tornado struck our area during our search! We did so by operating according to four principles that kept us focused:

Principle No. 1: Stay on the High Road

Committee members sought to communicate with each other continuously and follow the “high road” at all times. That meant no political intrigue, gossip, inaccuracies, or hurtful comments. We strove, as Don Miguel Ruiz advises in *The Four Agreements*, “to be impeccable with our words.” Even when members did not agree with another’s perspective, they ardently defended that committee member’s right to hold that point of view. Consequently, the committee grew quite close and operated effectively.

Principle No. 2: Communicate, Communicate, Communicate
The committee vowed to be strategically transparent with stakeholders at every stage of the search. Some parts of the search demanded secrecy—for instance, we were not at liberty to reveal the names of the candidates until the interview stage—but we acknowledged the need for confidentiality to the community at the beginning. We were open in all other respects. We released bimonthly reports that outlined how many candidates had applied, where we were in the process, and when we hoped to complete each step. We even kept our applicants in the loop. It’s almost impossible to communicate too much when handling a sensitive topic such as a dean’s search.

Principle No. 3: Listen, Listen, Listen

The committee made concerted efforts to gather feedback via regular meetings with external constituents, upper-level administration, faculty, and staff. Communication can easily—and dangerously—become a one-way street, especially when the situation is sensitive. By inviting feedback, the committee was able to gain additional insights from our community and clarify misunderstandings along the way.

Principle No. 4: Get by with a Little Help from Your Friends

Like most schools with a dean position to fill, we flooded the nation, if not the world, with announcements about the position. Yet, to our surprise, the final four candidates all came to us via recommendations by faculty, staff, and supporters at our own institution. These groups also helped us persuade these candidates to put their names forward for consideration. We are by no means saying that schools should not use every avenue to get the best collection of candidates, but they should not limit themselves to external advertising. It’s important also to take advantage of help that’s closer to home.

Even though there were some difficult moments, committee members unanimously agreed that the process was significantly less painful than they expected it to be. In fact, to a person, committee members labeled the experience enlightening and enjoyable.

By implementing the principles above, schools could shorten their dean searches by six months—or even a year or more. More important, they’ll hopefully be fortunate enough to hire an excellent dean who stays with their school for a decade and beyond. **Z**

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Ron Dulek is the John R. Miller Professor at the University of Alabama’s Culverhouse College of Commerce in Tuscaloosa. He served as a member of the school’s dean selection committee.



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LIBRARY REDUX

When it comes to educating students, this librarian reminds faculty to **take full advantage of academic libraries**, which are expanding their content, improving their search services, and assessing the impact they have on student learning and retention.

BY DAN GJELTEN



As a librarian, I was excited to turn to a recent article in *BizEd* and find a picture of a student standing in a beautiful library and loaded down with books. I was sure an article titled “Students Who Love Research” would feature the academic library as an essential part of business education. But this was an article about real-world experiences, and the word “library” did not occur even once.

The experience led me to wonder how the library is currently viewed in business education. What is its role? What kinds of research expectations do deans and faculty have of their students? Is the library still a fundamental feature of business education, or has it become just another metaphor?

As the Director of Libraries at the University of St. Thomas in St. Paul, Minnesota, I strive to make certain that the library is central to the academic mission of the institu-

tion and that its collections enhance scholarship in all of our programs. I am convinced that we can collaborate with faculty to teach students the essential lifelong skills associated with discovering, obtaining, and evaluating data in a technology- and information-rich world. But I also worry that administrators, faculty, and students don’t understand how many needs the library serves—and I fear that the library will cease to be a living partner in teaching and learning.

The Library’s Role

Like other industries, academic libraries are experiencing many tensions. We must cultivate a deep understanding of the larger ecosystem in which we operate, manage growing technological complexity, and respond to a high level of competition. We also must serve a segmented market, providing sophisticated support to the faculty who are engaged in scholarship and knowledge creation, while offering basic instruction to students learning to retrieve and use information.

At the same time, we must cope with the pressures at work in higher education—the need to affirm the value of a degree, the need for assessment measures that confirm we are achieving our goals, and the need to rethink our own roles in light of new realities.

Our responsibility to the business school is clear. As Christopher Puto, dean of UST’s Opus College of Business, says, “We expect our students to be effective problem solvers after graduation. They should be able to identify their information need, then find, analyze, assemble, and use information to make decisions.”

Students need to understand not just how to conduct research, but how to put it together in a meaningful way, notes Jeff Oxman, an assistant professor in the finance department. In many papers, he says, students “have cited this and this and this—they have a bibliography, but they don’t have a story.”

Of course, research isn’t everything, as Lisa Abendroth points out when she asks her students to imagine doing research on the tango. “Then I ask, ‘Now, could you come up and dance for us?’ and of course, they couldn’t,” says Abendroth, an associate professor in the marketing department. But unless students know how to conduct primary research, she believes they will be inclined to make decisions based on gut reactions, which she tells them won’t be acceptable in the workplace. Instead, they need to know how to draw conclusions based on credible information that provides context for contemporary business problems. They need the library.

Search Energy Optimization

Even I will admit that users can find it challenging to navigate the large and rich collections of electronic content that academic libraries have amassed today. For instance, a little more than a decade ago, the UST libraries had a collection of 2,000 print journals; now we provide access to more than 50,000 electronic journals. As we continue to expand, it becomes even more important that we find ways to remove barriers between users and content. We must help students develop the skills they need to discover information in a high-tech environment—but we

Developing Critical Skills

Today's libraries offer far more than access to books, periodicals, and digital content. They provide an environment where business students can learn and hone the most crucial skills they'll need to be successful in the 21st-century marketplace.

It's not hard to guess what those skills will be. One predictor is a biennial survey from the University of Washington's Office of Educational Assessment, which asks alumni what abilities are essential for students to have five years and ten years after graduation. Over the years, the following abilities have been identified as most important: defining and solving problems, locating the information needed to make decisions, working and learning independently, working effectively with technology, speaking effectively, and critically analyzing written information. Libraries can help students with virtually all of those tasks.

Another source outlines even more plainly what kinds of skills graduates will need. Project Information Literacy, a national study about early adults and their information-seeking behaviors, produced a 2012 report authored by its executive director, Alison Head. She notes that employers want college hires who can "jump into the messy situations," "read through stuff they may never use," and apply "dogged persistence." She quotes one employer who says that a comprehensive research approach is essential because "it solves immediate information problems and sheds light on related issues critical for future work—the lifeblood of any organization." Head adds, "Workplace research requires a strategy that imagines all possible answers."

All possible answers? Again, these can be found at the library.

Because students don't always understand how to use the library's resources, it's important for teachers to encourage them to develop information literacy skills. A teacher who does this very well is John Sailors, an associate professor of marketing at the University of St. Thomas.

In the applied business research class required for UST's full-time MBA, Sailors helps students see that library research has direct application to real-world problems. Because students work with external clients, they must first establish credibility by learning the industry context, history, issues, and specialized language. Students generally begin their projects by meeting with librarians to learn about secondary research.

"I tell them to search forward and backward," says Sailors. "Once they find a good article, I suggest that they see who has cited it since publication and to look through the notes and bibliography for earlier sources."

In addition, Sailors helps students become more discerning in their research by showing them how to distinguish between scholarly journals and more popular publications or trade magazines. He also helps them understand the importance of publication date—the significance of which may differ by project. And he tells them to consider carefully who collected and published the data, because publishers may have particular points of view. Once they understand how to sort through and assess information, his students will always understand what a powerful resource the library can be.

must minimize the time they waste in fruitless searching.

For that reason, at UST we've created dozens of research guides that address known scholarly research needs. Students can use them to learn more about particular disciplines, including international business, business law, entrepreneurship, marketing, economics, and statistics. The guides also help them find data about specific companies and industries. Each guide points users to starting places and explains how to use the best resources in the libraries' electronic collections.

We also tell students that, as soon as they get frustrated or feel like they're not getting results, they should consult a librarian. The guides include photos of the specialist librarians who will be most helpful in the area of business research, an online app that

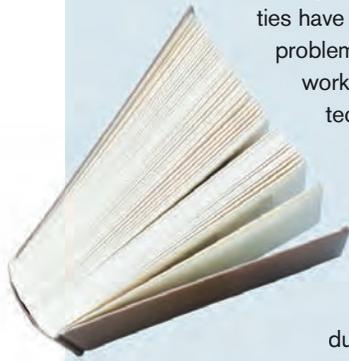


IMAGE SOURCE/GLOW IMAGES

enables appointment scheduling, and the opportunity to chat with a librarian in real time.

Since most of our faculty and students access our collections via the web, we've created a position for a web developer who can design pages that are functional, intuitive, and mobile-ready. These new page designs also allow us to communicate with users we may never see face-to-face. In addition, we use Twitter, Facebook, and a blog to stay connected with users.

We are working to develop "moment of need" interventions that put resources in front of users before they even realize they need them. These interventions require close communication with faculty and students, who can alert us to assignments and due dates. We then can provide users with relevant and specific research hints through everything from social media sites to our portable whiteboards at library entrances.

