

COMMERCE & CULTURE
HELPING STUDENTS ADAPT TO
DIFFERENT BUSINESS MODELS **P. 36**

THE ECLECTIC EMBA
DIVERSIFYING THE EMBA FOR A
CHANGING MARKET **P. 40**

WORLD CHAMPIONS
B-SCHOOLS & BUSINESS TARGET
SUSTAINABLE GOALS **P. 46**

BizEd

AACSB INTERNATIONAL JULY | AUGUST 2015

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- Instructional materials for one comprehensive undergraduate course in project management, including a syllabus, mini-case studies, course projects, and activities
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- Guidance for enhancing existing courses
- An online open-source forum for faculty to share relevant content

How can faculty use the guidelines?

- To create a new foundational project management course at your academic institution
- To enhance an existing course in an allied discipline
- To create a sequence of project management courses
- To augment or benchmark an existing project management course

Materials are available to university educators who register through PMITeach.org. Email PMcurriculum@pmi.org for more information.

Download the materials at no charge at PMITeach.org





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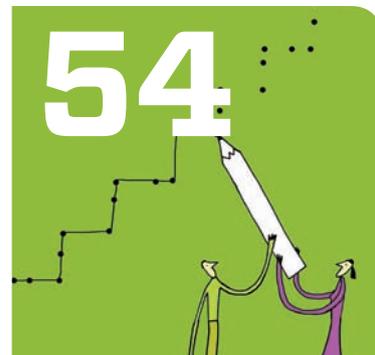
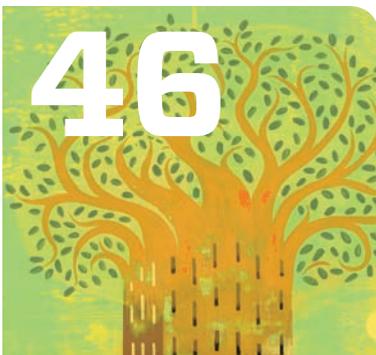
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BizEd is the world's leading source for authoritative information, ideas, and insights related to international management education.

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- Students practice investment management through the D'Artagnan Capital Fund, which manages \$2.1 million of Xavier's endowment.
- Students earn a Service Learning Certificate by applying their business skills in support of helping others.

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#24

Most Entrepreneurial
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The Princeton Review

#17

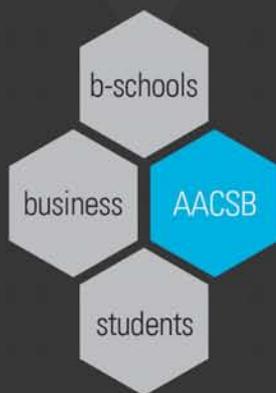
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in the US
US News Media Group

92%

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

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

A photo of the author is also required.

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

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

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*“Kaplan data shows that 78% of MBA programs surveyed say scores from both tests are viewed equally.” – Kaplan Test Prep Press Release, October 21, 2014



‘Do You Love Us?’

I WAS SURPRISED LAST YEAR to hear that Local Harvest, an independent grocery store and cafe in my hometown of St. Louis, was in danger of shutting its doors after seven years. News outlets reported that the store, which specializes in organic and locally sourced foods, had suffered several financial setbacks. Unless its owners could raise the US\$120,000 they needed to pay their debts, the store’s closure was certain.

But Local Harvest’s owners had an option that wasn’t available ten years ago: crowdfunding. They announced they would hold a weeklong “Save Local Harvest” crowdfunding campaign on Indiegogo.com. They made it clear that they viewed any funds raised not as donations, but as a kind of loan from their customers. Those who gave would receive gift certificates in the same dollar amounts as their donations. The only catch was that those certificates would not be redeemable for a year—and then, they could be redeemed only if the store was still in business. As a customer and believer in what they stood for, I was on their crowdfunding page in a heartbeat.

Luckily, this story has a happy ending. Local Harvest raised more than \$57,000 of what it needed online, and the rest through customers’ in-store pledges. In the process, it rallied its customers, built goodwill, and raised the community’s awareness of its business and the local food movement. Two weeks after the campaign, I received a gift certificate that was \$10 more than my original pledge. Today, the store is still in business.

To me, this example illustrates the elements that drive any successful fundraising effort. The store’s campaign resonated with donors on many levels—their loyalty to the store, their love of sustainability, their pride in their community. It worked because people were touched by the store owners’ simple question: “Do you love us? If so, support us.”

It’s this question that business school development officers ask every day. They must craft messages that strike close to donors’ hearts, so that when they ask “Do you love us?” it’s easy for donors to answer: “Yes, we do. What do you need?” The best fundraisers also think about how to connect to what donors care about most, so they can provide something that donors need in return.

Business schools achieve this balance in many ways, as we learned from our cover story, “How Can We Get Funding for *That?*” Six schools share how they tapped crowdfunding, hypercampaigns, and class giving projects to reach their fundraising goals. Perhaps my favorite idea? Wake Forest University’s “Naming Rights for the Rest of Us” campaign, which invited young alumni to donate money for the naming rights to various objects on campus, ranging from a leaf blower to a metal rivet tucked into a cobblestone path. This campaign’s humor struck a chord with young alums and strengthened their bond with the school.

We all have that tender point, that “something” that drives us to give—whether it’s a belief in the local food movement, a connection to a charity, a bond with an alma mater, or even, odd as it might seem, a fondness for a cobblestone rivet. No approach will reach everyone, but most approaches will reach someone. It’s just a matter of seeing which messages hit closest to home.

Tricia Bisoux
Co-Editor



Rema – Rutgers MBA '14
Management Associate, Bayer Healthcare

WE ARE COLLABORATIVE
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DID YOU KNOW:

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calendar

AUGUST 10–11

Latin America and Caribbean Annual Conference

Lima, Peru

The third offering of the Latin America and Caribbean Annual Conference will highlight trends in strategy, curriculum, and faculty development affecting schools throughout the region, as well as share services available to AACSB members. Conference sessions will be delivered in Spanish.

SEPTEMBER 19

Continuous Improvement Review Seminar

Chicago, Illinois

Formerly called Maintenance of Accreditation, this seminar will highlight who should be involved in the continuous improvement review process, how to prepare for a continuous improvement review visit, and how to act on a review team's feedback before the next visit.

SEPTEMBER 20–22

Annual Accreditation Conference

Chicago, Illinois

AACSB's Annual Accreditation Conference will tackle trends such as online learning, executive education, faculty models, financial strategy, and the impact of research within the context of accreditation. Of special importance: how accreditation can drive engagement, innovation, and impact at business schools.

OCTOBER 21–22

Enhancing & Measuring Impact Forum

Tampa, Florida

Sessions at this interactive forum will explore the role of impact in business education, ways to promote mission-based stakeholder engagement, and ways to communicate and measure a school's impact. At group discussion and brainstorming sessions, participants will share mission statements and develop mission-driven impact strategies.



Europe, Middle East, and Africa Annual Conference

Frankfurt, Germany

Held at the Frankfurt School of Finance and Management, this program will bring together business school leaders who represent diverse cultures and perspectives. Sessions will explore cross-border collaborations, financial and faculty models, innovation and impact, sustainability, and responsible management education. Staff from AACSB's new office in Amsterdam will be available to answer questions regarding its role in the region.

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

OCTOBER 11–13

Asia Pacific Annual Conference

Xi'an, China

Those at this event will examine how social, political, and environmental trends will shape Asian business education—and how those trends can drive business school innovation. AACSB's new president and CEO Tom Robinson will be available to meet attendees.

OCTOBER 31–NOVEMBER 1

Lessons for Aspiring Deans Seminar & Seminar for New Associate Deans

Kansas City, Missouri

This weekend will feature two of AACSB's most popular events. "Lessons for Aspiring Deans" will help participants determine whether pursuing a dean's position is right for them. Sessions will cover the job's rewards and responsibilities, the criteria search committees most often look for, application strategies, and advice from current deans. "New Associate Deans" will explore effective ways for associate deans to manage areas such as student services, external relations, curriculum development, faculty, research, accreditation, and assurance of learning.

ALSO CONSIDER:

SEPTEMBER 17–19

Launching & Implementing a Responsible Management Education Program

Copenhagen, Denmark

Organized by Copenhagen Business School and the CBS-Executive Program on the Principles of Responsible Management Education (PRME), this seminar is directed to university administrators and faculty responsible for designing curricula that align with PRME objectives. The seminar will include responsible management's role in core and elective courses, as well as a school's brand and communications. Visit www.cbs-executive.dk/program/prme.

OCTOBER 25–28

Executive MBA Council Annual Conference

Singapore

With the theme "Global Shift," EMBAC's 2015 conference will feature "EMBA Insights—Marketing and Admissions in Asia," a program presenting best practices when positioning a program in the market and identifying the best EMBA candidates. Visit www.emba.org/conference.htm.

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is all the inspiration you need.



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idea being
harvested”



“A must-watch
for big thinkers”

ASK KEN ROMANZI, '02, ABOUT THE FIRST TIME HE LAID EYES ON A CRANBERRY BOG AND HE'LL TELL YOU A STORY ABOUT THE INSTANT HE HAD THE VISION FOR OCEAN SPRAY'S MARKETING PLATFORM. WHERE OTHERS SAW THE WORLD'S MOST BEAUTIFUL HARVEST, HE SAW AN OPPORTUNITY TO BRING THAT HARVEST TO THE WORLD. FOR HIM, SUCCESS BEGINS AND ENDS WITH SHOWCASING THE VERSATILITY OF A LITTLE RED BERRY.



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Identifying Impact

HOW ONE U.K. SYSTEM MEASURES THE REACH OF RESEARCH

IS IT POSSIBLE to accurately assess the impact of scholarly research and let funding bodies use these assessments to determine which universities should receive funding? The answer appears to be yes, at least in the U.K. There, research outputs from universities are assessed every five years to determine future funding allocations from government. In 2014, for the first time, the Research Excellence Framework (REF) included an assessment of research impact. This component was worth 20 percent of the score awarded to each institution.

RAND Europe, an independent research institute that focuses on policy and decision making, worked with higher education funding councils in the U.K. to evaluate how well the system worked in its first outing.

RAND Europe evaluated the way universities prepared submissions as well as the ways submissions were assessed by panels of academics and research users. In particular, the organization attempted to identify the benefits and burdens schools realized under the new system, outline the intended and unintended consequences, recommend ways to improve the process, and highlight best practices.

Among the organization's findings: The impact component of the REF 2014 encouraged scholars to think more broadly and strategically about their research and helped universities better understand the impact of their research. Nonetheless, complying with the impact component consumed time and resources for people and institutions; academics considered the process burdensome, but research users did not.

On the positive side, REF 2014 is perceived as contributing to a cultural shift in which institutions and individuals are focusing more on the current and potential impacts of their research. And a majority of academics and research users felt that the REF 2014 process enabled them to assess impact fairly and reliably.

RAND Europe identified areas for discussion and improvement, including managing the variations in the way the process is conducted, avoiding the risk of false claims, and clarifying the processes for assessing different kinds of impact.

Catriona Manville, senior analyst and lead author on the evaluation reports, says, "Given that the process for assessing impact was new, our evaluation shows that it worked, and it worked well. REF 2014 now provides a valuable working model for measuring impact in other countries and research systems."

■ For project information and links to reports, visit www.randeurope.org/REF2014impact.

Viral Credibility

RECENT OUTBREAKS OF the measles in the U.S.—the largest traced back to the Disneyland amusement park in California—have sparked a growing national debate about childhood vaccinations. The central question: Why are more parents choosing not to vaccinate their children, especially against the recommendations of their doctors?

One reason might be “electronic word-of-mouth” or eWOM, say assistant marketing professor Ioannis Kareklas, marketing professor Darrel Muehling, and doctoral student T.J. Weber, all of Washington State University’s Carson College of Business in Pullman. While word-of-mouth has long been one of the most effective forms of advertising, eWOM is a “relatively new phenomenon” that can exert great influence over consumers, even among strangers. In fact, many parents might give as much credence to online comments as to websites and public service announcements (PSAs) from official medical sources.

The three researchers showed 129 study participants two fictional PSAs, one pro-vaccination and one anti-vaccination. Participants were told that the

pro-vaccination PSA was sponsored by the U.S. Centers for Disease Control and Prevention; the anti-vaccination PSA, by the National Vaccine Information Council. Each PSA was designed to look as if it had appeared on its respective organization’s website.

The PSAs were followed by comments from fictitious individuals who expressed either pro- or anti-vaccination views. Participants had no information about commenters; to avoid gender biases, each commenter had a name suitable for either a man or woman.

After reading the PSAs and comments, participants filled out questionnaires where they indicated their opinions about vaccination. The researchers found that statements made by online commenters wielded a great deal of influence. “People trusted the random online commenters just as much as the PSA itself,” says Kareklas.

In a second experiment, participants were told that a healthcare industry lobbyist and an infectious disease specialist were among the commenters. In this instance, participants were persuaded by the comments more than by the PSA.



To account for the influence of online comments, marketers need to take three important steps, the researchers advise. First, they should include opposing points of view when relevant, so that readers do not perceive their messages as manipulative. Second, they should highlight supporting comments from experts in relevant fields. And, finally, they should use online strategies that encourage credible dialogue, collaboration, and problem solving, while discouraging contention and controversy.

► **“Re-examining Health Messages in the Digital Age: A Fresh Look at Source Credibility Effects”** was published online in May by the *Journal of Advertising*. It is available for download at ssrn.com/abstract=2556998.

RAISING MONEY WITH SOCIAL MEDIA

More higher education institutions worldwide are using social media to enhance fundraising efforts, according to a survey conducted by the Council for Advancement and Support of Education (CASE); mStoner, a research and branding service provider; and Huron Education, a consulting group serving the higher education field. Nearly 1,000 advancement professionals at education institutions participated.