Other libraries that serve business schools are offering more services related to the databases students will use once they enter the workforce. For instance, some libraries are appointing Big Data specialists who can help students and faculty understand how to sift through and analyze enormous datasets. The University of Tennessee Libraries have created the position of "data curation librarian" who will support the use and management of research data. Other libraries might post a job for a "data scientist," who can make "discoveries while swimming in data." That's how Thomas Davenport and D.J. Patil describe "The Sexiest Job in the 21st Century" in a *Harvard Business Review* article. As content and deliv-

ery methods change, libraries will continue to adapt.

Impact and Engagement

Even as libraries are making it simpler for students and faculty to navigate our vast collections, we're also measuring our usage and effectiveness so we can understand how our resources are being used.

Libraries have always been good at measuring inputs—how many books we've purchased, how many people have come in our doors, and how many reference questions we've answered. Increasingly, though, like all academic organizations, we're being asked to document the outputs and outcomes of our work. In simple terms, we need to assess the ways the library has changed the lives of the students it serves. In fact, libraries across the U.S. are working together to do just that.

In 2010, the Association of College and Research Libraries published a report called "The Value of Academic Libraries." Its goal was to articulate the impact libraries can have on their home institutions in terms of admissions, retention, graduation rates, student achievement, faculty research productivity, and even student placement. Many of these measures are difficult to design and implement, but assurance of learning is a hot issue in the education field. So, for many of us, identifying the ways that higher education changes student lives will be an ongoing and critical responsibility.

In fact, the UST Libraries are experimenting with ways to assess if student use of the library can be linked with academic performance. Once we've ensured anonymity, our goal is to determine whether

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For More Reading

Information referenced in this article can be found in these sources:

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- “University of Washington Undergraduate Degree Recipients Five and Ten Years After Graduation (2008): Frequencies and Cohort Differences” was published by UW’s Office of Educational Assessment in April 2009. It can be accessed at www.washington.edu/oea/pdfs/reports/OEAReport0902.pdf.
- Project Information Literacy’s “How College Graduates Solve Information Problems Once They Join the Workforce” by Alison J. Head was published October 16, 2012. It can be found at projectinfolit.org/pdfs/PIL_fall2012_workplaceStudy_FullReport.pdf.
- “The Value of Academic Libraries: A Comprehensive Research Review and Report” was written by Megan Oakleaf for the Association of College and Research Libraries of Chicago, Illinois. It is available online at www.acrl.org/value/?p=36.
- “Library Use and Undergraduate Student Outcomes: New Evidence for Students’ Retention and Academic Success” can be permanently accessed at <http://conservancy.umn.edu/handle/143312>.
- “Data Scientist: The Sexiest Job of the 21st Century” by Thomas Davenport and D.J. Patil appeared in the October 2012 edition of *Harvard Business Review*.



library use—as indicated by book circulation, reference interactions, web use, database searches, and so on—correlates with higher grade point averages.

There’s already some evidence that such a connection might exist, according to “Library Use and Undergraduate Student Outcomes,” research conducted by staff of the University of Minnesota Libraries and posted on the Libraries and the Academy portal. According to the study, “students who use the library had an average cumulative GPA 0.20 points higher than students who did not use the library.” In addition, students who used the library in their first semester were twice as likely to return for their second semester as students who were not library users.

Mission for the Future

Business school graduates will need to be adept at conducting research and knowing where to turn for the information they need, and it is part of the mission of the academic library to help them develop those essential skills. As long as academic libraries continue to develop appropriate collections, assist users with their research, prepare students for the 21st-century workplace, and assess the quality of their services, they will remain engaged partners in the delivery of business education. While beautiful physical spaces and printed books will always say “library” to many of us, the reality of the academic library will be even richer and more complex as we move forward. 

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Dan Gjelten is director of University Libraries for the University of St. Thomas in St. Paul, Minnesota.



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Morals Fail During Financial Duress

MANY WHO BELIEVE they would act nobly under any circumstance will loosen their morals when financially deprived; they'll also express more compassion for those who act unethically for similar reasons. These conclusions reflect the findings of a forthcoming study by Eesha Sharma, assistant professor of business administration at the Tuck School of Business at Dartmouth in Hanover, New Hampshire; Nina Mažar, associate professor of marketing at the University of Toronto's Rotman School of Management in Canada; Adam L. Alter, assistant professor of marketing at New York University's Stern School of Business; and Dan Ariely, professor of psychology and behavioral economics at Duke University's Fuqua School of Business in Durham, North Carolina.

In a pilot survey, participants were asked to predict how their morals would be affected if they were to face financial adversity. They also were asked to express how they would view financially deprived individuals who acted immorally. Most strongly agreed that financial deprivation was no excuse for immoral behavior.

The researchers then conducted five experiments. In one experiment, participants pulled the handle on a slot machine—those in a “deprived” group lost US\$2.50 over four pulls; those in a “non-deprived group” gained \$2.50 over four pulls.

Next, each group was asked to complete a visual perception task on a computer screen, in which they would receive more money if they reported seeing more dots on the right side of a diagonal line than on the left. Even so, they were asked to be completely honest for the sake of the integrity of future studies. Those who had been

“Employees who feel deprived might perceive their own and their colleagues’ willingness to steal through lenient eyes.”

in the deprived condition had a higher rate of cheating than those in the non-deprived condition.

In later experiments, the researchers determined whether participants felt a game they had been asked to play was unfair. They found that those in a “deprived/unfair” condition were more likely to cheat than those in “deprived/fair,” “non-deprived/fair,” or “non-deprived/unfair” conditions. This group also judged the immoral acts of others less harshly, but only if those acts were similar to their own.

The experiments “suggest one reason why workplace theft is so common,” the authors write. “Employees who feel deprived relative to the corporations and executives they work for might perceive their own and their colleagues’ willingness to steal through lenient eyes.”

They add that managers involved in enforcing organizational policies should be aware of this “deprivation effect” and understand that their own financial standing could affect how they rule on others who act poorly under duress.

“Financial Deprivation Selectively Shifts Moral Standards and Compromises Moral Decisions” appeared in the September 2013 issue of *Organizational Behavior and Human Decision Processes*.





A Measure of Quality of Life

IN AN ONGOING STUDY, three researchers are questioning whether tools that some official agencies use to measure quality of life provide the most reliable data. They're looking to multicriteria decision analysis—a field of operations research and management science—to develop a more accurate way to monitor a population's well-being.

Conducting the study are Emiliios Galariotis and Constantin Zopounidis, finance professors at Audencia Nantes School of Management in France, and Evangelos Grigoroudis, a professor of production engineering and management at the Technical University of Crete in Greece. They call their new tool the multicriteria satisfaction analysis (MUSA), which they say offers a more quantitative way to work with qualitative data.

Currently, organizations such as the European Union and Organization for Economic Co-operation and Development use one of two approaches to measure quality of life. The first is subjective, asking citizens to report on their sense of satisfaction by answering questions regarding jobs, housing, pollution, and public transport. The second is objective, drawing from secondary data found in studies of income, life expectancy, education, health, and the environment.

Unlike previous approaches, MUSA can “handle the qualitative nature of citizens’ perception without an arbitrary quantification of this data,” the researchers write. MUSA gathers citizens’ perceptions on a wider range of 20 criteria in areas such as cost of living and employment opportunities; safety; infrastructure; pollution; public transport; quality of public and municipal services; the integration of immigrants in a community; and business, cultural, and entertainment opportunities.

The professors tested MUSA in the Greek cities of Chania and Heraklion, surveying nearly 300 households. They found that MUSA offered more nuanced results than other approaches—for instance, they could determine that areas such as employment and infrastructure inspired higher levels of satisfaction than other areas. They found that responses often depended on age: The elderly appeared less satisfied with cost of living and security, while younger respondents seemed more satisfied with noise pollution levels and entertainment.

They also found that respondents with low expectations often reported high levels of satisfaction, and vice versa, even with no observable change in quality.

The researchers plan to widen their testing to confirm these results. They hope that governing bodies eventually will use MUSA as a more reliable barometer of citizens’ attitudes in order to improve policymaking at all levels of government.



Emiliios Galariotis



Constantin Zopounidis

Evolution of the Office

MODERN WORKSPACE DESIGN is a hot topic today, given research that shows that the quality, style, and location of the workspace can have positive or negative effects on worker productivity and morale. A recent study by Ingrid Nappi-Choulet, a chaired professor of real estate and sustainable development at ESSEC Business School in France, offers a look at just what Generation Y business graduates want from their working environments after graduation.



For her “My Future Office” survey, Nappi-Choulet surveyed 492 ESSEC students—with an average age of 22—in May and June of 2013. Their preferences reflect changing attitudes about the modern workplace:

- **23 percent** favored open group workspaces.
- **50 percent** favored shared offices.
- **55 percent** expected to telecommute at least part-time.
- **40 percent** will use the work environment as a decisive factor when choosing an employer.

To view an infographic based on Nappi-Choulet’s survey, visit www.essec.edu/fileadmin/user_upload/ESSEC_Knowledge/2013/ESSEC-bureaux-de-demain-EN.pdf.



The Young Are Better with Credit

MANY VIEW YOUNG people 18 to 25 years old as high credit risks. However, a working paper suggests that this group is less likely to default on credit card debt than middle-aged borrowers. In addition, the younger people are when they first use credit cards, the more likely they are to become homeowners at a young age and avoid credit problems later in life.

The paper was authored by Andra Ghent, assistant professor at the W.P. Carey School of Business at Arizona State University in Tempe, and Peter Debbaut and Marianna Kudlyak from the Federal Reserve Bank of Richmond, which has offices in Richmond, Virginia; Baltimore, Maryland; and Charlotte, North Carolina.



Andra Ghent

The researchers analyzed consumer data from the New York Federal Reserve Bank Consumer Credit Panel and Equifax to determine whether certain provisions in

the U.S. Congress' Credit Card Accountability Responsibility and Disclosure (CARD) Act of 2009 made sense. The act made it illegal to issue credit cards to individuals younger than 21 without a co-signer or proof of ability to repay the debt. It also banned companies from

recruiting new users within 1,000 feet of a college campus.

The researchers found that those in their early 20s are more likely to let their credit card payments go 30 to 60 days past due. However, this group is less likely to be delinquent for 90 days or more. In fact, 40- to 44-year-olds are 12 percent more likely to be delinquent for 90 days or more than 19-year-olds.

The CARD Act made it 18 percent less likely for those under 21 to obtain credit cards, which could make them less creditworthy when they're older, says Ghent. Early credit card use, she adds, allows young people to know what it's like to pay down their debt each month. In the process, they develop financial literacy, build credit histories, and more easily obtain mortgages later in life.

Young people "can't learn by just watching credit card use," says Ghent. "Letting students apply for credit cards may actually make sense."

"Are Young Borrowers Bad Borrowers? Evidence from the Credit CARD Act of 2009" is available at www.public.asu.edu/~aghent/research/DebbautGhentKudlyak_July2013.pdf.

UPCOMING & ONGOING

■ OPTIMAL GIVING

Researchers at the Illinois Institute of Technology Stuart School of Business in Chicago and Northwestern University in Evanston, Illinois, have received a three-year US\$350,000 National Science Foundation grant to study ways that nonprofits can optimize their fundraising strategies. The research team includes Elizabeth Durango-Cohen, assistant professor of



operations management at the Stuart School; Pablo Durango-Cohen, associate professor of civil and environmental engineering at Northwestern; and David Richards, assistant professor of entrepreneurship at the Stuart School.

■ HUB FOR IMPACT

The Haas School of Business at the University of California, Berkeley, recently opened its Institute for Business and Social Impact. Led by economist and former Haas dean Laura Tyson, the institute will support research in areas such as corporate social responsibility and ethical leadership, help students plan careers that will allow them to make a positive impact on society, and launch an initiative related to the impact of women on business and the economy. The institute

also will house several of the school's existing activities, including the Center for Non-profit and Public Leadership, the Center for Responsible Business, the graduate program in health management, and the Haas Global Social Venture Competition.

■ SPORTS & MEDIA

ESSEC Business School in France will form the International Observatory of Sport Consumption, in partnership with the global sports media website Eurosport

As Flickr Goes, So Goes the Storm

IN OCTOBER 2012, Hurricane Sandy, one of the most destructive hurricanes in U.S. history, swept across 24 states, with New Jersey at its epicenter. When researchers analyzed the number of images from Sandy posted on Flickr, an image-sharing website, they discovered a link between Flickr activity and dropping atmospheric pressure.

“Quantifying the Digital Traces of Hurricane Sandy on Flickr” was authored by Tobias Preis, associate professor of behavioral science, and Suzy Moat, assistant professor of behavioral science, both of Warwick Business School in the United Kingdom; Steven Bishop and Philip Treleaven, in the mathematics and physics departments, respectively, at University College London in the U.K.; and H. Eugene Stanley in the physics department at Boston University in the U.S.

The team searched for Flickr photos tagged either “Hurricane Sandy,” “Hurricane,” or “Sandy,” posted in 2012 between October 20 and November 20. They counted approximately 32 million images—of those, most went live during the same hour that Sandy made landfall in New Jersey, when atmospheric pressure was dropping. Activity decreased as the pressure began to climb.

Such online indicators could help policymakers iden-

tify the impact of weather disasters more quickly, the authors suggest. Sites like Flickr could act as “large-scale real-time sensors, documenting collective human attention,” says Moat. She and her co-authors emphasize that, when seconds count and secondary information is scarce, emergency responders could use social media activity as one way to know where to focus their efforts.

The study was published November 2013 in Nature Publishing Group’s *Scientific Reports*. It is available at www.nature.com/srep/2013/131105/srep03141/full/srep03141.html.



and online polling and survey platform Toluna. The observatory will explore the complex relationship between sports and the media via analysis of trends in sports diversity and consumption, study of media’s impact on sports, and efforts to encourage youth participation in sports as a way to combat inactivity and obesity.

■ MAX CAPACITY

Jonathan Patrick, an associate professor in healthcare management at the University of Ottawa’s Telfer School of Management in Ontario, Canada, and Pedram Noghmi, a master’s candidate in the school’s system sciences program, are developing research for the healthcare industry. The research will recommend ways that healthcare facilities can better determine their capacity, manage patient flow, and facilitate patient care in com-

munity service, acute, and long-term care settings. The research will be supported by CAN\$50,000 from the Bruyère Research Institute and the Ministry of Health and Long-Term Care.

■ ECO-EFFORTS

Simon Fraser University’s Beedie School of Business in Burnaby, British Columbia, Canada, is collaborating with nine companies on a three-year project to examine how they embed sustainability into their organizations. The group

of companies—which includes firms such as ConocoPhillips Canada and Suncor—has been assembled by assistant professor Stephanie Bertels in partnership with the Network for Business Sustainability. These firms will share best practices as they design and implement sustainability initiatives. Bertels also has worked with SFU’s School of Interactive Art and Technology to develop a visualization tool to assess how well these organizations integrate sustainability practices in their cultures.

Competition Makes Good Fences

PAST RESEARCH HAS found that most people tend to assume that perfect strangers are similar to themselves. Except when they're in competitive situations—then, according to a new study, all bets are off.

Three researchers have found that during online auctions, people often bid more aggressively if other bidders are anonymous than they do if they believe other bidders are similar to themselves. The study co-authors include David Norton of the University of Connecticut School of Business in Storrs; Cait Poynor Lamberton of the University of Pittsburgh's Katz Graduate School of Business in Pennsylvania, and Rebecca Walker Naylor of The Ohio State University's Fisher College of Business in Columbus.



David Norton



Cait Poynor Lamberton



Rebecca Walker Naylor

In several experiments, students were asked to bid in simulated online auctions after reading one of three profiles of competing bidders. The first described someone demographically similar to the participant; the second, someone different; and the third, an anonymous stranger. Then, participants bid on an energy drink. The first group's average bid was 75 cents; the second group's was \$1.22. But the third group's average bid was highest of all at \$1.28.

In another experiment, students from the University of South Carolina, whose mascot is the Gamecocks, were shown one of the same three bidder profiles. But this time half the students bid on a site called "eBay Auctions"; the other half, on "Gamecock Auctions." As before, students in the first group who were shown the anonymous profile bid the highest. But students in the second group who were shown the same profile were not as aggressive because they believed other bidders were affiliated with their own school.



When participants assumed competing bidders were different from themselves, "they didn't have to be nice."

When participants assumed competing bidders were different from themselves, they "didn't have to be nice," says Naylor. Buyers need to be aware of this tendency, she adds, because such unconscious bias "will get the competitive juices flowing, and you might end up paying more than you really want."

Moreover, to get the best deals in online auctions, buyers might want to go to sites that specialize in the merchandise they're looking for. On such sites, bidders might assume everyone else has similar interests, which could make them bid less aggressively.

"The Devil You (Don't) Know: Interpersonal Ambiguity and Inference Making in Competitive Contexts" appears in the August 2013 issue of the *Journal of Consumer Research*. 

MBA EMPLOYMENT STANDARDS

ACCURATE AND CONSISTENT DATA REPORTING ACROSS BUSINESS SCHOOLS



THE IMPORTANCE OF REPORTING STANDARDS

The Standards for Reporting MBA Employment Statistics, authored
by the MBA Career Services & Employer Alliance:

- **Protect Your School** – ensure MBA employment reports are consistent and comparable globally
- **Inform Your Market** – provide easy-to-use, accurate information to prospective students, employers and the media
- **Bolster Your Reputation** – externally validate that your data complies with the only global, peer-reviewed standards for collecting and analyzing MBA employment data

Is Your School Using MBA CSEA Standards? Visit www.mbacsea.org for more information.

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Formerly the MBA Career Services Council, MBA CSEA brings together business school career services professionals and employers for networking, benchmarking and learning to drive the future of the MBA employment industry.