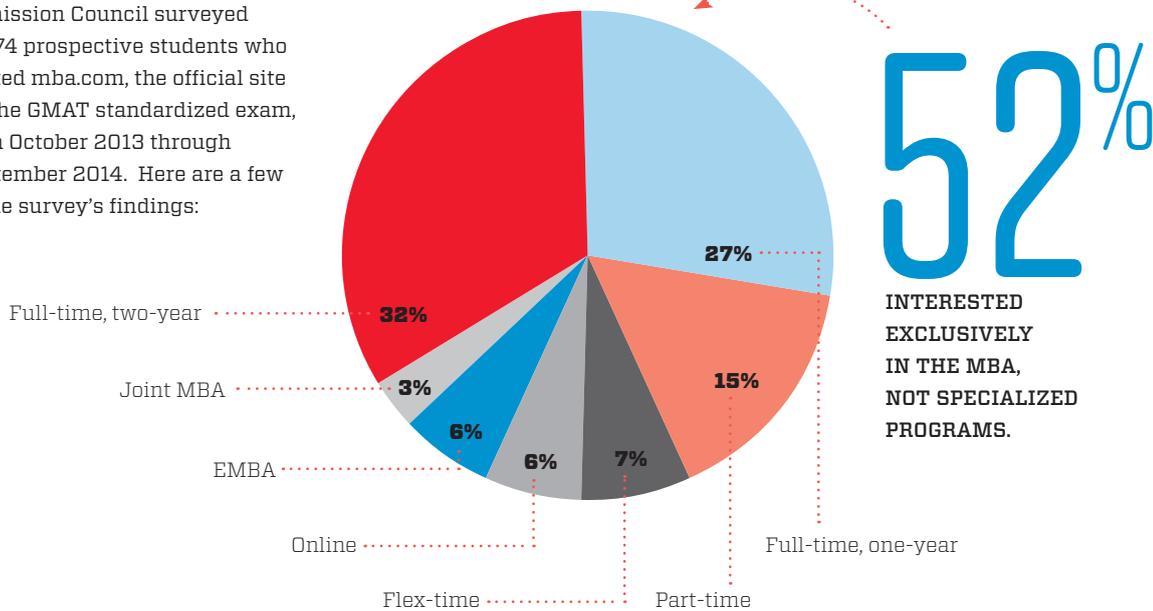
According to the survey, 57 percent of respondents used social media to fundraise in 2015, compared to 47 percent in 2014. Even so, nearly 85 percent of respondents indicated that

fundraising through social media represents only 5 percent or less of their total funds raised.

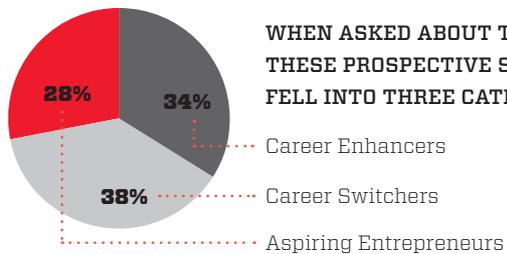
Fifty-nine percent experimented with new social media fundraising strategies, such as crowdfunding campaigns, which had been tried by 15 percent of respondents. More than half of those campaigns had earned more than US\$10,000. In addition, 42 percent have held a day of giving, and of those, more than a third raised at least \$50,000. In their social media outreach efforts, 22 percent of institutions use social media ambassadors, often alumni, to help promote their initiatives.

The MBA Still Rules the Market

The Graduate Management Admission Council surveyed 11,674 prospective students who visited mba.com, the official site for the GMAT standardized exam, from October 2013 through September 2014. Here are a few of the survey's findings:

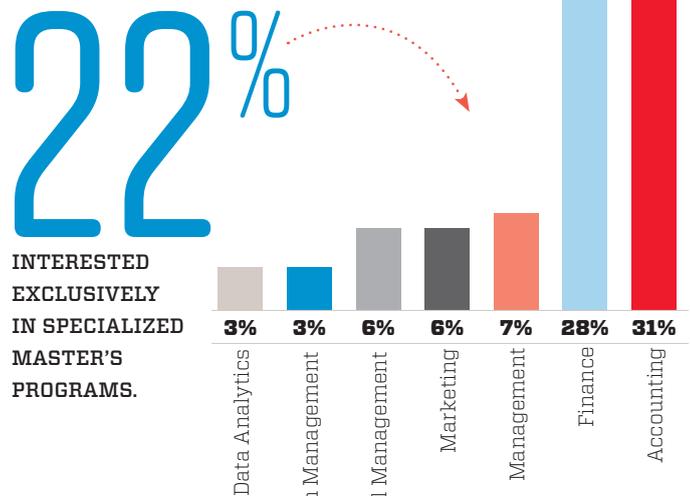


52%
INTERESTED EXCLUSIVELY IN THE MBA, NOT SPECIALIZED PROGRAMS.



WHEN ASKED ABOUT THEIR GOALS, THESE PROSPECTIVE STUDENTS FELL INTO THREE CATEGORIES

- Career Enhancers
- Career Switchers
- Aspiring Entrepreneurs



INTERESTED EXCLUSIVELY IN SPECIALIZED MASTER'S PROGRAMS.



Read GMAC's full 2015 Prospective Students Survey at www.gmac.com/market-intelligence-and-research/gmac-surveys/prospective-students.aspx. To hear what GMAC predicts for the graduate business education market in 2015, watch this video at www.gmac.com/professional-development-and-careers/learning-library/webinars/gmac-research-highlights-2014-a-look-back.aspx.

Board Members— But Still Not Deans

African Americans and Hispanic Americans are far less likely to hold the dean's chair at America's leading business schools than they are to serve on the boards of major corporations, according to a new study by The PhD Project. The PhD Project works to increase minority representation among business school faculty.

The study found that among the 1,601 business schools in the U.S., African Americans are deans of just 33—or 2 percent of the schools. Hispanic Americans account for just nine, or half of 1 percent. By contrast, African Americans represent 8.5 percent of directors at 200 S&P 500

2% & <1%

of b-schools, respectively,
with African American and
Hispanic American deans

companies, and Hispanics account for 4.5 percent of director seats at those companies, according to the 2014 Board Index report from executive search firm Spencer Stuart. Of those 200 businesses, 73 percent have at least one African American director, and 47 percent have at least one Hispanic American director.

"When minority students look at business school faculties and leadership, they see very few people who look like them. This can send the signal that business isn't for them," says Bernard J. Milano, co-founder of the PhD Project and president of the KPMG Foundation. "Placing more role models in front of the classroom and in the dean's office will help to attract more minorities to business studies and business careers—a goal we all share."



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Youth Not Just for the Young

MANY ASSUME THAT it's the youngest workers in an organization who supply the most energy and drive innovation. But contributions of the young at heart are no less important, according to a paper that explores the effect of subjective age—or how old someone feels—on organizational performance. Its co-authors include Florian Kunze, chair of organizational studies at the University of Konstanz in Germany; Anneloes Raes, assistant professor of managing people in organizations at IESE Business School in Barcelona; and Heike Bruke, director of the Institute for Leadership and Human Resources Management at the University of St. Gallen in Switzerland.

Kunze, Raes, and Bruke surveyed 15,164 employees from 107 German companies, whose industries spanned production, wholesale, retail, service, and finance. Employees, including those from human resources and the C-suite, answered questions about HR practices and company performance, as well as those about their subjective ages.

Employees younger than 25 years old reported feeling slightly older than they actually were, while those older than 25



reported feeling four years younger, on average. The co-authors reference previous studies that show that culture also can make a big difference in workers' subjective age. In the U.K., older workers have reported feeling nearly ten years younger than their chronological age; those in China, just ten months.

Other studies suggest that younger workers think more about achieving long-term goals and promotion, an attitude that fuels more dynamic work environments. By contrast, older work-

ers are more concerned with maintaining the status quo, a mindset not known for innovation. But employees who *perceive* themselves to be younger are often more flexible and willing to learn and embrace innovations than their curmudgeonly counterparts. They also are more focused on long-term growth in ways that can lead to stronger performance for the organization.

These findings are important to companies in fast-changing industries that need to maintain dynamic work environments, say the co-authors. They recommend two strategies for leaders who wish to

lower the average subjective age of their workforces. First, offer employees more opportunities for meaningful work. And, second, avoid HR policies based on age alone, such as reserving certain training opportunities for younger workers only, which reinforce age-based stereotypes.

"It Matters How Old You Feel: Antecedents and Performance Consequences of Average Relative Subjective Age in Organizations" was published online March 23 in the *Journal of Applied Psychology*.

HEC Paris found that **25 percent** of its graduates are now entrepreneurs, up from **9 percent** ten years ago. **Twenty percent** of young graduates from pre-experience master's programs and **44 percent of** EMBA participants have started businesses. Respondents shared many reasons for wanting to be entrepreneurs, but two predominate: **Forty-seven percent** wish to be their own bosses, and **25 percent** desire to create new businesses.

▶ View more survey results at <http://fr.slideshare.net/HECParis/1st-barometer-on-entrepreneurship>.



Color Correction

WHETHER PEOPLE VIEW IMAGES in color or in black-and-white can significantly affect the choices they make, say researchers from The Ohio State University in Columbus. “Marketers may take it for granted that color is always the best presentation format for advertising,” says assistant marketing professor Xiaoyan Deng from OSU’s Fisher College of Business. “While color is desirable in most situations, it’s not desirable in all situations.”

Deng worked on the study with three co-authors, who include doctoral student Hyojin Lee and professor of marketing H. Rao Unnava from Fisher and Kentaro Fujita, a professor in OSU’s psychology department. The group asked 94 college students to choose one of two radios to rent for a camping trip to a remote site where only one radio station would be available, based on either color or black-and-white pictures of their options. They could choose to rent either a basic analog radio for US\$10 per day or a digital radio with preset station buttons for \$18 per day.

Of those shown the images in color, 50 percent chose the digital radio, even though they would pay more for features they could not use. Only 25 percent of those who saw the images in black-and-white chose the fancier model. The researchers explain that the use of black-and-white imagery draws more attention to an item’s larger, more important features, while color draws more attention to its finer details.

In another experiment, 287 participants were shown images of two types of shoes—high heels and rain boots—and asked to sort them by type. Half of the shoes were a solid color; the other half were polka-dotted. Ninety-seven percent of those shown black-and-white images focused on the shoes’ more general features, sorting heels with heels and boots with boots. However, only 89 percent of those shown color images sorted correctly. The other 11 percent focused more on the finer details of color and pattern, placing the solid-color shoes in one group and the polka-dotted shoes in another.

This phenomenon could have implications not just on ads for products, but also on ads for big-picture future-oriented services, such as those related to retirement planning. By manipulating color, Deng adds, “we can affect people’s choices.”

“The Effect of Black-and-White Versus Color Imagery on Construal Level” appeared in the December 2014 issue of the *Journal of Consumer Research*.

Only 25 percent of those who saw the images in black-and-white chose the fancier model.

TEXT TO IMPRESS

Researchers at Harvard University in Cambridge, Massachusetts, recently asked two colleges in the U.K. to send text messages to 1,179 adult learners in literacy and math courses. Each message was written to improve students’ motivation, planning, or social connection to the school. In the experiment, the dropout rate among students who received the motivational messages fell to 16 percent, compared to 25 percent for the control group.

Texts to help students plan their homework included reminders such as “It never hurts to plan ahead [so] decide when you will practice,” and texts to motivate students included statements such as “Keep up the hard work and keep improving.” Messages meant to encourage students to maintain social connections within the course included encouragements such as “Well done, you’ve reached the mid-term break! Time to practice what you’ve learned and stay connected,” along with a link to the college’s Facebook page. Texts addressed students by name and were “signed” by the college.

The students’ attendance rate remained high even three weeks after the messages were sent. The authors conclude that “the returns on investment for this low-cost intervention are high enough to justify its use.”

Researchers included professors from Harvard Business School, Harvard Law School, and the Harvard Kennedy School of Government in Boston, Massachusetts, as well as from The Behavioural Insights Team, a government think tank in the U.K. dedicated to the behavioral sciences. The study was funded by the U.K. government’s Department for Business, Innovation and Skills.

► **“Curbing adult student attrition: Evidence from a field experiment” is available at ssrn.com/abstract=2563757.**



Risky Global Business

IN TODAY'S GLOBALIZED business environments, business leaders have to manage terrorist and cybersecurity risks that were unimaginable 20 years ago. That's why "Doing Business in an Unsafe World" was the theme of the inaugural Hariri Symposium held last April by the Business, Society, and Public Policy Initiative at Georgetown University's McDonough School of Business in Washington, D.C.

At the event, a distinguished panel discussed topics ranging from the attacks of September 11, 2001, to the international challenges of cybersecurity to the role that business students and educators can have in navigating modern social and technological risks. Panelists included Tom Daschle, majority leader of the U.S. Senate; Robert Mosbacher Jr., chairman of Mosbacher Energy Company; Ann Veneman, former U.S. Secretary of Agriculture and former executive director of UNICEF; and James P. Moore Jr., director of the Business, Society, and Public Policy Initiative.

Daschle noted that security for every venue, from airplanes to public buildings, has radically changed. He said, "I think we could call it hyphenated security. It's nuclear-, it's cyber-, it's bio-. But it's security in different ways that affect us in a very personal way."

Veneman emphasized the human impact that conflict can have, especially on children and young adults. Atrocities of war have long-term consequences, which are even longer-term for those without an education. "The uneducated refugee then becomes the unemployable youth," she said. "This then perpetuates the cycle of poverty, which often breeds more conflict."

Despite the challenges facing the world, the panelists agreed that business schools are vital to transformation. "We have to focus on how we can promote economic opportunity in countries all around the world for the poorest populations," Veneman said. "There is a growing recognition that if we don't bring more business principles and economic opportunity to poverty alleviation, we're never going to succeed."

EFFECTS OF MADDING CROWDS

When social networks make it easier and cheaper for users to generate content, it should lead to more content creators, right? Wrong, say researchers from the Haas School of Business at the University of California, Berkeley. In reality, easier access to large audiences on social media has led to more content consumers, but far fewer content creators.

In their analysis of social media behaviors, co-authors Ganesh Iyer and Zsolt Katona find that ease of use on social media does initially lead to some users generating more content. But more content leads to cluttered media feeds, which leads to greater competition for attention. Unable to build audiences, many users stop posting any content—and others never start.

Iyer and Katona note that, by some reports, only 10 percent of Twitter users generate 90 percent of all tweets. Such imbalances could be driving people away from popular networks to platforms with fewer users—such as Path, a new social network that limits the number of friends users can have. The co-authors suggest that if social media platforms adopted features that encouraged smaller, more targeted audiences—and even increased the cost of sending messages—they could "not only encourage sender entry, but also make receivers better off."

► **"Competing for Attention in Social Communication Markets" is forthcoming in *Management Science*. A draft is available at ssrn.com/abstract=2322435.**

Emerging Market Firms Are Watching

WHEN EMERGING MARKET FIRMS enter into more developed markets, they face a host of technological, financial, and strategic disadvantages. But why do some overcome these limitations and succeed while others fail? A study by three U.K. researchers holds that these firms succeed because of “indirect learning,” a term they define as “the observation, incorporation, and sharing of others’ experience of developed markets.” In fact, they argue that indirect learning is more valuable to emerging market firms than learning directly from their own organizational experience.