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Join us for the popular **Curriculum Development Series** to gain new teaching skills and save up to 200 USD (per event) when attending multiple events in this series, registering before the cut-off date, or registering multiple people in one transaction.

Curriculum Development for Critical Thinking February 10–11, 2014 | Tampa, Florida, USA

Develop a new approach to teaching critical thinking and learn how to implement critical thinking throughout your entire business degree program. This seminar also covers the common ways in which teams use critical thinking to resolve problem formulation.

Curriculum Development for Global Management Capabilities

February 12, 2014 | Tampa, Florida, USA

This seminar provides insight into teaching models and methods that most effectively address complex global management issues and encourages the practice of engaging students in a multi-disciplinary approach to managing in the global context.

Curriculum Development for Supply Chain Management March 13–14, 2014 | Fayetteville, Arkansas, USA

This seminar will focus on how to develop, implement, and deliver a supply chain management program that meets the highest academic standards, the needs of the business community, and the demands of prospective students. Seminar co-hosted by:



To register or for more information visit:
www.aacsb.edu/seminars.

technology

Getting Savvy About Social Media

SOCIAL MEDIA USE has become an inextricable part of life, learning, and business. In response, business schools are helping everyone from undergraduates to executives understand how to exploit the advantages and avoid the pitfalls of social media networks.

Adelphi University's Willumstad School of Business in Garden City, New York, added the course "Social Media" to its catalog in spring 2013. Taught by adjunct professor Mark Fogel, whose background is in human resources, the course trains students to take advantage of Facebook, Twitter, YouTube, and other outlets, no matter what positions these students eventually hold in an organization.

Fogel asks students to form teams to create written, video, and audio content for blogs. They work with RSS and Twitter feeds, analyze data regarding page views and usage, and hear from guest speakers who discuss the use of social media for advertising and marketing. They also explore the responsibilities and risks involved in creating and maintaining an online presence.

Last fall, McMaster University's DeGroote School of Business in Ontario, Canada, delivered a new employer-led workshop to students on social media. RBC Royal Bank Canada is offering the workshop at a number of business schools, including DeGroote. The session covers how to find information via social media networks, how to protect privacy, and what the long-

Students explore the responsibilities and risks involved in creating and maintaining an online presence.

term consequences can be of a single inappropriate post or picture.

The company thought that a workshop on social media use would have a greater impact on students' future job searches than a workshop on more traditional topics such as interviewing or writing résumés and cover letters, says Julia Thomson, manager of marketing and communications at DeGroote.

"RBC wants to build relationships with students well before graduation, and engaging with them on social media helps them to do that," she says. And by learning how to build their networks, track developments in their preferred industries, and connect with employers, Thomson adds, students can gain an advantage in their job searches.

In an interesting reversal, last October, 15 junior, senior, and MBA students at the University of Miami School of Business Administration in Florida began acting as social media mentors to 15 senior executives at the financial firm Citi. Citi designed the "reverse mentoring" program to help its executives become more savvy in the use of social media and digital technologies. With the students' assistance, the execs will design social media strategies that support mobile payment options and build relationships with customers and employees.

The executives will work with the students via face-to-face and virtual meetings until the end of March. At the same time, the executives will offer students training in presentation, networking, innovation, and design thinking.

Alvaro Marquez, head of human resources for Citi Latin America, says that by working with student mentors, the firm's executives will be able to "fine-tune our digital strategy for the next ten to 15 years."



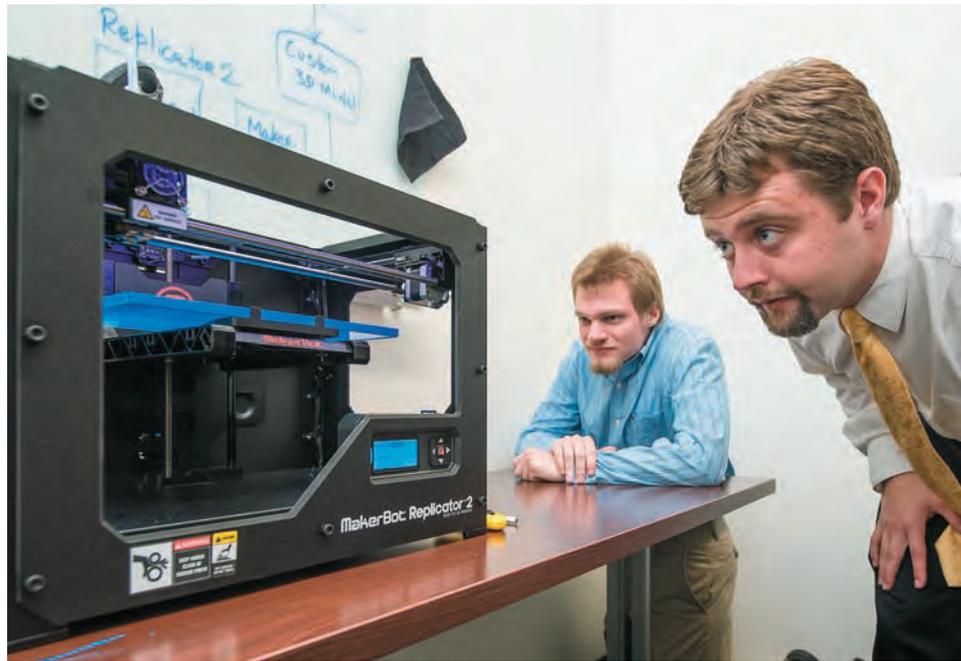
Printing Innovation

THE RISE OF 3D PRINTERS promises to have a big impact not only on the ways business schools support innovation in their curricula, but also on business itself. As prices and sizes of 3D printers continue to drop, more business schools—as well as schools of engineering, art, and education—are adding 3D printing to their design-related courses.

Last year, the University of Illinois at Urbana-Champaign opened its Illinois MakerLab, where students can print out 3D renderings of their prototypes. (See “Meet Your Maker,” page 64 of *BizEd*’s July/August 2013 issue.) In October of last year, the University of New Hampshire Paul College of Business and Economics in Durham opened its Innovation Lab, where students can create and test prototypes for new products in a matter of hours using a 3D image scanning system and 3D printer. The lab was made possible with support from New Hampshire-based venture capital firm Borealis Ventures.

Although such accessible 3D printing may seem novel today, it could quickly become a norm in educational, business, and home settings. Its effect on retail also promises to be wide-reaching. In fact, a report from Paris-based think tank and consulting firm Hub Institute predicts a time in the not-so-far future when a consumer will be able to order an item from a retailer or artisan, who then will transmit the digital design—complete with any customized elements—directly to the consumer’s own 3D printer for in-home manufacture.

As home use of 3D printers grows, it’s likely that consumers also will manufacture more of their own objects and inventions. A study from Michigan Technical University (MTU) in Houghton estimates that the average homeowner could recoup the cost of a 3D printer within four months to two years by using it to make 20 com-



MBA students Kevin Klosek-Stevens (left) and Spencer Roux with the new MakerBot 3D printer at UNH’s Innovation Lab.

Although 3D printing may seem novel today, it could quickly become a norm in education and business.

mon household items—such as shower curtain rings, phone cases, and even replacement parts for the printer itself—rather than purchase them at retail cost.

Once the unit is paid for, the study finds that users could save between US\$300 and \$2,000 a year by manufacturing these items themselves. That calculation accounts for the cost of maintenance, raw materials, and a 20 percent waste rate.

The ability to create rapid prototypes adds a whole new dimension to entrepreneurial education, says Todd Black, an alumnus of the Paul College and member of the dean’s advisory board. Offering access to 3D printing “is a huge service to the students,” he says. “We will probably find in a year or two that these students will assume that this is just how product prototyping has always been done.”

An abstract of the MTU study is available at www.sciencedirect.com/science/article/pii/S0957415813001153. The Hub Institute’s presentation is available at www.hubinstitute.com/research/hub-trends-reports/how-3d-printing-will-revolutionize-the-world-the-retail-industry/.

New Programs In Analytics

LAST FALL, TWO business schools launched programs in business analytics to address the growing demand for Big Data workers who are skilled in using a wide range of information to predict trends and solve problems.

The University of Iowa's Tippie College of Business in Iowa City launched its major in business analytics and information systems (BAIS) to address the shortage at the undergraduate level. The BAIS program will combine topics from computer science, industrial engineering, mathematics, and statistics to teach students to take a more sophisticated approach to using data to solve business problems, says Jeffrey Ohlmann, associate professor of management sciences.

The W.P. Carey School of Business at Arizona State University in Tempe also launched its nine-month master of science in business analytics program as a joint effort with ASU's information system and supply chain management departments.

The new programs aim to stem the predicted shortage of Big Data workers, says Michael Goul, chair of the Carey School's information systems department. "It's estimated 4.4 million data analysts will be needed worldwide by 2015," he says, "so it's a big area of career growth."



TOOLS OF THE TRADE

BLT Brings Interactivity To Recorded Lectures

To deliver online courses, professors often rely on a mix of recorded and live lectures. But creating recorded lectures that are engaging and interactive can be a challenge. 2U, an online learning platform, has developed a tool to address this problem.

Its Bi-Directional Learning Tool (BLT) integrates real-time video communication into recorded content to deliver more interactive online learning experiences.

2U is now integrating BLT into all courses provided through Semester Online, a consortium of universities that offer for-credit online undergraduate courses through the 2U platform. Students from member schools can enroll in any Semester Online course, with credits transferred back to their home institutions. Online enrollment for each course is capped at 20 students. (See "Semester Online Offers Undergrads Choice, Flexibility" on page 62 of *BizEd's* May/June 2013 issue.)

Each BLT-supported lecture is recorded as a roundtable discussion that includes the professor and two students interacting in a face-to-face setting. The camera angle places the professor directly across the table from the online student. At intervals during the lecture, the professor looks to the camera to ask online students direct questions, which they respond to either via video recordings or typed answers. At the end of the lecture, students submit their responses for the professor and other students to review.



Using 2U's Bi-Directional Learning Tool, professors direct questions to online students during a pre-recorded lecture.

Each week, online students watch several BLT lectures before attending a live course, where their submitted responses can be discussed further. "We create each BLT lecture with the live class in mind," says Ian Van Tuyl, chief content officer for 2U. "It's a way for professors to know that their students have deeply engaged with the material before coming to the live class."

BLT is based on software that 2U created for a course delivered by Washington University School of Law in St. Louis. Because law professors rely heavily on the Socratic method, which involves asking students direct questions, the challenge was to replicate that approach in an online setting, Van Tuyl says. Once it was clear that the software worked in a law school discussion, 2U exported it to other courses.

Of 21 courses now delivered through Semester Online, five are business courses, offered by the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill. For information about Semester Online's consortium and courses, visit www.semestersonline.org.

Mobile Snapshot

THE WORLDWATCH INSTITUTE has released a report on global growth in the mobile phone market:

📱 In 2013, more than 3.4 billion people—nearly half the world’s population—owned at least one mobile phone.

📱 The number of active mobile phone subscriptions has grown from 1 billion in 2000 to more than 6.8 billion at the end of 2013—twice the number of mobile phone owners.

📱 The number of mobile subscriptions is expected to surpass the number of people in the world in early 2014, according to the United Nations’ International Telecommunication Union.

📱 Mobile phone users added 424 million new subscriptions in 2013, 250 million fewer than in 2010, indicating that growth in this market is slowing.

📱 Industrial countries average 128 subscriptions per 100 people.

📱 Developing countries average 89 subscriptions per 100 people, although that average should surpass 100 per 100 people in 2014.

The report predicts that the next focus for the mobile phone industry will be not on growth, but on improv-

ing service. That includes upgrading second-generation (2G) technologies in the developing world and addressing environmental and health concerns that arise from improper recycling and disposal of obsolete devices.



People today read **97 percent of their text messages** on average versus only 5 percent to 20 percent of their emails.

—The Worldwatch Institute

NEWSBYTES

■ PERSONAL LOGO

EM Strasbourg Business School in France recently launched an online customizable logo generator site. Students who log on to



the site at be-distinctive.eu can manipulate the colors and elements of the school’s logo into thousands of possible combinations to create personalized versions of the school’s logo to use on their business cards on social networks, and in their email signatures. The initiative is part of the school’s “Be Distinctive” branding campaign.

■ MOBILE EXEC ED

The Haas School of Business at the University of California, Berkeley, is now using EmpoweredU’s mobile learning platform in its Berkeley MBA for Executives. The platform allows exec ed students to access lectures, assignments, live chats, messaging, and other content on their mobile devices, as well as to create

audio, video, and text files. It also integrates iPad features such as Notifications and Facetime.

■ CONFERENCE APP

AACSB International is now offering the AACSB Event App for smartphones and tablets. The app provides conference attendees with a single portal to access journals and information about multiple conferences. The app is available through the Apple or Android app stores—search for “AACSB Events.” For information, visit www.aacsb.edu/events/app/.

■ MBA APP

The Kenan-Flagler Business School at the University of North Carolina in Chapel Hill has created The MBA App. Designed for the iPad and iPhone, the free app helps prospective students decide whether pursuing



SHUTTER_M/THINKSTOCK

an MBA degree is right for them. The app includes tools to help users determine the right time to pursue the degree, calculate its return on investment, and develop a plan to finance it—issues that are top of mind for potential applicants, says Sherry Wallace, the school's MBA admissions director. The school also plans to release an Android version of The MBA App. The current version is available in the iTunes App Store.

■ FINANCE LAB

The BMO Financial Group Finance Research and Trading Lab opened last fall at the University of Toronto's Rotman School of Management in Ontario, Canada.

The lab includes 71 dual flat-panel stations; two media and data walls; an integrated sound system; Bloomberg terminals; real-time information from sources such as Factset, S&P Capital IQ, and Bloomberg; and custom-designed software such as the Rotman Interactive Trader, a market simulation tool with more than 30 cases. The lab, which will support training, research, and curriculum development, was created with the help of CAN\$1.75 million from BMA Financial

Group. For information, visit financelab.rotman.utoronto.ca.

■ MOOC ON ETHICS

Santa Clara University in California recently offered its first free massive online open course (MOOC) through its Markkula Center for Applied Ethics. Offered for the first time last November, "Business Ethics in the Real World" trains students to confront unethical situations in the workplace, from avoiding white lies on résumés to responding to bosses who accept bribes. New students can register now and complete the four-week course any time within a four-month window starting in February. In January and March, the school also will offer two new MOOCs that build on the content of the first one. They will cover creating ethical corporate cultures and operating international businesses. For more information, visit www.canvas.net/courses/business-ethics-for-the-real-world-1.

■ ONLINE MASTER'S

This January, the Eli Broad College of Business at Michigan State University in East Lansing offered its first 100 percent online master's program. Delivered via a platform from online education firm University Alliance, the Master of Science in Management, Strategy, and Leadership includes 15 five-week

courses, which cover topics such as motivating individuals, mobilizing teams, and implementing long-term plans.

NEW ONLINE MBA

■ The University of Cincinnati's Lindner College of Business will launch an online MBA program in January 2014. With the same admission and course requirements as the school's traditional MBA program, the online program will launch as a part-time program that students can complete in two years. Online MBA students



also will have opportunities to study abroad, work with corporate partners, and access career services.

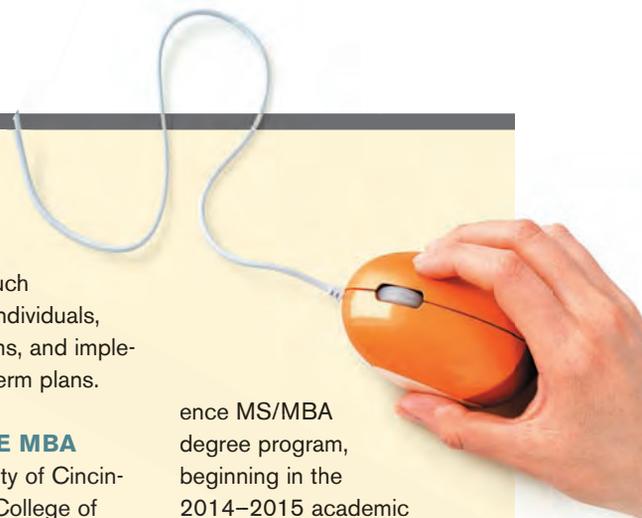
■ JOINT EFFORT

The Stanford Graduate School of Business in California and Stanford University's department of computer science will partner to deliver the Stanford Computer Sci-

ence MS/MBA degree program, beginning in the 2014–2015 academic year. Students enrolled in the program will be able to complete both degrees in three years, rather than the typical four. The degree includes 129 credit hours—84 through Stanford GSB and 45 through the computer science department. Students must apply to and be accepted by both programs to enroll.

■ TECH PARTNERS

Purdue University in West Lafayette, Indiana, and GE's corporate technology commercialization group have created a university-industry partnership to commercialize innovations developed by the Purdue community. Ideas now under consideration for development include technologies related to medical diagnostic imaging, propulsion, solar energy, energy recovery, and biological testing. This model, says Dan Hasler, president and chief entrepreneurial officer of the Purdue Research Foundation, could "lay the groundwork for advancing the way universities commercialize innovations." 



your turn

by Amy Hillman

Today's Deans: Executives or Entrepreneurs?

I RECENTLY MET with an entrepreneur who believes all businesspeople can be divided into two groups: entrepreneurs and executives. He contends that only the rare individual is able to switch back and forth between roles. His theory fits well with management research that indicates entrepreneurs typically launch new businesses, while executives take over only after those companies have become successful.

However, I'm uncomfortable when I consider what this model suggests for business school deans. Most of our institutions have been around for a long time. Does that make all of us executives, more like CEOs than entrepreneurs?

My take is that business school deans have, for the most part, been executives. Many schools have a hall of deans' portraits, mostly featuring white men in conservative suits. At any universitywide deans meeting, the business school dean is the one most likely to be a silver-haired individual in business attire. We're a very executive-like group.