The researchers include Sourindra Banerjee, assistant professor of marketing at Warwick Business School; Jaideep C. Prabhu, the Jawaharlal Nehru Professor of Indian Business and Enterprise at the University of Cambridge’s Judge Business School; and Rajesh K. Chandy, professor of marketing and academic director of the Deloitte Institute for Innovation and Entrepreneurship at London Business School.

According to these researchers, emerging market companies can ac-

quire indirect experience in three ways: by hiring leaders with experience in developed markets, by observing the practices of developed market competitors, and by joining formal business networks in their industries. As one example, they point to Chinese telecom company Huawei, which succeeded by observing the Chinese operations of its competitor Nokia-Siemens Networks.

The researchers studied data on 384 companies listed on the Bombay Stock Exchange 500 in India and 314 companies listed on the London Stock Exchange’s FTSE 350 from 1999 to 2008. They found that when an emerging market firm has a one standard deviation increase in indirect learning from any of the three sources—hiring leaders, observing competitors, or joining networks—it experiences revenue growth of 2.24 percent, 2.8 percent, and 5.6 percent, respectively.



Indirect learning is more valuable to emerging market firms than learning from their own experience.

These findings are significant because some groups in emerging economies are lobbying their governments to make it more difficult for competitors from developed countries to enter their markets. On the contrary, the authors write, “emerging market firms have much to gain from

... opening up to developed market competition.” Policymakers could spur more local growth by forming international trade associations, trade shows, and think tanks. The authors also warn developed market firms not to assume that emerging market companies cannot compete with them on the global stage. Those that learn indirectly, they write, “are likely to pose serious threats to their developed market counterparts.”

► **“Indirect Learning: How Emerging Market Firms Grow in Developed Markets” appeared in the January issue of the *Journal of Marketing*. It is also available at faculty.london.edu/rchandy/indirectlearning.pdf.**

SUSTAINABLE RETURNS

Last November, the Morgan Stanley Institute for Sustainable Investing surveyed 800 individual investors about their attitudes toward investing in companies that embrace sustainable business practices. It found that 71 percent of those surveyed are interested in sustainable investing. Millennials and women expressed the highest interest: Eighty-four percent of millennials (compared to 66 percent of baby boomers) and 76 percent of women (compared to 62 percent of men) are interested in investing in companies that embrace sustainable practices. On average, respondents believe that 46 percent of their portfolios should be invested in sustainable companies.

But even though survey respondents are interested in sustainable investing, a majority—55 percent—still see a “trade-off between profitable and sustainable investments,” says Audrey Choi, managing director and CEO of the institute. That perception, she adds, “is still a major barrier to the growth of the field—we and others trying to advance sustainable investing at scale have a job to do, demonstrating that it is possible to achieve positive impact and market-rate returns.”

► The report “Sustainable Signals: The Individual Investor Perspective” is available at www.morganstanley.com/sustainableinvesting/pdf/Sustainable_Signals.pdf.

Funding Forecast

A NEW STUDY PREDICTS that individual states in the U.S. will have difficulty securing more state funding if the growth of the labor market continues to slow and the costs of Medicaid continue to rise. “Crowded Out: The Outlook for State Higher Education Spending,” was released by the National Commission on Financing 21st Century Higher Education, which is directed by Ray Scheppach, an economic fellow at the Miller Center at the University of Virginia in Charlottesville. The commission contracted with Moody’s Analytics to project state-by-state spending from 2014 to 2024.

The study notes that over the past several decades, the growth in state funding for discretionary spending categories has been squeezed at an alarming rate. Mandatory spending programs are requiring more and more state funds, leaving fewer dollars for other programs. Medicaid spending, for example, was less than 10 percent of state-sourced spending 30 years ago, but today accounts for nearly 16 percent. Taking all funding



sources into account, Medicaid has grown to more than a quarter of total state spending.

At the same time, higher education has fallen from around 14 percent of state-sourced spending in the late 1980s to just under 13 percent today. “Our baseline forecasts show that trend continuing throughout the next decade and beyond,” the report notes.

Over the next year, the National Commission on Financing 21st Century Higher Education will develop and propose new funding models that will expand access to post-secondary education. The work will identify new public investment and partnership strategies that can generate greater private investments; it also will suggest ways to realign current incentives to reduce costs and enhance graduation rates.

► The results of the “Crowded Out” study can be found at web1.millercenter.org/commissions/higher-ed/2015-higherEdFunding-Moodys.pdf.

TEACHING KIDS ABOUT FOOD

How can parents get children to eat more vegetables? Make them more aware of—and involved in—how vegetables are grown, say researchers at Audencia Nantes in France. Last year, they concluded EducAlim, a three-year study conducted by Audencia’s Center for Research and Food Product Marketing and financed by the French government. The goal: Find ways to encourage kids to eat healthier foods.

In the experiment, 584 middle school students at 17 schools across western France were followed for three

years. Among them, 250 students at eight pilot schools participated in gardening activities, cooking workshops, and farm visits. Teachers also exposed this group of students to the nutritional, economic, cultural, and ecological aspects of growing and distributing vegetables. Then, researchers focused their attention on two vegetables particularly unpopular among children: Brussels sprouts and endive. They found that children at the pilot

schools ate twice the amount of those vegetables—which they had grown in their gardens—as the children at the other nine schools.

Teachers also used teaching modules developed by the research team and educational authorities, which incorporated food issues into math, French, and biology lessons. The lessons were so successful, teachers have continued to use them even after the project ended in June 2014.



new projects

The **Online Learning Consortium (OLC)** and the **Multimedia Educational Resource for Learning and Online Teaching (MERLOT)** at California State University have merged their two publications, *Online Learning* (formerly known as the *Journal of Asynchronous Learning Networks*) and the *Journal of Online Learning and Teaching* (JOLT). The new journal will retain the editorial staff and name of *Online Learning*. The consolidation recognizes the similar missions of the two organizations, says Peter Shea, the new journal's editor-in-chief. It also recognizes ongoing collaboration between the OLC and MERLOT, which includes their co-sponsorship of the annual Emerging Technologies for Online Learning International Symposium (ET4Online).

François Chiocchio, professor of organizational behavior and human resource management at the University of Ottawa's Telfer School of Management in Canada, will be co-investigator for two five-year studies in Sénégal, Bénin, Burkina Faso, and Mali. The first will focus on how change management in West African hospitals affects collaboration and management; it will be led by physician Marie-Hélène Chomienne of the University of Ottawa with co-authors Jean Charles Moreau, an obstetrician, and Samba Cor Sarr, a research manager for the Sénégalaise Ministry of Health. The second will explore how results-based financing affects the performance of maternal care medical teams; it will be led by Valéry Ridde, associate professor of social and preventive medicine at the University of Montreal. The Canadian Institutes of Health Research has awarded CAN\$1,000,000 to each project.

The National Science Foundation has awarded a grant of nearly US\$900,000 to researchers at Temple University in Philadelphia, Pennsylvania. The money will fund a three-year social-science project

led by **Youngjin Yoo**, professor of management information systems (MIS) at the Fox School of Business. The project will use big data to track patterns of human behavior in an attempt to predict their future behaviors. Other researchers include **Sunil Wattal**, associate professor of MIS at Fox; as well as **Zoran Obradovic**, professor of data analytics, and Rob Kulathinal, assistant professor of biology, both of the College of Science and Technology.

A team of researchers led by **Beth Plale**, a professor at the Indiana University School of Informatics in Bloomington, has received a US\$748,000 grant from the Alfred P.

Sloan Foundation to develop and run RDA Data Share, a three-year early-career engagement program for the Research Data Alliance (RDA). The RDA is a global membership of institutes, companies, associations, and government agencies dedicated to sharing data. RDA Data Share will select fellows to join RDA working or interest groups focused on areas such as big data, digital repository certification, and agricultural data interoperability. "Early-career scholars bring an energy and a perspective to the field," said Plale. "As they engage in the RDA, they assimilate its culture of sharing and will then disseminate it back into their home institutions."

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In the Eyes of Many Beholders

WHILE MUCH RESEARCH has shown that beautiful people have better lives—that include more successful careers, higher-paying jobs, and more positive attention from society—just what constitutes “beautiful” can rapidly change, according to a recent study.

“We found that human standards of beauty are not set in stone, but are quite fluid and can change almost instantaneously,” says Haiyang Yang, an assistant professor at the Johns Hopkins Carey Business School in Baltimore, Maryland. He conducted research on the topic with Leonard Lee, associate professor and dean’s chair at the National University of Singapore. Not only that, they found that standards of beauty continually shift to align with the standards of the majority, that this shift can occur completely without social pressure, and that these shifts in perception can become permanent.

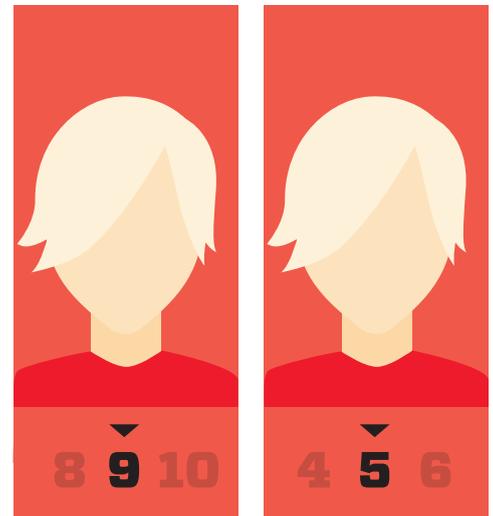
To conduct their research, Yang and Lee examined about 800,000 anonymous ratings by more than 60,000 visitors to an online dating website where visitors rate people as “hot” or “not,” using a ten-point scale where ten is the highest. Once they rate a photo, visitors are shown the average score from

all previous evaluations. As they view more photos over time, their ratings begin to shift toward the average—even when they aren’t shown those averages until they’ve entered their own rating, and even though no one is watching them make their own evaluations.

“Because of this effect, some people became ‘instantaneously hotter’ to the website visitors. Others, unfortunately, became worse off,” Yang says.

In a second experiment, viewers also were allowed to see the average ratings before they made their own determinations. Researchers found that viewers’ ratings converged on the norm regardless of timing. However, the ratings by viewers who never saw the averages did not converge on the norm at all.

In a final experiment, researchers found that the ratings by participants who were shown photos with falsely lowered averages deviated even more from the true average—even though the participants themselves claimed that knowing the average ratings did not influence their own evaluations.



“If the notion of beauty can be instantaneously constructed, as our findings suggest, it would be important to ... identify factors that can influence these processes,” says Yang. “Future research in this direction is likely to have implications not just for business but for many other fields.”

“Instantaneously Hotter: The Dynamic Revision of Beauty Assessment Standards” is forthcoming in *Advances in Consumer Research*.

Last year, the number of international students studying at U.S. colleges and universities increased to a record high of **886,052**, which is **8 percent** more than the previous year. The number of U.S. students studying abroad increased by **2 percent**, to **289,408**, a slower rate of growth than the year before. Most come from STEM fields, and the United Kingdom is their top destination. While 2013-2014 saw an all-time high of U.S. students studying overseas, this group still represents only **10 percent** of all U.S. undergrads.

► To read the full 2014 Open Doors Report on International Educational Exchange, visit www.iie.org/Research-and-Publications/Open-Doors/Data.



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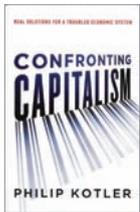


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books

CONFRONTING CAPITALISM



Northwestern's Philip Kotler is an unabashed capitalist—but one who thinks the system could be vastly improved. In fact, he identifies 14 specific shortcomings in capital-

ism and proposes solutions to each. For instance, he believes income inequality can be addressed by raising the minimum wage, making the tax system more progressive, closing offshore havens, closing tax loopholes, and capping the ratio of executive-to-worker pay. He's worried about the consequences if capitalism isn't fixed: If consumers can't afford to buy goods, then production slows, unemployment rises, and the disenfranchised rise up. Kotler favors "capitalism with a heart," and it shows. (Amacom, US\$26)

THE OTHER "F" WORD

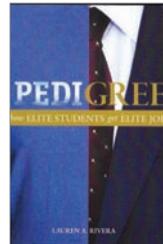


"Have you ever wondered how WD-40 got its name?" ask John Danner of Princeton and UC Berkeley and Mark Coopersmith of Berkeley. "It stands for 'Water Dis-

placement, 40th formula.' ... That's how many tries it took the three-person team from Rocket Chemical Company to create a working rust-prevention solvent for aerospace customers." Danner and Coopersmith know that, even though most people hate to think about it, failure is one of the most common human experiences: Two out of five new CEOs last less than 18 months, 81 percent of new hires are poor choices, 88 percent of New Year's resolutions are not kept. Yet they consider failure a rich resource and *fear* of failure to be an obstacle to innovation. They offer insights and exercises to help business leaders see past their

own mistakes and guide their teams through failure and on to new agendas. (Wiley, US\$25)

PEDIGREE



Universities like to believe they're the great levelers of society, providing education that allows individuals from any socioeconomic background to prosper in the business world.

Lauren Rivera begs to differ. The rich and privileged are more likely to be admitted to top schools, she argues—for example, at Harvard College, "nearly half of the students come from families in the top 4 percent of household incomes. A mere 4 percent come from the bottom 20 percent." Even when universities admit middle- and working-class candidates, those graduates are excluded from the most prestigious jobs by hiring practices that favor those with social and cultural capital. Rivera concludes, "Higher education and employment are two interlocking systems of economic stratification." (Princeton University Press, US\$35)

PEERS INC.

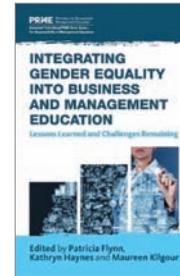


Robin Chase has a front-row seat to the sharing economy. In 1999, she was a co-founder of ZipCar, a membership-based car-sharing service. ZipCar was one of the

early collaborative operations built on three key principles: "The first is that excess capacity (sharing an asset) makes economic sense, the second is that technology allows us to build platforms for participation that make sharing simple, and the third is that peers are powerful collaborators." Chase believes that these collaborators not only can

remake the global economy, but also can help solve problems like climate change. They can take "this rapidly changing world," she writes, "and transform it into the one we want to live in: sustainable, equitable, thriving, and full of potential." (PublicAffairs, US\$26.99)

INTEGRATING GENDER EQUALITY INTO BUSINESS AND MANAGEMENT EDUCATION



Nearly 40 authors contributed essays that look at the current state of women in business education and what can be done to increase parity. The editors—Patricia

Flynn of Bentley University in the U.S., Kathryn Haynes of Newcastle University in the U.K., and Maureen Kilgour of Université de Saint-Boniface of Canada—and their contributors consider the reasons women are still poorly represented in graduate-level business programs and how those reasons vary by region. For instance, Sandra Idrovo Carlier of INALDE Business School in Colombia notes that women don't enroll in MBA programs for the same reasons they don't advance in the corporate workplace: They're confronted with rigid working structures and gender stereotyping. She notes that 24 women enrolled in an EMBA program in Colombia believed they could balance professional and domestic roles until they faced the reality of maternity. Several of the contributors outline courses designed to help both male and female students understand how to increase gender parity in the classroom and the boardroom. (Greenleaf Publishing, US\$90) [D](#)



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how can we get funding for that?