But all of us might need to develop a more entrepreneurial spirit as we deal with some of the change and uncertainty facing us today. Higher education in general is coping with many challenges: reduced revenue from traditional sources, public skepticism about the value of higher education, and new competitors offering substitute educational products.

I'm convinced that, to navigate our changing environment, we have to take risks and get out in front of the changes facing us. To provide the type of training today's workers want, we might need to reinvent ourselves. We might have to become entrepreneurs.

A Cluster of Opportunities

I see five areas where business school deans need to show entrepreneurial spirit:

1. Revamping the MBA. Traditional two-year MBA programs are losing popularity in favor of part-time and evening programs; at the same time, more candidates signing up for the GMAT are younger and have less business experience. Maybe the full-time MBA should undergo a major overhaul. Perhaps it should even return to its roots and revert to being primarily a degree for those with nonbusiness undergraduate degrees and no work experience.

2. Integrating analytics into the curriculum. We're all aware of how Big Data is changing business, but we've been slow to change our courses to reflect its importance. Even a field like marketing—which used to be a major for people who didn't like numbers—has become reliant on data. If you visit most senior marketing executives today, you'll find that the computer monitors on their desks are open to spreadsheets, not slogans.

3. Embracing online education. While many business schools now offer online or hybrid programs, most of the first efforts were led by schools that weren't at the top of the rankings. At a time when "distance learning" was almost synonymous with "low quality," the AACSB-accredited schools that were early purveyors of online MBAs were the entrepreneurs: schools like the University of Florida, Indiana University, Penn State University, the University of Maryland, and my own school, Arizona State University. Administrators need to understand that online education can offer exceptional quality—and that more of our potential students will demand it. And then these administrators need to pioneer such programs at their institutions.

4. Exploring new models of education. One of the hottest trends in education right now is the massively open online course, or MOOC. When Columbia University's Rita McGrath covered the MOOC movement at



To provide the type of training today's workers want, we might have to become entrepreneurs.



AACSB's 2013 Deans Conference, she made a cataclysmic prediction. She speculated that our industry will break down into pieces as students pick and choose courses from renowned experts in all subject areas, regardless of where those faculty members work.

If she's right, will we see the day when employers collectively decide that a handful of well-chosen online courses are as good as a graduate degree from one university? Or will we see the day when these experts cut all ties with their home universities and set up business for themselves? Business schools need an entrepreneurial outlook if they're going to survive such wholesale transformations.

5. Refocusing on undergraduate education. American high school seniors have now made business majors more popular than liberal arts majors. Many well-known business schools offer only graduate degrees, and many b-school deans don't believe 18-year-olds are mature enough to major in business. But undergraduates represent a vast potential market, and entrepreneurial deans will find ways to tap it.

At ASU's W. P. Carey School of Business, we've already made adjustments to reflect some of these five new realities. For instance, we're planning to follow up last year's launch of our master's in business analytics program with a new bachelor's in business analytics this fall. In recent years, we've also introduced several interdisciplinary degrees that combine a traditional undergraduate business degree with different concentrations from other ASU schools, such as sustainability, legal studies, communication, and technology.

On the graduate level, we've addressed changing student needs. As an example, in 2012, we launched a master's in management to cater to students without business backgrounds, and more specialized master's programs are in the pipeline. I expect other schools to show their entrepreneurial spirit as they revamp their own programs to adapt to a changing educational environment.

Past and Present

One reason I believe deans need to behave more like entrepreneurs is that more of our students are choosing to be entrepreneurs themselves. They admire successful entrepreneurs, as opposed to the executives who lead mature organizations; they see entrepreneurs as people who can make a difference in the world, while they think executives have created some of our economic and environmental crises. It's no wonder that, in 2013, enrollment in ASU's entrepreneurship major surpassed enrollment in its more traditional undergraduate economics major.

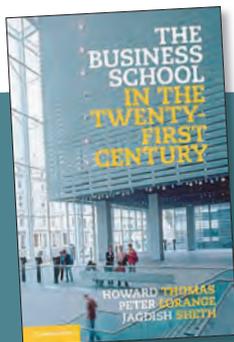
I worry that business schools are not offering students the training they need to become entrepreneurs; we're training them the way we train executives. But something else worries me, too. If we do train them to become entrepreneurs, will we hurt ourselves in the rankings?

Most business school rankings are based on the kinds of metrics that would be used for schools primarily educating executives. These rankings look at job placements and starting salaries; they don't consider how many students start their own businesses. When our graduates go to work for themselves and live off their credit cards for a year, they're chasing their own dreams and having an impact on society. But we can't point to them when the rankings organizations ask us to identify our most visible alumni.

If we're constrained by the metrics of the past, business school deans will never be the risk takers who capitalize on the opportunities of the present. We need to shift the paradigm. We need to recognize that the era calls for entrepreneurs in the classroom and in the dean's office. There is still some value to having an executive's skills—but we, and our students, need to learn how to operate in a world run by entrepreneurs. **Z**

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

bookshelf



THE BUSINESS SCHOOL IN THE TWENTY-FIRST CENTURY

AUTHORS: Howard Thomas, Peter Lorange, and Jagdish Sheth

PUBLISHER: Cambridge University Press, US\$58.50

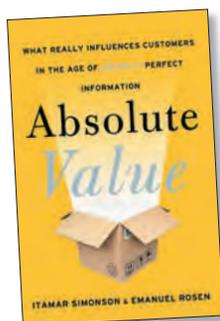
IS MANAGEMENT EDUCATION at a tipping point—or perhaps a *tripping* point, on the way to falling—as these authors suggest? They summarize how the industry got to the point where it is now, tracing the evolution of management education in Europe, the U.S., and Asia. And, like other critics, they decry the homogenization of programming, the emphasis on shareholder value, and the commitment to theoretical research, particularly in the U.S. As they encourage business schools to reinvent themselves, they examine diverse models offered by institutions such as UC Berkeley, the University of Toronto, Open University, and others. The authors—Thomas of Singapore Management University, Lorange of the Lorange Institute of Business, and Sheth of Emory—suggest various strategies schools can follow to stay viable, from reworking the curriculum to forming tighter corporate partnerships to designing new financial models. They’re not sure deans “have the stomach and expertise to drive through reforms.” But they’re sure reform is needed.

ABSOLUTE VALUE

AUTHORS: Itamar Simonson and Emanuel Rosen

PUBLISHER: Harper Business, US\$27.99

THE INTERNET HAS changed everything, including marketing. In the past, marketers believed that customers made purchases based on factors like loyalty, brand awareness, and a certain amount of irrationality; in addition, marketers could craftily line up cheaper or costlier options to guide buyers toward specific mid-range products. But today, when search engines and smartphones allow consumers to instantly access reams of data about a product—including its price point, its technical specs, and its latest



reviews—marketers have far less power. Simonson of Stanford and Rosen, a former marketing executive, identify three components of the Influence Mix, their framework for determining how customers make buying decisions: a customer’s

prior experience, the marketer’s skill, and the data that can be acquired through information services and other people’s opinions. Today, customers rely on outside data for more and more purchases—that’s a sign, say the authors, that “marketing is changing forever.”

TILT

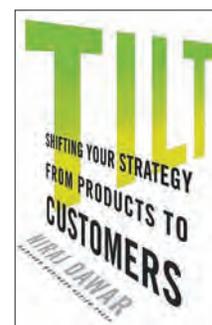
AUTHOR: Niraj Dawar

PUBLISHER: Harvard Business Review Press, US\$28

HISTORICALLY, COMPANIES

looking for competitive advantage have focused on upstream improvements: products that are better, faster, or cheaper to produce. But in a world where innovations are rapidly copied by competitors, and where so many products are quickly commoditized, the real advantages lie with downstream improvements, according to Dawar of Western University’s Ivey Business School. By this he means “the interactions that take place in the marketplace. Trust, reliability of supply, service, knowledge, experience, and reputation cannot be made in a

factory or packaged and sold off the shelf.” In Dawar’s model, the dominant Industrial Age question of “How much more can we sell?” is replaced by “Why do customers buy from us?” and “What else does the customer need?” Answering these questions has led Janssen Pharmaceutica to create an online game designed to help ADHD patients learn time management and planning skills so they aren’t just relying on drugs. It’s only one of many intriguing case studies Dawar uses to make his point.

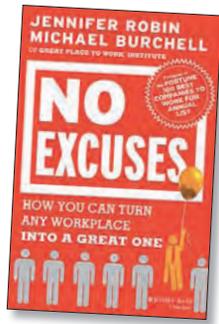


NO EXCUSES

AUTHORS: Jennifer Robin and Michael Burchell

PUBLISHER: Jossey-Bass, US\$26.99

IN A PREVIOUS BOOK, the authors explored the best ways to create a great workplace. In this follow-up, they examine why many business leaders believe their own organizations can’t achieve that kind of great-



ness—and then they demolish the excuses. For instance, they write, some leaders are convinced that all great workplaces offer specific benefits, such as healthcare coverage, that their own companies can't afford. But it's not true, they say: Only 14 percent of companies on FORTUNE's

100 Best Companies to Work For list offer fully paid health benefits. These companies are great because they craft their own unique approaches to employee satisfaction. Robin teaches at Bradley University and both authors are affiliated with the Great Place to Work Institute—and both of them believe leaders have a real incentive

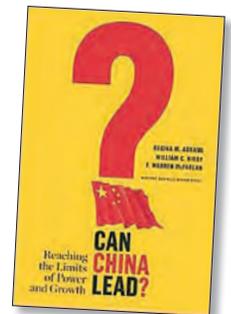
to make their organizations tremendous workplaces. They write, "There is no more certain avenue of increasing productivity, managing employee engagement, or creating the conditions for collaborative creativity than to create a great place to work."