Whether they're building new facilities or sending students on international trips, business schools have a constant need to raise dollar amounts both big and small. Here, administrators explain how they identified specific needs on their campuses and determined the best way to fund them, using diverse and creative strategies that offered new ways to connect with donors.



ILLUSTRATIONS BY INFOMEN

The 24-Hour Campaign



How can a school raise a large amount of money in a relatively short period of time, while engaging alumni and developing a fun, competitive spirit among donors?

Wake Forest University in Winston-Salem, North Carolina, decided to launch a hypercampaign in June 2013 when it realized there was a chance it wouldn't make its annual fundraising goal by the end of its fiscal year. Administrators hoped the hypercampaign would raise about US\$100,000 from roughly 500 donors—in 24 hours.

They set that dollar amount as their goal because, just six months previously, the university had received a \$100,000 gift that it hadn't yet announced. "We decided to make that a challenge grant, telling donors that we would get that \$100,000 if we could raise the same amount from them," says Mike Haggas, director of development for the Wake Forest School of Business. Administrators also decided that anyone who donated to the annual fund during this period would be counted in the hypercampaign totals.

The entire campaign was run online, with three exceptions: Wake Forest students conducted a telethon during the fundraising period; the school mailed out a postcard designed to hit mailboxes the Friday before the campaign started; and the school asked members of the advisory committee to talk about the campaign in advance. Everything else happened electronically. The school sent alumni a series of six timed emails, letting them know the campaign was coming up, reminding them when it started, and—during the actual day—keeping them apprised of how much money had been raised as the hours progressed.

In keeping with the nontraditional format of the campaign, the university took a nontraditional approach to marketing it. "Instead of using the school colors in our materials, we used fun images and unexpected analogies," says Haggas. "To help people understand why they should donate to the unrestricted fund, we created a short video to explain how the money would be used. It was called, 'What do zombies have to do with Wake Forest?'" (The video answered that question in its opening lines: "With the tenacity of a zombie and more mys-

tery than a convenience store hotdog, the Wake Forest fund is much more than the postcards you can't escape and the phone call you didn't ask for.")

Haggas says, "The video was embedded in the second email. It explained where the money goes—to things like salaries, technology, and toilet paper." The video cost \$15,000 to make, but it was so much fun that alumni quickly shared it over social media, and it received more than 10,000 page views.

In fact, social media became an important driver of donor engagement throughout the day, says Katie Neal, executive director of news and communication at the university. Because the event had been dubbed Wake500, a Twitter campaign sprang up around the hashtag #Wake500. Over the 24 hours of the campaign, says Neal, there were 298 tweets with that hashtag from 150 contributors who had a reach of 49,020 followers.

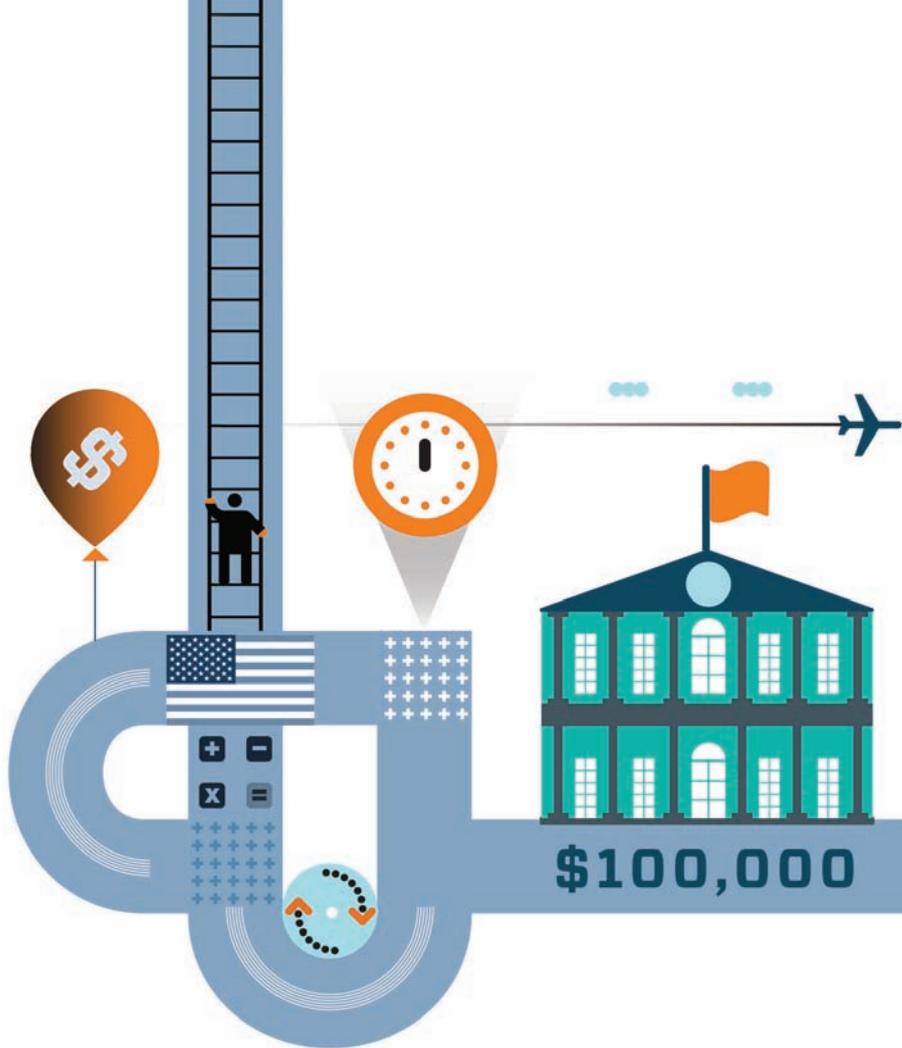
As excitement started to build, the school was able to roll out incentives. At noon, a donor said he would give \$25,000 if the campaign netted 1,000 donors. Once that milestone was reached, the Alumni Council promised \$25,000 if the school hit 1,500 donors.

What's in a Name?

Wake Forest University tried something a little different for its 2015 fundraising effort, launching a campaign called "Naming Rights for the Rest of Us." Designed to engage people who don't typically give to the annual fund—especially young alums—the campaign offered naming rights for "idiosyncratic objects or locations" that everyone in the Wake Forest community would recognize. These included a very loud leaf blower, a mysteriously flat speed bump, a seemingly useless metal rivet tucked in between cobblestones on the quad, and the directory for the bewilderingly laid out humanities building known as Tribble Hall. According to the

campaign website, "Students have graduated in less time than it takes to find your way out of the Tribble maze, and from this day forward, wayward hallway travelers can thank Jenny Hutcherson as they stare blankly into a directory that offers no help."

The directory and other campus objects now sport plaques thanking the donors. More important, gifts by all alumni to the Wake Forest Fund in February 2015 were 99 percent greater than in February 2014, according to Katie Neal. And because of the naming rights campaign, the fund took in more money from young alumni in February 2015 than in February 2014 and February 2013 combined.



SANTA CLARA UNIVERSITY GOES ALL IN

Like Wake Forest, Santa Clara University in California has successfully used flash campaigns to raise funds and connect with alums. Its second annual Day of Giving Challenge, held in March 2015, was called All in for SCU. The goal was to reach 4,000 donors in 24 hours in order to win a \$500,000 challenge grant from anonymous alumni. That goal was reached before 7 p.m., and additional money came in through the night. Aside from the challenge gift, the largest donation was for \$10,000. Overall, the campaign netted 50 percent more than the previous year's event, and its total of 4,855 donors was a 63 percent increase over the previous year's record of 2,973.

Donors were invited to give to the general Santa Clara Fund or to scholarships, programs, departments, and other areas that they cared about deeply—and the Leavey School of Business was among the beneficiaries. Specifically, the Leavey School raised \$40,314, with the largest gift being \$2,500. Business school alumni were also among the most active during campaign day—265 donated money, compared to 195 law school alumni and 76 engineering alums. The most popular causes for the university as a whole were the Santa Clara Fund, which received more than \$200,000 from 1,537 gifts, and the Edward M. Dowd Art and Art History Building, which raised \$511,560 from 132 gifts.

As with the Wake Forest event, social media played a big part in the campaign. During the day of the campaign, 40 different emails were sent to thousands of alumni and potential donors, but no individual received more than three emails. Participants also used Facebook and other social media sites to post information about their gifts, thank large donors, or urge classmates to give.

At the end of the day, the university had raised \$350,000 through donations to the hypercampaign. Combined with the three challenge gifts, the total was \$500,000.

The campaign reached an interesting mix of donors. "One hundred and ten were new donors. Twenty-one percent were people who had given money the year before but not this year, which means the campaign brought people back into the fold. And about 17 percent had already made a gift, but they made another one because of the campaign," Haggas notes. The average contribution was \$200, compared to the school's usual average of just under \$100 per donor.

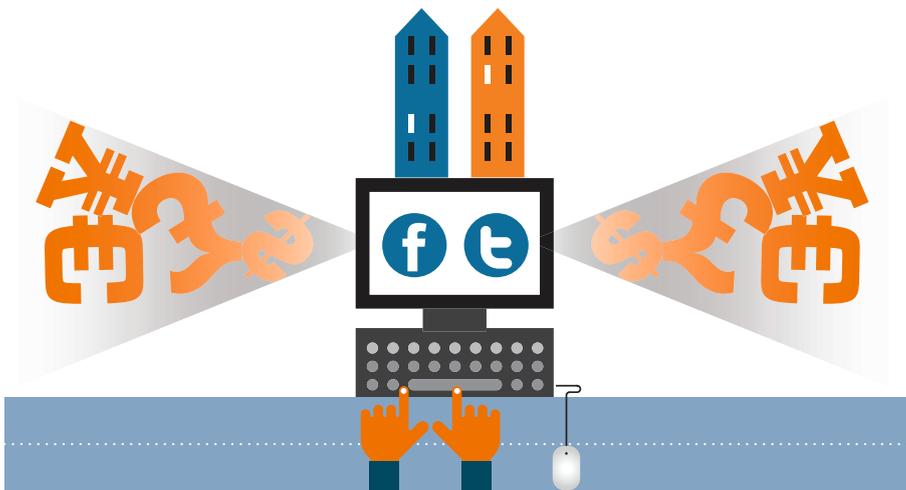
The money was definitely welcome, Haggas says, "but the real benefit was helping alums understand why their gifts are important." At that time, Wake500 represented the single biggest day of gifts in Wake Forest's history, and it kicked off a series of similar events.

For instance, in 2014, the university held another 24-hour campaign with the goal of raising \$500,000 from 2,000 participants. A group of donors offered a matching \$500,000 gift if either goal was met. In what became known as Million-Dollar Day, Wake Forest surpassed both goals, raising a total of \$1,007,081, including the matching gift, from 2,648 donors. Once again, social media was an essential component of the campaign, says Neal.

The keys to success for a hypercampaign—or any nontraditional fundraising effort? Says Neal, "Keep it simple, keep it fresh, and reiterate the message throughout the day."

Haggas adds that a school shouldn't run such campaigns too often, or they might condition donors to give only during those times. "Plus," he adds, "if you do something like this too often, the shininess wears off."

► To see the campaign video, visit www.youtube.com/watch?v=3Sqt7p8IPHw.



The Social Experiment



How can a university teach a class on social media, give students practical experience at running a crowdfunding campaign, and raise money for specific projects, all at

the same time? At Marquette University in Milwaukee, Wisconsin, these three goals are achieved through a semester-long class called “Social Media Analytics and Measurement.” Taught by Tim Cigelske, director of social media for the university and adjunct professor in the Diederich College of Communication, the class includes a capstone project in which students organize crowdfunding campaigns for a variety of Marquette departments and professors managing initiatives that could use financial support.

Before the class starts, Cigelske works with Sara Harvey, senior director of annual campaigns in the Office of University Advancement, to pick eight or nine viable projects that range from sending business students on interna-

tional trips to raising money for autism awareness. Once class is in session, teams of students are assigned to each project and tasked with creating a crowdfunding campaign to raise what is usually less than US\$10,000. During the first half of the semester, students meet with their “clients,” perform analytics, devise a strategy, determine their financial goals, fine-tune their messaging, and decide their metrics.

About halfway through the semester, the campaigns go live on Indiegogo, a global online crowdfunding site. “We’d looked at vendors who offered customizable solutions, but we thought an established platform like Indiegogo was a better option, because it was a known entity with built-in credibility,” says Cigelske.

He hosts a kickoff party to mark the big day. “It bridges the offline with the online and lets students know that it’s important to engage their audience in person,” he says.

While the campaigns are live, students constantly analyze what’s working and what isn’t. “Students ask themselves, is the strategy still sound? Should

we be making adjustments? What’s resonating with donors?” says Cigelske. “That’s the nature of social media—you have to plan to be nimble.”

Students quickly learn that the key to finding donors is to identify the people who have some connection to their causes—usually the alumni of the program or the parents, roommates, and friends of current students. Because the campaigns aren’t raising money for Marquette University per se, the best prospects aren’t necessarily current donors, says Harvey. “But they’re engaged with the college in some way and have an interest in this particular area.”

One way to connect with donors is to offer incentives at a number of different funding levels. A donor who makes a small contribution might receive a grateful tweet from the project leader, while big spenders get bigger rewards. For instance, last year one popular campaign was for “Humanoid Robotics for Healthier Kids,” which needed money to send a robotics team to Brazil to participate in a Robocup tournament. Donors who gave \$100 could take “robot selfies”—pictures of themselves with the robot—while those who gave \$350 received their own miniature robot figures made from the same 3-D printers that created the robot.

Among the 2014 campaigns, one of the most successful was conducted on behalf of the Center for Real Estate at the College of Business Administration, which wanted to raise \$6,300 to cover the cost of sending nine students to regional conferences. One creative perk at the \$500 level—which was claimed by two donors—was the chance to be a featured roundtable speaker at the Real Estate Club’s “Real Estate Intro Night” event. But Cigelske emphasizes that, while such incentives can be useful, fundraisers also must provide updates, so donors can see how the campaign is going and where their money will be used.

Only three of the 2014 campaigns, including the one for the Center for

Students quickly learn that the key to finding donors is to identify the people who have some connection to their causes.

Real Estate, met or surpassed their monetary goals. There's usually an obvious use for any extra money. For instance, the Humanoid Robotics group raised \$1,000 more than its target of \$5,000, and the surplus went to defray additional trip costs. When another campaign exceeded its goal of raising scholarships to fund three service trips, the additional money was used to fund more scholarships.

Cigelske is quick to point out that students achieve learning objectives even when they don't meet the financial goals of their crowdfunding campaigns: They get real-world experience, they learn how to use social media to raise awareness of a project, and they learn

how to measure what approaches have been most successful.

"They also discover that it's not necessarily a bad thing to set lower goals and then aim to surpass them," says Cigelske. "Generally speaking, you're supposed to reach 30 percent of your goal in the first 48 hours. If you don't, you probably won't meet your overall goal."

Running a crowdfunding campaign as a classroom project can be an immense undertaking, Cigelske admits. In fact, he says, it would be difficult for a professor to handle all the details without the cooperation of a member of the advancement team. Cigelske works closely with Harvey throughout the process to make sure the perks are

reasonable, donors are acknowledged correctly, and donated money gets to the right place.

But once a process is in place, crowdfunding can offer correspondingly huge payoffs. First, it raises money for worthwhile university projects that otherwise might struggle to find funding. Second, it gives students real-world experiences that look impressive on résumés. Third, it allows the university to develop relationships with "new, younger, socially connected audiences that might want to donate," Cigelske says.

"Other schools might fear the lack of control or the possibility of cannibalizing the annual fund, because these are typically annual-fund-sized contributions," says Harvey. "But for us, the upsides have outweighed any concerns we might have had at the beginning about crowdfunding."

▶ See details of all the campaigns at www.marquette.edu/crowdfunding/.

Comprehensive Campaign



How can a school fund an expansion of its campus and improve its overall quality without raising tuition? London Business School (LBS) plans to achieve this goal through a £100 million (about US\$152 million) comprehensive campaign—the first one in its history.

Traditionally, notes dean Andrew Likierman, business schools outside the U.S. don't rely on fundraising initiatives to generate capital. "Roughly speaking, half of our income is derived from degree students and half from executive education, and that will remain the primary way we finance ourselves," he says.

But administrators decided to turn to fundraising to improve most facets of academic life at LBS: £40 million will go toward new facilities, £28 million to faculty, £18 million to scholarships, £10 million to unrestricted funds, and £4 million to new technology. "It's tough to fund those things out of our

current budget," says Likierman. "Therefore, this campaign will enhance our ability to operate as a quality school."

Launched in 2013, the campaign needed only two years to get to the £87 million mark and is likely to meet its goal well ahead of its five-year schedule. The school's strategy has been to engage with all stakeholders—alumni, students, faculty, staff, friends of the school, and its governing body—and encourage them to get involved. Three approaches have been especially fruitful:

Making connections with individual donors. LBS received a lead gift of £25 million from the Idan and Batia Ofer Family Foundation specifically for renovating an iconic older building into a state-of-the-art facility to be known as the Sammy Ofer Centre. More recently, former Alibaba president Savio Kwan gave the school £5 million to support the Charles Handy Chair.

To secure such large gifts, says Likierman, it's key to understand what motivates each donor. "We're respectful of the ways each individual wants to relate to the school,"

he says. In these particular cases, both donors are alumni, have a long history of involvement with the school, and wished to acknowledge important men in their lives: Idan Ofer donated the money in the name of his father, while Kwan honored one of his former teachers.

Creating a community through a dedicated campaign website. The school's comprehensive website not only shows donors the monthly progress of the campaign, but also gives them clear and powerful reasons they should make their own contributions by detailing how the money will be

used. For instance, the site explains why the school wants additional money to fund faculty salaries. "There are 2,000 professors globally who are capable of meeting our stringent criteria. However, there are 10,000 jobs available to them," it reads. "We need £28 million to attract and retain the most talented and inspiring business teaching and research minds to our faculty."

Another page on the website allows individuals to post short messages about why they've chosen to give. A news page keeps donors updated on the campaign's progress, and a "Donate today" tab makes it simple for anyone to participate. As of March, the site has logged more than 100,000 page views from about 25,000 unique visitors.

£100,000,000



Generating excitement through class giving. While class giving has been in place at LBS for years, the £100 million campaign seems to have energized students and alumni. For instance, last year as part of its reunion celebration, the MBA class of 2004 raised £126,522 for the cause.

"The campaign has helped focus class giving because people can see what their money will fund," says Likierman. "For example, a social space on campus was made possible by the 2007 class gift. Recent class gifts have gone toward our new building and a named lecture hall."

Likierman predicts that other European schools also will begin to supplement their operating budgets with capital campaigns, especially as state funding diminishes and the pressure to compete increases. "My assumption is that other leading European business schools all wish to improve the quality of what they do, and fundraising is the logical way to do it," he says.

But such a strategy must be approached with a great deal of forethought and preparation, he cautions. "You have to be very serious about it. We took time, trouble, and care to gear up and make sure we had the resources, information, and IT available, as well as the right people involved."

▶ For more details, see www.london.edu/thecampaign.

Corporate Connections



How can a school work with local corporations to create initiatives that don't just involve financial support, but also offer meaningful opportunities for faculty to conduct research

and for students to gain experience? At Singapore Management University, it's all about building relationships.

"I don't start from the perspective of generating massive endowments," says

Gerard George, dean of SMU's Lee Kong Chian School of Business. "I start by asking, 'What resources can the community provide that will then allow me to better serve the community? How can the university and the community deploy resources, offer more opportunities, and engage better?' The money is a component, but what's more important is that the student has the experience of engaging with the company."

Thus, whenever he approaches corporations to propose a relationship, he always considers how he can

both create and receive value from the collaboration. He believes it's essential for the school to respond quickly to a company's challenges.

"It's very easy for universities to say to corporations, 'Let's do a project together!'" he notes. "But universities move slowly, so the project might not be addressed for six months, and by that time the problem is no longer important or it's already been solved. So I organize the school so that our faculty can plug and play very easily." In return, he also strives to have many



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dimensions where the corporations can plug in easily as well—through activities such as internships, consulting projects, and job opportunities.

The overall goal, he says, is to “make the boundaries of the university porous, so executives can flow in and faculty can flow out.” The result is a series of partnerships, projects, and research centers that bring the university much more than monetary support, including these initiatives:

Internship programs with MasterCard. The credit company offers between three and 11 internships every year to SMU students. Two of those internships come as part of a five-year-old program in which high-achieving female students receive scholarships from MasterCard, as well as internships with the company—and often, if all goes well, job offers, too. “Women are underrepresented in the banking and financial services sector, and through this program MasterCard is making a conscious effort to develop more women executives,” says George.

The scholarships aren’t just about money, he adds; they serve as an entry point for getting the company more engaged with the school. He says, “I tell corporations, ‘It’s great if you can give scholarships that allow individuals to go to school. But it’s even better if you give me a way to integrate them into your company and make them useful for you.’”

The BNP Paribas–SMU Fellowship Award. This award was co-funded by SMU and BNP–Paribas, one of the largest banks in the world, for a total value of S\$266,000 (about US\$197,000). It is bestowed upon finance faculty members to support their research in finance and financial markets.

The UOB–SMU Asian Enterprise Institute. United Overseas Bank and Singapore’s Ministry of Education provided funding to launch the institute, which is dedicated to helping small- and medium-sized enterprises overcome specific challenges. The bank

Two-Way Street

At SMU, relationship-building continues even through initiatives that aren’t part of fundraising efforts. For instance, the Centre for Management Practice provides another way for the school to develop close connections with corporations. The center produces case studies about Asian business and facilitates knowledge exchanges between executives and academics in ways that make scholarly research more practical and relevant. That’s because it provides opportunities for executives to spend up to three months on campus—and when they return to their home companies, they take a faculty member with them.

While on campus, the executives attend faculty seminars and brown bag luncheons, sit in on classes, and become embedded in the SMU community. “We don’t close any doors,” says George. The executives also discuss with faculty the specific problems they’re trying to solve at their own companies and begin to jointly determine what challenges they might work on together. Each executive returns to the home company with a faculty member in tow—ensuring that SMU professors get a chance to work on real-world problems while also strengthening bonds between the school and the community.

uses its connections to bring in SMEs looking for assistance, and each one is matched with an SMU student acting as a consultant.

“The SMEs might ask, ‘Can you figure out a market entry strategy for us? Can you design an HR system? Can you refresh my marketing campaign and my social media campaign?’” says George. The companies pay a small fee and

students receive a small payment, but the benefits are far more than monetary, George emphasizes: The students gain real-world experience, while companies receive “very different, very practical insights from the students.” He estimates that students work on more than 200 SME projects a year.

The Sim Kee Boon Institute for Financial Economics. Designed to be a regional think tank devoted to financial markets, the institute was funded half by the Singapore government and half by private donors. It facilitates interdisciplinary research and education in financial markets, and faculty members have conducted research on topics as diverse as cryptocurrency and asset pricing.

All of these examples illustrate George’s attitude about the reciprocal nature of corporate fundraising. He says, “If I take corporate money, I always want to know what benefit the company will get out of the relationship, whether it’s a talent benefit or a brand benefit or a transactional benefit. The more I put on the menu, the better off those relationships are. I am always thinking about relationships, value, and opportunities.”



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Money Matters

Ask any dean what his or her biggest concern is today, and it's likely to revolve around revenue—where it's coming from, where it's going, and how much is available. Tuition, the largest source of revenue for most business schools, has become especially problematic as increased government scrutiny and public pushback are limiting how much schools can rely on tuition increases.

But how much have business schools hiked their tuition rates over the last five years? From where do they draw the rest of their funding? The following data, based on responses to questions in the finances module of AACSB International's Business School Questionnaire, provide a sense of how the money flows within business school programs.

AVERAGE TUITION BY REGION*

2009-2010
2013-2014

BBA PROGRAMS

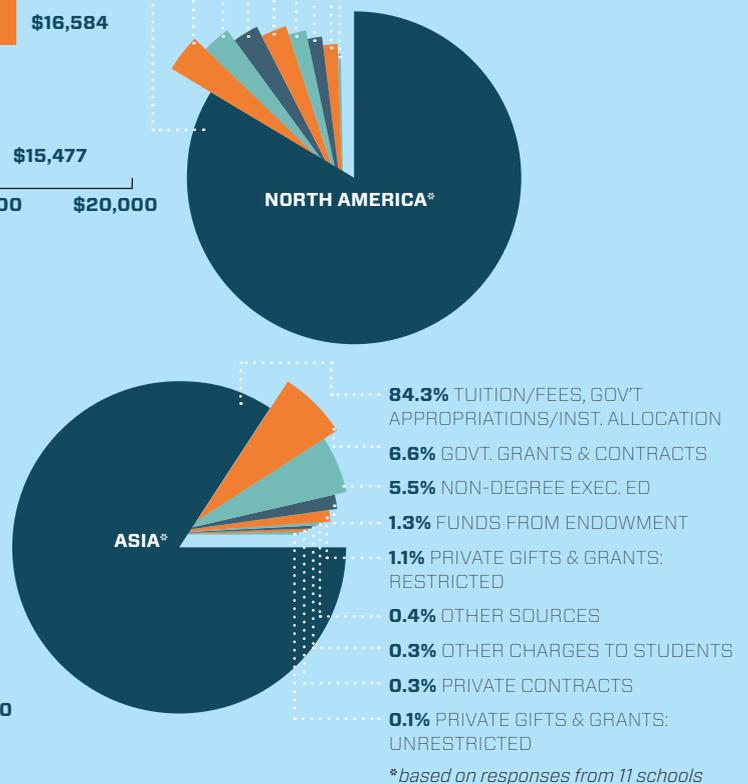
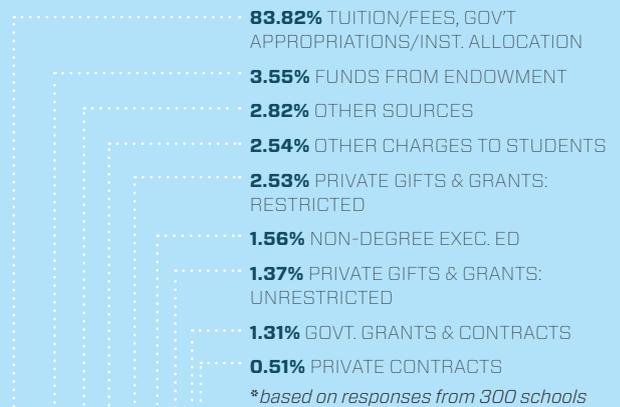
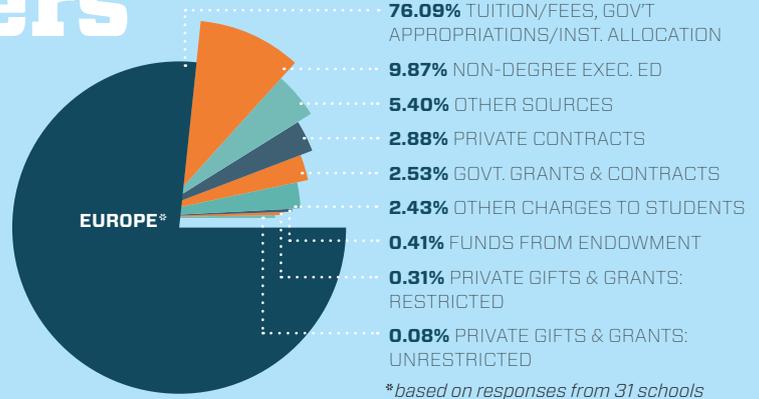


MBA PROGRAMS



*499 schools responding for BBA programs, and 474 responding for MBA programs. All sums are in U.S. dollars.

SOURCES OF FUNDING



The One-Time Investment



How can a school create activities that keep going strong even without another infusion of cash? Pace University's Lubin School of Business in New

York City maintains two very different initiatives that are each, in their own ways, self-sustaining.

The gift that keeps giving. For most schools, marketing is an ongoing expense, but the Lubin School has found a way to pay many of those costs out of a \$1 million "revolving fund." The money is a small portion of a \$30 million endowment from Alfred Goldstein, a descendant of the school's namesake. The donor agreed to let the school use the revolving fund to market itself as long as it repaid the fund every year with the money brought in through increases in enrollments. So far, the school has achieved this goal over three enrollment cycles.