CAN CHINA LEAD?

AUTHORS: Regina M. Abrami, William C. Kirby, and F. Warren McFarlan

PUBLISHER: Harvard Business Review Press, US\$35

MANY BUSINESS AND political observers believe China is poised to lead the world, but Abrami, Kirby, and McFarlan are doubtful. Unless the Chinese Communist Party loosens its hold over everything from education to government, they write, "the China 'miracle' as we have known it is coming to an end." Although all three authors are from Harvard, they bring different perspectives: Kirby is a historian, Abrami a political economist, and McFarlan a general management expert. They insist that anyone wanting to do business in China first must study its long and complex history to understand its myths, its realities, and its current political structure. Only then will it be clear what China might—or might not—achieve in the future. The authors write, "In the absence of change in the political arena, we believe that China will remain a formidable competitor in global markets for both goods and ideas, but not the dominant one." 



Don't Miss

"TRUST RULES just about everything you do," observe Santa Clara University's Jim Kouzes and Barry Posner in their contribution to *Trust Inc.*, a collection of essays edited by Barbara Brooks Kimmel. More than 30 other authors explore topics such as "The Business Case for Trust," "Practicing Trustworthy Behavior," and "Rebuilding Trust in the Financial Markets." According to consultant Linda Locke, "To earn trust, a company must go beyond the ... simple facts of the situation and demonstrate that it understands the concerns of its stakeholders." Only then can a company generate goodwill, retain customers, and hone its competitive edge. (Next Decade, US\$27.95)

IN THE FIRST FOUR ages of work, humans were first hunter-gatherers, then farmers, then factory workers, and finally, masters of the information economy. In *The Fifth Age of Work*, according to Andrew M. Jones of Texas State University, they'll largely become freelancers who ditch the monolithic corporation so they can work from home or in shared office spaces that offer camaraderie and support. He examines how corporations can replicate these coworking spaces to encourage innovation and collaboration, and he showcases companies like Best Buy and Capital One that already offer such setups. He provides research that suggests workers who have freedom and flexibility are better, happier employees—which means everybody wins. (Night Owls Press, US\$15.95)

ANOTHER GLIMPSE at the future of work—this one up-close-and-personal—comes in *The Year Without Pants* by writer and speaker Scott Berkun. He offers an account of the year he spent leading a team at the hyper-transparent WordPress.com and extrapolates lessons about what work will look like when internationally distributed teams of contract employees interact almost exclusively online. Berkun is entertaining and insightful as he talks about everything from the importance of corporate culture to how an online company really earns revenue. It's a case study of what the next incarnation of the corporation might look like, and it's a good one. (Jossey-Bass, US\$26.95)

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School of Business, Renmin University of China Faculty Positions of all Ranks



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CARROLL
UNIVERSITY

Executive Director of the Department of Business, Accounting & Economics

Carroll University, a private, liberal arts university in southeast Wisconsin, invites nominations and applications for the new position of **Executive Director of the Department of Business, Accounting and Economics**. The Executive Director will be an entrepreneurial, innovative, and visionary academic leader who will move the Department towards its goal to become a School of Business that will achieve AACSB International accreditation. **The Executive Director has the potential to become the founding Dean of the School of Business.**

The Executive Director will have an earned doctorate, preferably from an AACSB-accredited institution. A record of excellence in teaching, scholarship, and service in an accredited business program that would support a tenured appointment at the rank of Associate Professor or Professor is required.

Complete information on this search is available at:
<http://www.myersmrae.com/skins/userfiles/file/CarrollU.pdf>

Application materials should include a cover letter addressing how the candidate's experiences match the position requirements, academic curriculum vitae, and at least five references. Submit applications to:

CarrollU@myersmrae.com by **March 3, 2014**

Myers McRae Executive Search and Consulting is assisting Carroll University with this search. Consultants are **Emily Parker Myers**, President and CEO, and **Kenny Daugherty**, Executive Vice President and COO. Visit Myers McRae at <http://www.myersmrae.com>.

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Roosevelt University's Heller College of Business invites applications for a tenure-track position in Accounting at the Assistant Professor level beginning August 15, 2014. This position includes an endowed professorship with support for research.

The position involves teaching cost and managerial accounting, auditing and/or specialty accounting niches such as health care or fraud. It also requires publishing high-quality research in refereed journals, and professional service.

This position is housed at the Schaumburg campus and teaching will be predominantly in Schaumburg. Work at the Chicago campus and teaching online may be required.

Roosevelt University's Heller College of Business is a leader in developing a diverse population of professionals and prepares students for a global economy through innovative programs that emphasize practical application, professional integrity, and social responsibility. The Heller graduate Accounting program was ranked as one of the top 50 programs in the country for 2013-2014.

Minimum Qualifications: The minimum qualification is a Ph.D./ABD in Accounting or a closely related field.

To Apply: Applicants should submit a letter of application addressing how their expertise would advance the College's leadership, a curriculum vitae and contact information for three references.

Direct discipline specific questions to: Dean Terri Friel, P.E., Chair, Search Committee, Heller College of Business, WB1211, 430 S. Michigan Avenue, Chicago, Illinois 60605-1394 or tfriel@roosevelt.edu.

Roosevelt University welcomes women, LGBT, disabled, international, and minority-classified individuals as applicants for all positions.



Claremont
GRADUATE UNIVERSITY



FACULTY POSITION IN BUSINESS ANALYTICS

PETER F. DRUCKER AND MASATOSHI ITO GRADUATE SCHOOL OF MANAGEMENT

Nominations and applications are invited for a tenure-track faculty member (any rank) specialized in Business Analytics, in the Peter F. Drucker and Masatoshi Ito Graduate School of Management at Claremont Graduate University. Preference will be given to candidates whose teaching and research interests focus on evidence-based decision making supported by big data, business analytics and data mining. Specific knowledge of a core business discipline is considered a plus, as is experience in a key sector of the SoCal economy (creative industries, supply chain/logistics, healthcare, etc.).

The position will include responsibility for teaching in the MBA and Executive Management programs, and possibly the Arts Management, Arts Business and Information Systems and Technology programs. A classroom emphasis similar to the IBM Academic Initiative is envisioned (covering the concepts and tools of information management, predictive analytics and business intelligence).

Depending on research interests, an opportunity exists for the faculty member to interface with research programs and labs, such as CGU's locational (GIS) analytics research program.

JOB QUALIFICATIONS: Candidates must have a doctoral degree; a strong record of scholarship; interest in diverse teaching approaches, students, and populations; and the ability to make their intellectual contributions accessible to experienced managers through teaching and published work.

APPLICATION PROCEDURE: Please submit curriculum vita, example syllabi, and evidence of scholarship and effective teaching to:

CONTACT: Office of the Dean, Peter F. Drucker and Masatoshi Ito Graduate School of Management, Claremont Graduate University, 1021 North Dartmouth Avenue, Claremont, CA 91711.

Review of applications will begin in December 2013 and will continue until the position is filled. The offer is contingent upon the availability of the position. Women and underrepresented minorities are strongly encouraged to apply.

For further information about this opportunity, visit our website at <http://www.drucker.cgu.edu> or e-mail: leslie.negritto@cgu.edu.

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FRIST CHAIR OF EXCELLENCE**

The College of Business at Tennessee State University invites applicants for its Frist Chair of Excellence. The Chair, endowed by the Patricia C. and Thomas F. Frist, Jr., Foundation and the State of Tennessee, focuses on accountancy. The College is accredited from AACSB International at both the undergraduate and graduate levels since 1994. The College seeks the Chair holder, on either a tenure track or visiting basis, to help take its accounting program to the next level of prominence, via effective teaching, scholarly and sponsored research, service, and curricula development. The individual selected for the Frist Chair should hold an earned doctorate in accounting and a record of scholarly publications, teaching, and public service in accounting. The Chair's appointment will begin August 14, 2014. The salary is competitive with peer AACSB accredited institutions. The deadline for applications is January 31, 2014. Candidates are asked to complete an online application with Office of Human Resources, Tennessee State University, 3500 John A. Merritt Blvd., Nashville, Tennessee 37209-1361.

Create an application at the following Human Resources website: <https://jobs.tnstate.edu/applicants/jsp/shared/frameset/Framset.jsp?time=1319730248144>. For additional information, contact Dr. Millicent Lownes-Jackson, Dean, College of Business at mlownes@tnstate.edu. Tennessee State University complies with TITLE IX and is affirmative action employer.