This is the way it works: The Lubin School spends between \$250,000 to \$500,000 annually promoting specialty programs that the university doesn't market separately. Any incremental gain in net tuition over the previous year goes to replenish that revolving fund up to its original \$1 million. Says dean Neil Braun, "The number of in-

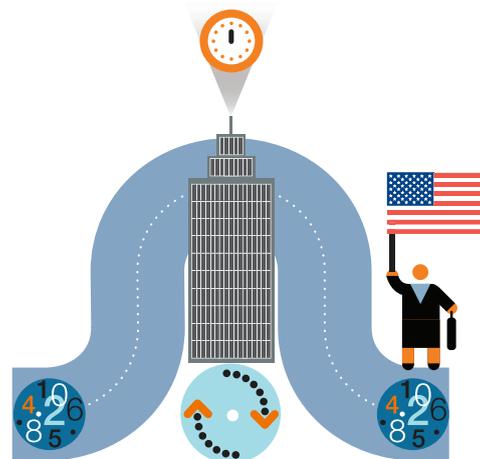
cremental students necessary to break even is calculated by the total expenditure divided by our average net tuition per student."

It's key, therefore, to design an effective advertising plan. "Most of our money is spent in direct marketing," says Braun. Working with a service provider, the school sends multiple tailored messages to prospective students; it also buys keywords to conduct pay-per-click campaigns that drive potential students and their parents to dedicated landing pages. All of these efforts are tracked digitally. Less effective have been radio commercials and banner ads with click-through links, though Braun says the school will continue to test different marketing platforms and refine its message.

The critical component for the revolving fund is having a donor who believes in it, says Braun. "The key point from our donor's point of view was that he was making an investment that would be self-sustaining," he says. "He never would have given us the \$1 million if we hadn't worked out the mechanism for replenishment so the fund could be used over and over."

The center that supports itself.

Lubin's Center for Global Governance, Reporting, and Regulation sponsors research and discussion on global financial reporting. It's also the first center



on the Pace campus that covers all of its expenses through specific programs.

The most profitable program is the one that provides regulatory certification via the Certified Compliance and Regulatory Professional (CCRP) designation, a joint venture between Lubin and the Association of International Bank Auditors. The school also offers customized "boot camps" and distance learning programs that can qualify for continuing professional education credits.

Braun notes that occasionally center initiatives need a "jump start," and in those instances he can provide working capital from restricted funds. "But we always recoup those funds from the next revenue generated," he adds.

What makes the center so adept at turning a profit? One compelling reason is that the executive director is paid out of the revenue that's generated, so he must cover all costs before he receives compensation. In fact, that's a strategy Braun would recommend to any administrator looking to turn specialized centers into self-sustaining entities.

Says Braun, "Find people who are passionate about creating the centers, give them strong personal financial incentives for generating revenue, put clear parameters in place up front, and put yourself in a position to have their hard work achieve your institutional goals."

SUMMING UP

As educational costs rise and state funding shrinks, business schools will continue to look for creative ways to pay for their new buildings, their new and ongoing programs, and the experience of their incoming and current students. Whether administrators are running massive capital campaigns or small crowdfunding events, one thing is certain: They'll need to continue to build close connections between their schools and their stakeholders so they can develop passionate supporters for their programs. ■

Students at the University of South Carolina learn how formal and informal institutions shape societies and how to translate business models from one country to another.

Commerce & Culture

BY KENDALL ROTH

ILLUSTRATION BY HARRY CAMPBELL

Today's business students must learn to operate within every single country in the world, from developed nations to emerging economies. In fact, as emerging nations receive more foreign direct investment and increase their ability to compete on the international level, they are becoming increasingly important global players. Yet the institutions that we take for granted in other countries often do not exist within the governments, cultures, and business environments of emerging nations. Students must learn to be as comfortable in these settings as they are in the developed world.

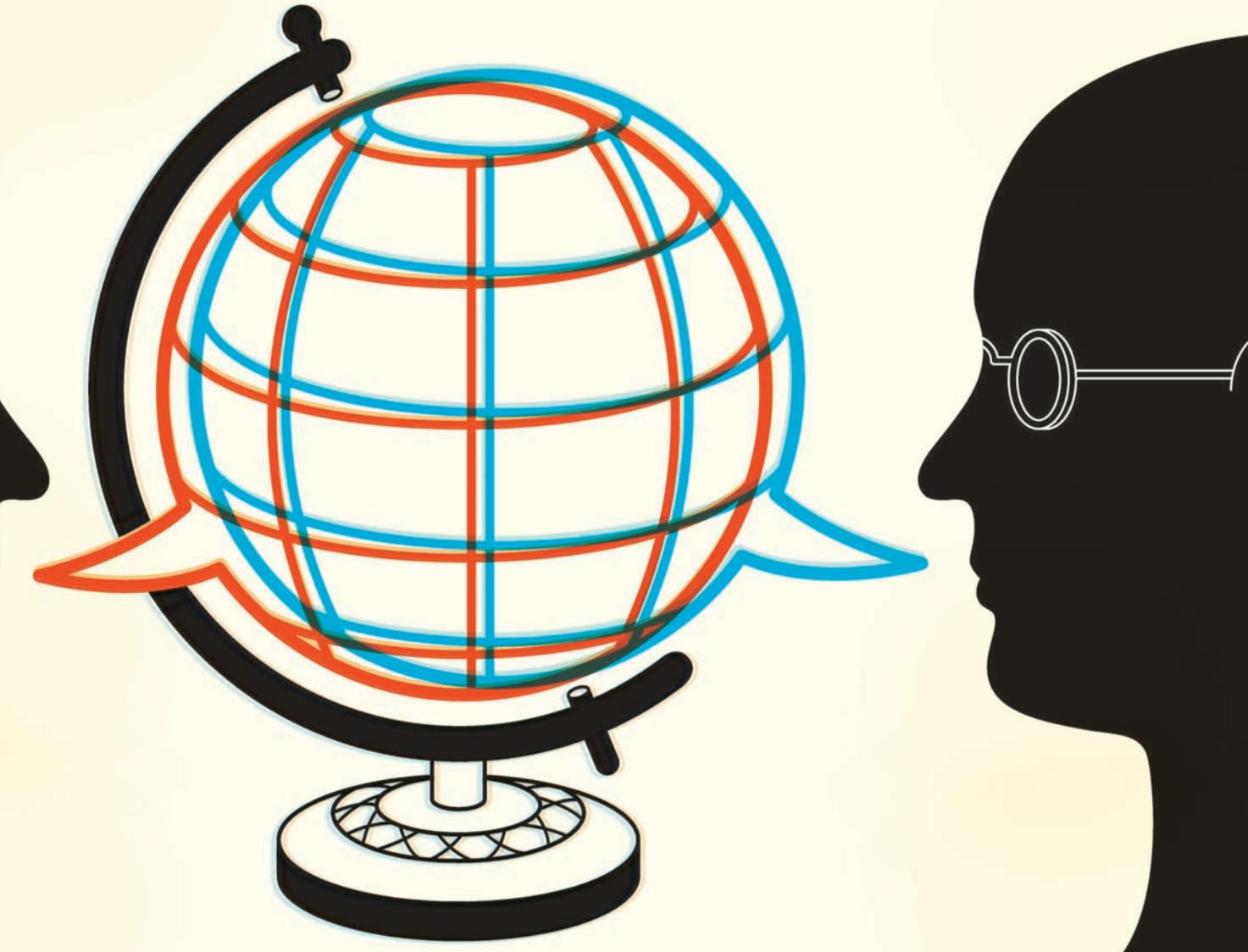
To prepare students to work in these vastly different environments, business schools must design curricula that do more than focus on the skills and perspectives of a Western neoliberal socioeconomic model. They must go beyond presenting global cases in the classroom, offering short-term trips to other countries, or placing their students in virtual teams with international participants. They must create future managers who can deeply appreciate other cultures and

who know how to transfer a product, service, practice, or business model to a significantly different institutional and socioeconomic setting.

To achieve these goals at the Darla Moore School of Business at the University of South Carolina in Columbia, we recently made major revisions to our international MBA. For instance, in the past our program had an optional language training component, delivered through a three-month in-country

immersion followed by a three- or four-month international internship. Now, language training is a requirement for all students; if they are bilingual when they enter the program, they will learn a third language. Our goal is for them to reach advanced intermediate levels of fluency, which will allow them to engage in business in this second or third language.

But we recognize that, even if students understand another language and even if they spend a great deal of time in another country, they might learn very little about its business and culture. Indeed, they might find that their preconceived stereotypes are reinforced. Thus, we revamped our curriculum in other ways designed to help students understand how cultures evolve, what institutions support these cultures, and how they vary across the world. To do this, we added more flexibility in



required core courses, strengthened our functional disciplines—and added two distinct multidisciplinary dimensions.

LEARNING TO COMPARE

The first new dimension is supplied by a course on comparative politics and sociology. The literature in this field, which discusses the conceptual frameworks of various socioeconomic systems and forms of governance, is more commonly taught in political science programs than in business classes. Our comparative institutions course is led by Gerald McDermott, who has a PhD in political science and teaches in the Moore School's international business department.

In the class, students systematically analyze the institutional configurations that shape a country's governance, technology, and competitive international profile. "They learn to conduct complex risk analyses, identify sustainable

innovation clusters, and evaluate trends in transnational regulations, while also learning how institutional foundations affect a company's competitive advantage," McDermott says.

For instance, students might consider the case of Denmark, where the unionization rate is 80 percent and social expenditure as a percentage of GDP is more than 30 percent, one of the highest in the world. How do Danish companies manage to be among the most competitive in the world while also innovating at the frontiers of technological change? Students also might look at Israel, which the IMD Global Competitiveness Yearbook ranks at No. 1 for innovation capacity and entrepreneurship. What explains the global competitive position of a country that is relatively small in population and lacks many critical factors of production?

In both cases, students learn that

distinct and radical national innovation systems link government institutions with public policy, industry capabilities, and institutions of higher education; all these sectors are aligned for the broader purpose of enhancing public and private goods. Informal institutions—such as culture, values, and role models—provide further motivation and rewards for companies and individuals that pursue innovation.

Students also learn that innovation and competitiveness are always influenced by macro-sociopolitical systems. We believe that this knowledge will enable them to understand the global competitiveness of any organization within any country.

LEARNING ABOUT CULTURE

Our second multidisciplinary dimension is a course we developed with our anthropology department. It incorpo-

STUDENTS MUST DEVELOP THE BUSINESS ACUMEN TO LEARN ABOUT AND ACT WITHIN RAPIDLY CHANGING BUSINESS CULTURES...THESE ARE THE SKILLS ANY FUTURE EXECUTIVE WILL NEED TO NAVIGATE A RAPIDLY CHANGING AND UNCERTAIN WORLD.



MBA student Kate Williams visits shoe company Nisolo in Peru. Here, she talks with Juan Mostacero Medina, one of Nisolo's quality managers.

rates the principles of ethnography, or the study of people and cultures. Both in class and on location, students learn the tools of ethnography as they deconstruct and reconstruct the cultures of unfamiliar settings and determine how these influence particular sectors. For instance, in the 2014-2015 academic year, they focused on the supermarket and grocery store industry.

While on campus, students use video-conferencing technology to conduct two field reports about cultures in other nations. They conduct two more field reports during the eight months they spend abroad completing their language training and internships. The countries they can choose to visit include Japan, Morocco, China, Taiwan, France, Spain, Germany, Italy, Mexico, and Brazil.

The course builds on the notion of a business model—that is, it examines target markets, value propositions, value chains, and forms of revenue generation for a particular industry. As students observe customs and conduct interviews in real market settings, they develop an understanding of specific segments within the industry, including employees, managers, owners, customers, and regulatory agents. They don't simply define the components of the model; they provide detailed descriptions of the physical and sociopolitical contexts, both formal and informal, that underlie the model. Students then share their reports so they can do comparative

analyses of different models across industry segments.

Once students gain a fundamental understanding of a business model within a given industry, they relocate throughout the world to begin their internships. In their new settings, students must first replicate their earlier ethnographic analyses, each identifying the business model for a local company in the same industry. Again, teams share information to conduct comparative analyses so

they can understand why these models have emerged. They also learn how the business model in another country is influenced by institutional differences in culture, values, capabilities, social structure, political structure, and economy.

Students revisit the initial business model to consider how it might transfer to the new context. For instance, perhaps a student is working within an industry where revenue generation depends on property rights and patent protection. If, in this new locale, the legal system is undeveloped or nonexistent, are there other institutions that might provide the same protection but in a different form? If not, should the student reconfigure the original model to work in this context? Or should he or she recommend that the corporation work toward creating the institutions it needs to operate, such as those protecting legal or labor rights?

Students work through each component of the business model so they can understand how it applies in the new setting. We don't want them simply to understand business practices in the host country. We want them to understand that these practices and institutions exist in their specific forms because they reflect historical, social, and cultural contexts. Because we also want them to examine their personal responses to local cultures, we include a self-reflective component.

The course is delivered by two specialists with expertise in the business applications of ethnography. "We are seeing students challenge their assumptions about how things should work," says Ken Erickson, lead faculty instructor. "They're moving well beyond focusing on local business etiquette and making normative statements about cultures to understanding local institutions and informal rules."

LEARNING AGILITY

After completing these two classes, students come away with a deep understanding of how markets vary—and the knowledge that local rules and customs change all the time. That's why it's important for students to develop mindsets of agility. "We want students not to get stuck on one model, but to learn to see patterns in settings of rapid and precarious change," Erickson says. "Our interns are helping their corporate hosts evaluate problems ranging from promoting sustainability in local supplier networks to teaming with multinational engineering groups on the bleeding edge of transportation technology. It takes time to build contextual intelligence, but our students will have a head start."

At the Moore School, our goal is to produce business multiculturals. While we want our graduates to be bilingual, we also know that it's not enough for them to simply know another language. They also must develop the business acumen to learn about and act within rapidly changing business cultures that do not conform to the models typically taught in business school. These are the skills any future executive will need to navigate a rapidly changing and uncertain world. [▶](#)

Kendall Roth is senior associate dean for international programs and partnerships at the University of South Carolina's Darla Moore School of Business in Columbia. He also holds the J. Willis Cantey Chair of International Business and Economics.

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“E” is for “ECLECTIC”

No longer just for executives, EMBA programs now serve a more diverse range of professionals. As the market evolves, should business schools be rethinking—and repositioning—the EMBA model?

BY FRANCIS PETIT ILLUSTRATION BY JING JING TSONG

THE UNIVERSITY OF CHICAGO LAUNCHED the first Executive MBA in 1943 to target executives who wanted to study for MBAs as they continued to work. Since then, EMBA programs have become “cash cows” in the business school portfolio—not only have schools been able to charge premium tuition rates, but many EMBA students have had their tuition fully sponsored by their companies. Most business schools haven’t even needed to offer career services to EMBA students, who traditionally have planned to stay in their current jobs after graduation.

But market trends have changed significantly from those that drove the original EMBA model, and it’s time for EMBA programs to evolve accordingly. If business schools are to serve the needs of 21st-century executives, they would be wise to rethink what they offer to better attract and serve this increasingly diverse and demanding demographic of students.





INDICATORS OF CHANGE

Over the last decade, the EMBA market has seen big changes in three major areas:

Decreased tuition support. Companies largely are no longer willing to pay full tuition to send their employees to EMBA programs. According to the Executive MBA Council (EMBAC), only 24.6 percent of students enrolled in EMBA programs in 2014 were fully supported by their organizations. That's up slightly from 24 percent in 2013, but still down from 40 percent in 2003. The survey also indicated that 39.8 percent of EMBA students were self-funded—down from 41.2 percent in 2013, but still up from 25 percent in 2003.

In addition, many U.S. companies still swear by a tax credit, which allows them to provide a maximum annual tuition reimbursement of US\$5,250 per employee tax free. That amount cannot buy much education in today's market.

I have held discussions with many human resource professionals, cor-

porate decision makers, and prospective students about what they see ahead for EMBA programs. Most have shared the same sentiment—that we shouldn't expect a large increase in fully sponsored executive degree programs any time soon.

Increased student expectations.

Many students now enroll in EMBA programs not to improve their skills for their current positions, but to change companies and careers. That means they expect career service offerings, and business schools are scrambling to deliver. But EMBA students also tend to earn high salaries—according to EMBAC's 2014 Student Exit Benchmarking Survey, the average salary and bonus package for graduates is US\$181,965, up from \$159,963 in 2013. That means it can be difficult for business schools to satisfy EMBA students' expectations of placement.

In addition, more EMBA students represent "new consumers" for business education, who are paying for tuition themselves. Often part of the millennial generation, these new consumers closely critique the entire EMBA experience, from the faculty to the facilities, from the dean's vision to the catering. They expect a high degree of personalization, social connection, and brand identification; they want more for their investment; and they will be vocal about their expectations throughout their academic journey.

Negative market perceptions.

Even as EMBA students develop higher expectations of their programs, some recruiters and HR professionals have begun to view the EMBA as inferior to a traditional MBA—as a kind of "MBA Lite"—in terms of workload and deliverables.

One factor driving this view is that it takes less time to complete an EMBA

than a traditional MBA. In the U.S., for example, full-time students need 15 to 18 months to complete an MBA degree; part-time students need around 36 months. It is difficult for critics to fathom how busy EMBA students with intense work schedules can complete programs of equal rigor in just 20 months.

Detractors also suggest that EMBA programs aren't as rigorous. Consultants and blogs like BeattheGMAT.com advise executives to apply to EMBA programs over MBA programs because the admissions criteria might not be as tough. They point to the fact that admissions offices often place more emphasis on professional experience and less on quantitative factors such as undergraduate GPA and GMAT scores. In fact, some schools have dropped the GMAT requirement altogether—only two of the six major EMBA programs in New York City still require the GMAT for admission.

Finally, some stakeholders believe that faculty might accommodate executive students too much, in terms of workload and deadlines, largely because of the revenue potential of EMBA programs. Whether or not this is true, any sense of a conflict of interest among faculty only reinforces the "MBA Lite" perception.

HOW SHOULD B-SCHOOLS RESPOND?

While I don't think that the "MBA Lite" perception is justified, we can't ignore the fact that other stakeholders hold this belief. It's time for business schools to redirect people's thinking and reposition the EMBA as an experience that's not only of equal rigor to the MBA, but also one that students and companies alike believe is worth paying for. I see several ways to achieve this goal:

Analyze tuition and cost. When EMBA programs were first introduced, they largely followed a "business-to-business" model. Program directors sold the degree directly to corporate human resources officers,

EMBA ATTITUDES

Out of 2,323 EMBA students surveyed in 2014*, 41 percent reported that they had received promotions during their programs, up from 38 percent in 2013. And when asked to rate the importance of an EMBA program's attributes on a 5-point scale (5 being the highest), students placed greatest importance on program length (4.4); class size, school reputation, and compatibility of class and work schedules (all 4.2); and quality of other students and study groups (4.1).

*2014 Student Exit Benchmarking Survey from the Executive MBA Council



who would nominate members of their workforce for sponsorship. Some schools even would reserve a certain number of seats for employees from local companies. This B2B model allowed business schools to charge a premium. But today's recruiting process follows more of a "business-to-consumer" model, with program directors selling the program directly to prospective students themselves.

Business schools can reconfigure their tuition and cost structures in ways that target a consumer audience. For example, many HR professionals have told me that they view the EMBA as a "luxury product," because business schools provide executive students with so many amenities. One way for schools to lower tuition for self-sponsored students? Eliminate unnecessary amenities that do not impact the academic experience.

Offer blended programs. Blended EMBA programs not only allow students to complete much of their work online, but also can reduce long-term program costs for classroom space, food, and other on-campus amenities. When used effectively, in ways that do not compromise academic integrity, blended learning platforms can better serve millennials and future generations who will continue to demand more efficient, convenient, and cost-conscious educational options.

Remove "executive" from the title. While the average age of EMBA students has remained steady—between 36 and 37, according to EMBAC—the typical career goals of these students have changed dramatically. Rather than being future C-suite executives, more EMBA students are career changers, entrepreneurs, and functional and technical

specialists with no direct reports. Such diversity has changed EMBA programs for the better.

But this shift raises questions. Given that many EMBA students do not hold executive positions, does the term "executive" fit anymore? Perhaps it's time to consider removing the term "executive" from the product title, opting instead for more inclusive terms such as "MBA Program for Managers" or "MBA for Working Professionals." Such an approach would acknowledge the elements that draw a wide range of prospective students to the product, while avoiding the implication that these programs are "for executives only." That strategy could solve another problem: If some stakeholders think the EMBA has negative connotations, a name change could be part of a process to rebrand this important business school offering.

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Appreciate the immeasurable benefits. EMBA programs certainly provide measurable benefits to business schools, including improved revenue and reputation. But business schools too often overlook their long-term immeasurable benefits, such as the professional capital and contacts that EMBA students bring to the table. For that reason, it's important that business school deans and EMBA program directors not only appreciate such advantages, but also capture and capitalize on their value and communicate that value across the university.

GETTING THE EMBA RIGHT

While many business schools might not choose to follow all of these recommendations, some are already beginning to make changes. Ironically, one school that I've seen that seems most in step with today's EMBA market has never offered a traditional EMBA: Babson College in Babson Park, Massachusetts. Even so, the school has tailored its Blended Learning MBA to executives in the ways mentioned above (see "The Great EMBA Expansion" on this page).

We can be sure that degree programs for executives always will be in high demand, but we also must recognize that executives and other working professionals today seek different options and outcomes than what most EMBA programs have offered in the past. For business schools, the implication of this shift in the market is clear: Keeping the status quo is not a good long-term strategy. If business schools are to ensure that demand will remain high for *their* EMBA programs, their deans and program directors need to examine closely the structural changes within the industry and continually rethink and adjust their EMBA offerings. These recommendations are just the start. **D**

Francis Petit is the associate dean for academic programs at Fordham University's Graduate School of Business Administration in New York City.

The Great EMBA Expansion

The type of students who enroll in EMBA programs might be changing, but EMBA programs themselves are still popular options among working professionals. According to the Executive MBA Council (EMBAC), inquiries to EMBA programs at its member schools increased worldwide by 9 percent in 2014, reversing a downward trend over the past few years. Overall, these EMBA students want three attributes in their programs: a great brand, a convenient format, and professionally diverse classmates, says Francis Petit of Fordham University. "If you can combine those three things, the student satisfaction rate will be extremely high."

What strategies are schools adopting to make sure their EMBA programs stay relevant to the market? Here are just a few:

Embracing "glocal" education. The Cornell Executive MBA Americas program aims to combine the best of both worlds—face-to-face experiences in students' local markets and residencies in different countries. Offered jointly by Cornell University's Samuel Curtis Johnson Graduate School of Management in Ithaca, New York, and the Queen's School of Business in Kingston, Ontario, Canada, the 17-month program has been offered to students at 11 locations throughout the U.S. and six in Canada. Students meet face-to-face for class every other weekend in boardroom-style environments in the city closest to where they live or work. Faculty deliver live lectures via video conferencing technology. All students attend three residential sessions of between seven to 15 days each at either the Ithaca or Kingston campus.

This year, the program was expanded to include two locations in Mexico. That decision "was based on wanting to create the most diverse student experience possible," says Camilla Morgan, senior director of admissions and marketing for executive MBA programs. For the class of 2017, the school plans to expand to two more locations in South America. Of the students enrolled in the class of 2016, 57 percent are from the U.S., 36 percent are from Canada, and 7 percent are from Mexico. The school's goal is to enroll approximately 10 percent of the class of 2017 from South America.

Joining forces. In January 2016, IESE Business School in Barcelona, Spain, and China Europe International Business School (CEIBS) in Shanghai will launch the World Executive MBA, a joint program that targets senior leaders whose responsibilities cross international borders. The program combines online coursework with six eight-day residential modules, each delivered at one of CEIBS' campuses in China and Africa or one of IESE's campuses in Spain, Germany, Brazil, and the U.S. Students also complete an elective five-day residency in Barcelona, Munich, New York, São Paulo, or Silicon Valley, or in a city in India or Africa. In the five weeks between each residency, students complete coursework and personal development activities online, which includes preparation for their next residency. The program ends with a six-day residency in Barcelona. The schools expect between 30 and 40 students to enroll in the World Executive MBA program.

Emphasizing the experiential. In response to demand for more experiential learning opportunities, in 2013, the Haas School of Business at the University



of California, Berkeley, added what it calls “Immersion Weeks” to its 19-month Berkeley MBA for Executives. Throughout the program, students make weeklong visits to San Francisco, Silicon Valley, Shanghai, and Washington, D.C. Each immersion week includes a capstone course based on a theme unique to its location.

The last student cohort completed a capstone on entrepreneurship in Silicon Valley while visiting Google, Airbnb, and Facebook, as well as emerging startups. Students examined the intersection between business and policymaking in D.C. while meeting with policymakers such as Janet Yellen, chairman of the Federal Reserve. They studied applied innovation in San Francisco and international business in Shanghai. The school will move its international capstone from Shanghai to Brazil in 2016, and to Singapore in 2017.

The experiential, accelerated learning that such immersions offer has become especially attractive to high-level professionals, says Mike Rielly, executive director of the Berkeley MBA for Executives. “We have seen some significant transformations in our students,” he says. “They started the Silicon Valley immersion week thinking, ‘How do they do that?’ and ended the week saying, ‘I can do that!’” So far, says Rielly, ten members of the class of 2014 have launched their own startups.

Entering emerging economies. In July 2013, Frankfurt University’s School of Finance and Management in Germany expanded its seven-year partnership with the Protestant University in the Democratic Republic of the Congo in Africa to form the new Central Africa Europe Business School (CAEBS). Just two months later, in September, CAEBS

EMBA students want three attributes in their programs: a great brand, a convenient format, and professionally diverse classmates.

launched its first Executive MBA program. The program enrolled 39 students in 2013, and 38 in 2014.

Most of the program is delivered in the capital city of Kinshasa, with one half of the courses taught by local professors and the other half by six Frankfurt School faculty, who fly to Kinshasa. Students also travel to Frankfurt for “Executive Week” to attend lectures and visit German companies. All courses are delivered face-to-face, and so far all of the students have been from the Congo except one, who flew in from Eastern Africa.

In large part, the curriculum addresses the local business context.

For example, one module familiarizes students with the Organisation for the Harmonization of Business Law in Africa, or OHADA, a new system of accounting laws adopted by 17 countries in West and Central Africa. Because so few case studies or textbooks include information on issues such as this that are unique to business in Sub-Saharan Africa, the local faculty who teach in the program are all the more important, says Udo Steffens, dean of the Frankfurt School. “It is surprising how well they contextualize our content,” he says. “They bring their own backgrounds, which relate to the difficulties African businesses face.”

Co-taught by European faculty in English and local faculty in French, the program fills a clear need, says Steffens. “With an urban population of 11 million, and 50 million people in the region, Kinshasa has a lot of international business,” he says. “These companies have to recruit in a market where people are not appropriately equipped with management skills.”

Staying on top of technology. To develop EMBA programs with greater reach, business schools must continue to explore and adopt online learning technologies. That reality drives the 21-month Blended Learning MBA program (formerly the Fast-Track MBA) at Babson College in Babson Park, Massachusetts. Babson’s version of an EMBA, the program was originally launched in 2001 as a customized MBA program for executives at the tech corporation Intel, before it was opened to general enrollment in 2005. In the last few years, the makeup of the cohort has shifted, says Michael Cummings, the program’s director. It now attracts entrepreneurs, doctors, lawyers, engineers, nonprofit professionals, and others outside the traditional business world; executives, in fact, are the minority.

Because students in the Blended Learning MBA program are trending younger, they also tend to be more technologically driven and more mobile. And now that many airlines provide fee-based Wi-Fi service on flights, these individuals consider the hours they spend on airplanes as prime study time, says Cummings. Between 60 to 70 percent of the Blended Learning MBA program is delivered online, synchronously on the WebEx platform and asynchronously on interactive discussion boards that support multimedia content.

Babson faculty will continue to create more interactive cases and videos for this group of students, says Cummings. “From a delivery standpoint, we must be constantly re-evaluating and improving our technology,” he says. “Our professors meet regularly with each other and with our instructional designer to learn about new technologies. This trend isn’t going to stop.”

Business schools have key roles to play in helping the world achieve ambitious sustainability goals.