**Dean
Robinson College of Business**

Georgia State University is conducting a nationwide search for its next Dean of the Robinson College of Business. The Search Committee invites letters of nomination, applications (letter of interest, full resume, and contact information of at least five references), or expressions of interest to be submitted to the search firm assisting the University. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications be submitted prior to **February 12, 2014**. Applications received after this date may be considered at the discretion of the Committee and/or hiring authority. For a complete position description, please visit the Current Opportunities page at www.parkersearch.com.

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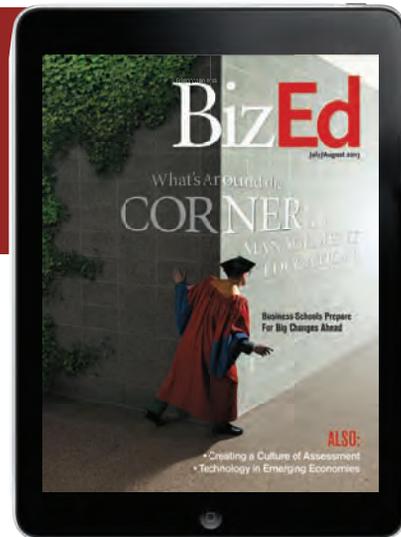
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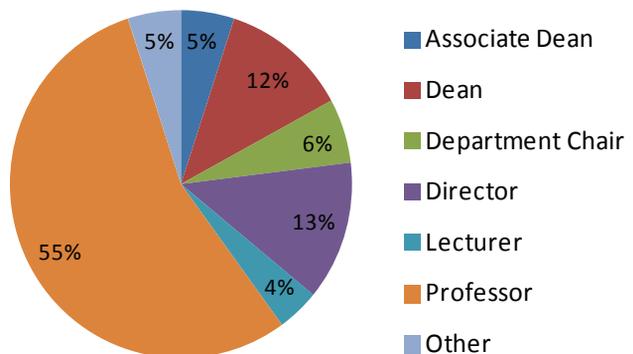
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The Idea

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Location

Coles College of Business at Kennesaw State University in Georgia

A Different Dynamic

In 2009, Coles College launched its 18-month, five-semester Executive MBA for Families in Business for managers of family-owned operations. The program integrates topics such as family dynamics, conflict resolution, and succession plans. These issues are so unique to these businesses that some students already have general MBA degrees.

"Public companies think in terms of quarterly results," says Joe Astrachan, executive director of the school's Cox Family Enterprise Center. "Most family companies think long term. Survival tends to be the ultimate goal, not quarterly profits. These executives need a curriculum that reflects their realities."

International Site Visits

The program's signature feature is its series of eight six-day international residencies in which students travel to visit their classmates' businesses. Just one cohort visited an auto dealership in North Carolina; a brick manufacturer in Ohio; a flower farm and cooking oil refinery in Colombia; a flooring manufacturer in South Africa; a chemical manufacturer in Thailand; a baby product company in the Ukraine; and a power plant construction firm in India. To ensure diversity, the program enrolls about 50 percent of the students from the U.S. and 50 percent internationally.

The students in each cohort—which is capped at 15—collectively choose who among them will host residencies. If two students are from the same region, they might co-host a residency. Each host must plan two visits: one to his or her own company and one to another local family business. Hosts also arrange events such as meetings with political figures and social activities. Host students are not compensated—they know when they enroll that they could be asked to take on this responsibility.

The residencies only strengthen as students experience more of them, says Astrachan. "Most roll out the red carpet for the class."

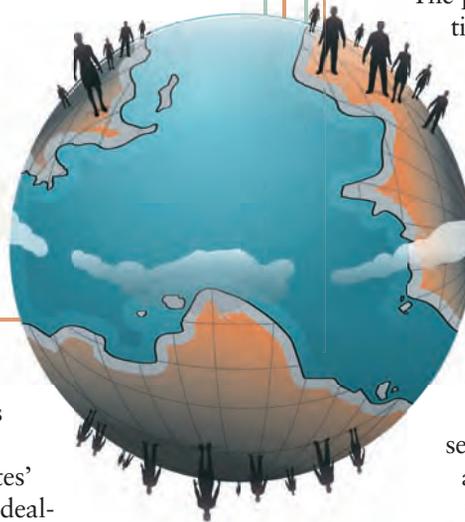
Program Structure

The program begins with nine days on campus, during which students complete a simulation that covers basics in accounting, finance, and strategy. Courses are delivered during the international residencies. In between residencies, students interact online as they complete projects related to their own companies, including analyses from enterprise, unit, and product and service levels; personal, business, and governance development plans; a statistics assignment; a capital justification assignment; and an advanced financial model.

Peer Presence

The program "gives students real-time insight into what we teach and how those lessons can be applied," says Astrachan. "They learn how business is conducted in other countries and the effects of local culture."

"Faculty teach you how to preserve the legacy and continuity of your family business. That's not taught in a regular MBA," says graduate Michael Cotton. "The family dynamics lectures almost become therapy sessions where you are forced to analyze yourself and realize your own faults and strengths." 



Students in Coles College's EMBA for Families in Business program visit Organización Corona, a tile manufacturer in Bogotá, Colombia.



POWER OF LEADERSHIP

Through the continued leadership of Dean M. Moshe Porat, Temple University's Fox School of Business has become one of the nation's top public-urban business schools.

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- Established the renowned Center for Student Professional Development. CSPD's full-time MBA job-placement rate of 98 percent is the best in the nation, according to Forbes.
- Created powerhouse research and outreach centers, including the Innovation and Entrepreneurship Institute, Center for Neural Decision Making and the Center for Design+Innovation.
- Oversaw the construction and opening of the \$80 million Alter Hall, and secured a \$15 million naming gift—the largest in school history—from Dennis and Gisela Alter.
- Strengthened doctoral programs' recruitment and placement efforts. For 2013–14, the Fox School received more than 270 PhD applications from 31 states and 21 countries. The Fox School has placed its graduates at some of the top U.S. and international business schools.
- Since 2008, recruited more than 100 new full-time faculty members. The total number of full-time faculty exceeds 200 at the Fox School and its affiliated School of Tourism and Hospitality Management.
- Enhanced the school's research reputation through rigorous promotion-and-tenure guidelines and recruiting stellar faculty—including Rajiv Banker, J. David Cummins, Paul A. Pavlou, Xueming Luo, and many others—who are ranked at the top of their fields.

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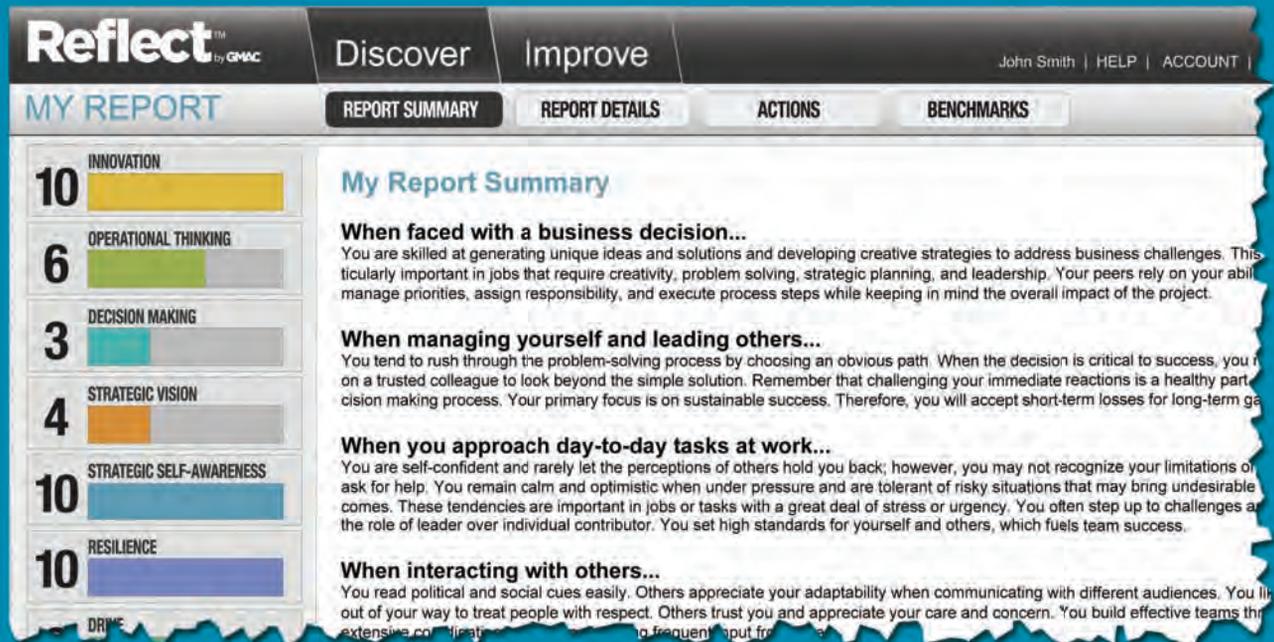
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