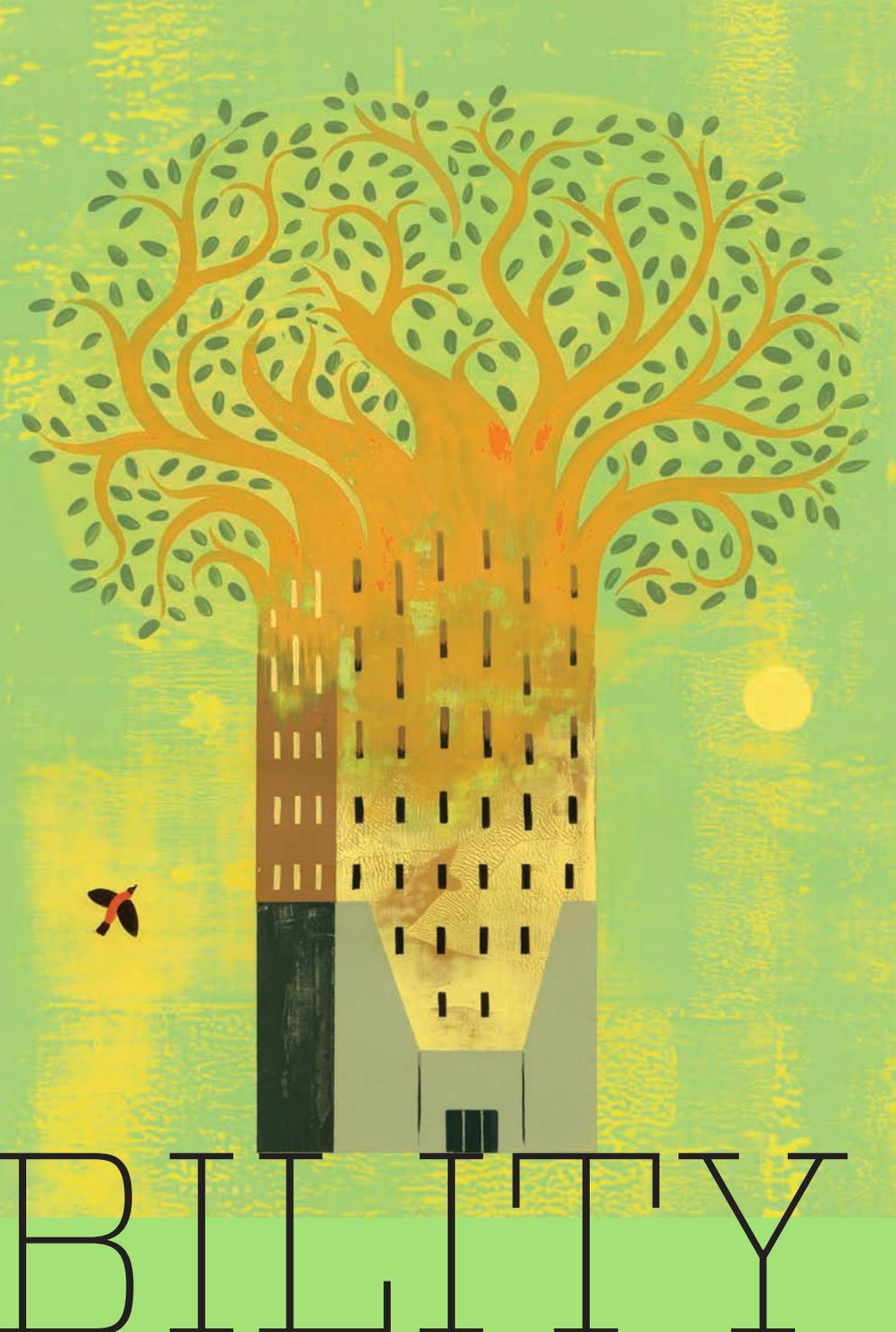
SOWING THE SEEDS OF SUSTAINABLE

BY ANTHONY BUONO,
MATTHEW GITSHAM,
JEAN-CHRISTOPHE CARTERON,
AND JONAS HAERTLE

IT HAS BEEN THREE YEARS since nearly 50,000 people gathered in Rio de Janeiro for the United Nations' Rio+20 Conference on Sustainable Development. The 2012 conference—which took place 20 years after the U.N.'s landmark Earth Summit in the same city—was the largest U.N. summit ever organized. It attracted representatives from governments, corporations, NGOs, youth movements, and higher education institutes. And given the myriad social, economic, and environmental challenges facing us, those in attendance had plenty to discuss.

While some participants felt the gathering fell short of achieving its aspirations, nonetheless it was an important step in the slow march toward sustainable development—and 2015 is poised to see two more major milestones achieved.

First, this September in New York, it is likely that the U.N. will agree to adopt a comprehensive set of global Sustainable Development Goals (SDGs). The SDGs will



set out a common direction for the Global North and South on governance and human rights, energy and climate, food and agriculture, water and sanitation, health, education, and gender equality.

Second, this December in Paris, the 2015 U.N. Climate Change Conference will attempt to negotiate a legally binding and universal agreement among all nations on what steps to take to abate climate change. While progress in this area has been tortuous and slow,

governments have sent positive signals that they are committed to the cause. For instance, leaders of 28 EU countries have agreed to cut greenhouse gas emissions to 40 percent below 1990 levels by 2030. And the United States and China have started to pave the way for potentially significant declines in greenhouse gas emissions.

Neither the SDGs nor climate change protocols can be achieved without the involvement of business, but there are

signs that global businesses do support the agendas. For instance, at the 2013 U.N. Global Compact Leaders' Summit, U.N. Secretary-General Ban Ki-moon unveiled the Post-2015 Business Engagement Architecture, which discusses how corporations can contribute to the SDGs. (For information, visit www.unglobalcompact.org/resources/441.) At Ban's 2014 Climate Summit, more than 1,000 companies from 60 countries called for a stable price for carbon. Firms like Philips, Yara, DSM, GSK, and SAB Miller are now putting well-being and sustainability at the heart of their corporate strategies.

The question remains: How can we accelerate the business contribution to sustainable development? It's obvious that management education has a key role to play.

TWO PRME EXAMPLES

Business schools already are involved in activities that align with the SDGs. For instance, a growing number of business programs emphasize how companies can successfully compete and collaborate in the marketplace while engaging in sustainable practices. More schools are joining initiatives such as the Globally Responsible Leadership Initiative, the Academy of Business in Society, and the U.N.-supported Principles for Responsible Management Education (PRME).

Individual schools also are developing strategies for producing graduates who understand the importance of sustainability in the business world. Here are just two examples:

Bentley University in Waltham, Massachusetts—an early signatory of PRME—is working to integrate ethics, responsibility, sustainability, and community engagement throughout its curriculum. To facilitate this goal, the school has created “Gadfly,” a weeklong faculty development workshop in which faculty explore how to integrate ethical issues into their courses. The name references Socrates, who described himself as a gadfly whose purpose was to sting

the Athenians out of their ignorance and intellectual complacency. At Bentley, the goal is to seed each academic department with gadflies who will prod their colleagues into adding discussions about ethics and responsible management to their classes.

The workshop consists of facilitated discussions among faculty from different disciplines, institutions, and geographic regions, as well as presentations by faculty who already integrate responsible management into their courses. By seeing how cases, videos, exercises, simulations, and debates can be used in class, faculty discover new ways to stimulate the moral imaginations of their students. They also see how service-learning activities can help students view the world through the eyes of different stakeholders.

But the workshop also is designed to help faculty capitalize on spontaneous teaching moments, especially when students are personally engaged in the subject at hand. For instance, workshop attendees might learn about Mary Gentile's "Giving Voice to Values" program, which encourages students to reflect on and discuss experiences they've had in the workplace. (See "Voicing Values, Finding Answers" on page 40 in the July/August 2008 issue of *BizEd* or visit www.e-digitaleditions.com/i/57462/41.)

The ultimate goal of the Gadfly program is to make faculty more comfortable with responsible management concepts, analysis, and application so they can help students make rational and ethical choices. Through the program, Bentley has made sure that responsible management is incorporated into virtually every discipline in the business school.

Ashridge Business School in the U.K. also has found significant ways to embed responsible and sustainable business into the curriculum. For years the school has offered a variety of options in this space: a specialist MSc program on sustainability and responsibility, which originally was created with The Body Shop's Anita Roddick; an MBA program

The ultimate goal of Bentley's Gadfly program is to make faculty more comfortable with responsible management concepts, so they can help students make rational and ethical choices.

with a compulsory module on sustainable business; and an MSc in organizational change that includes a residential module on ecology at Schumacher College, an international center in the U.K. that provides courses on sustainable, social, and environmental issues.

More recently, the school has introduced systemic changes designed to embed sustainability into all degree-granting programs. Whenever a new program is introduced or an existing one comes up for revalidation, administrators must consider if and how to include sustainable development in its learning objectives, teaching approaches, and assessment metrics. School leaders also encourage the inclusion of responsible business content in any customized education program or consulting work.

For more ways that business schools are educating leaders who will embrace sustainable practice, see "Responsibility-Based Initiatives" on the facing page.

PROGRESS FOR PRME

The fact that so many business schools are offering programs about sustainability shows just how much progress

higher education is making in this field. Another sign of progress is that PRME itself has seen significant growth since it was founded in 2007. Recently, PRME launched a series of regional chapters designed to create networks of schools in areas such as Europe, Asia, Latin America, and North America. Not only do these chapters encourage regional interaction among schools, they also increase the visibility of PRME—which now can claim more than 570 signatory schools in 80 countries.

In addition, PRME has founded the Champions group, in which participants examine and refine what leadership means within the context of responsible management education. They identify criteria for recognizing progress and lay out a roadmap for continuous improvement by all signatories in the PRME community. The PRME Champions group is modeled after the Global Compact's LEAD initiative, which gathers corporate sustainability leaders from all regions and sectors to collaborate on driving change.

But an even more encouraging sign of progress—and a tangible outcome of the Rio+20 Summit—is that more business schools are analyzing their performance in terms of sustainability. In France, for example, more than one-third of higher education institutions currently use the "Green Plan," a guide for developing their own sustainable development approaches; all will have to do so by 2016.

Meanwhile, the Platform for Sustainability Performance in Education has been launched with the support of the United Nations Environment Programme (UNEP), UNESCO, PRME, and the U.N. Global Compact. It brings together organizations that have created sustainability assessment tools for higher education—including Life (used in the U.K. and Australia), STARS (the U.S.), CRUE (Spain), and USAT (South Africa). This platform provides educational institutions the means to evaluate the sustainability initiatives they have put in place.

One year ago, France's Kedge Business School sponsored the first international sustainability literacy test for higher education, which established the bar for the minimum level of knowledge students need to meet goals of economic, social, and environmental responsibility. Today that test is available in eight languages and used by 275 universities. It has been taken by 26,000 students from 34 countries. Supported by major U.N. bodies, this program leads to greater benchmarking, integration, and transparency in sustainable development.

MORE ROLES TO PLAY

Taken together, all of these activities and initiatives suggest that change is indeed occurring—but not at a rate fast enough to help us solve the real challenges we face. If the world is to achieve the SDGs, more corporations need to embrace the Business Engagement Architecture. More business schools need to develop the curricular innovations and research initiatives that will point tomorrow's leaders toward more sustainable outcomes. And the entire business school community needs to play an increasingly active role in creating the foundation that will enable us to reach these aspirational goals. **D**

Anthony F. Buono is professor of management and sociology at Bentley University in Waltham, Massachusetts, and founding director of its Alliance for Ethics and Social Responsibility. Matthew Gitsham is the director of the Ashridge Centre for Business and Sustainability at Ashridge Business School in the U.K. Jean-Christophe Carteron is director of corporate social responsibility at Kedge Business School in France and developer of the Sustainability Literacy Test. Jonas Haertle is head of the PRME Secretariat for the U.N. Global Compact at the United Nations, headquartered in New York City. For more information on PRME's recent and upcoming activities, visit www.unprme.org/resource-docs/PRME2014AnnualReportand2015Outlook.pdf.

Responsibility-Based Initiatives

Business schools around the world are focusing on the issue of sustainability, taking a variety of approaches:

Hosting programs and events. For example, the Louvain School of Management in Belgium has organized the “LSM Cup: Ethics in Business,” an interfaculty, multidisciplinary business game focused on corporate social responsibility. The College of Business at San Francisco State University in the U.S. hosts an annual Business Ethics Week packed with ethics-related modules and speakers. And the Venture Lab at IE Business School in Spain is an incubator for responsible startups.

Developing new pedagogy. The Otto Beisheim School of Management in Germany allows students to access its Sustainability Lab through online tools. At HHL Leipzig Graduate School of Management, also in Germany, faculty co-teach classes to present issues of responsibility and ethics in an integrated fashion. La Rochelle Business School in France requires students to participate in a three-month service program called the Humacité Service Learning Mission. At Auckland University of Technology Business School in New Zealand, students who are on their nine-week work placements must reflect on ethical decision making as part of the experience.

Sponsoring research. The Nova School of Business and Economics in Portugal is conducting research on business and economic development in Africa. The Universidad del Norte in Colombia is collaborating with the U.N.'s Global Compact to create a database of Colombian case studies focused on sustainability. The Gordon Institute of Business Sciences (GIBS) in South Africa has launched the GIBS Dynamic Market Index; the school also is the new host of the Network for Business South Africa, which it runs in partnership with the Graduate School of Business at the University of Cape Town.

Collaborating with public and private stakeholders. INALDE Business School in Colombia is partnering with ExxonMobil to develop the capabilities of NGOs and foundations. Universidad Anáhuac Facultad de Economía y Negocios in Mexico runs the IDEARSE Programme, which helps small- and medium-sized enterprises integrate CSR into their supply chains. Kwansai Gakuin University in Japan is working with the Office of the United Nations High Commissioner for Refugees on a program that admits three refugees to the university each year.

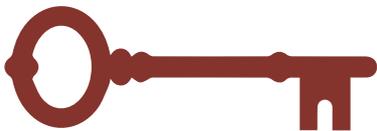
Spurring dialogue on campus and beyond. The University of Leicester in the U.K. hosts a blog called “Management Is Too Important Not to Debate” (staffblogs.le.ac.uk/management/), which encourages discussion about sustainability issues among students and staff. Universidad EAFIT in Colombia created the Trade, Investment and Development Observatory with the support of the United Nations Conference for Trade and Development (UNCTAD). There, students regularly write short articles focused on UNCTAD's work and policies to promote inclusive and sustainable development in international trade.

Pursuing accreditation. Organizations such as AACSB International and the European Foundation for Management Development have included an added emphasis on ethics and social responsibility in their accreditation standards. Thus, schools that seek accreditation from these bodies are committed to promoting sustainability—giving them one more way to participate in activities that will further the SDG agenda.

OPENING DOORS FOR DOCTORATES

A U.K.-based business school addresses the dearth of women academics in the Middle East through a PhD program that removes the residential requirement.

BY ZAHIR IRANI ILLUSTRATION BY 2COMMUNIQUÉ



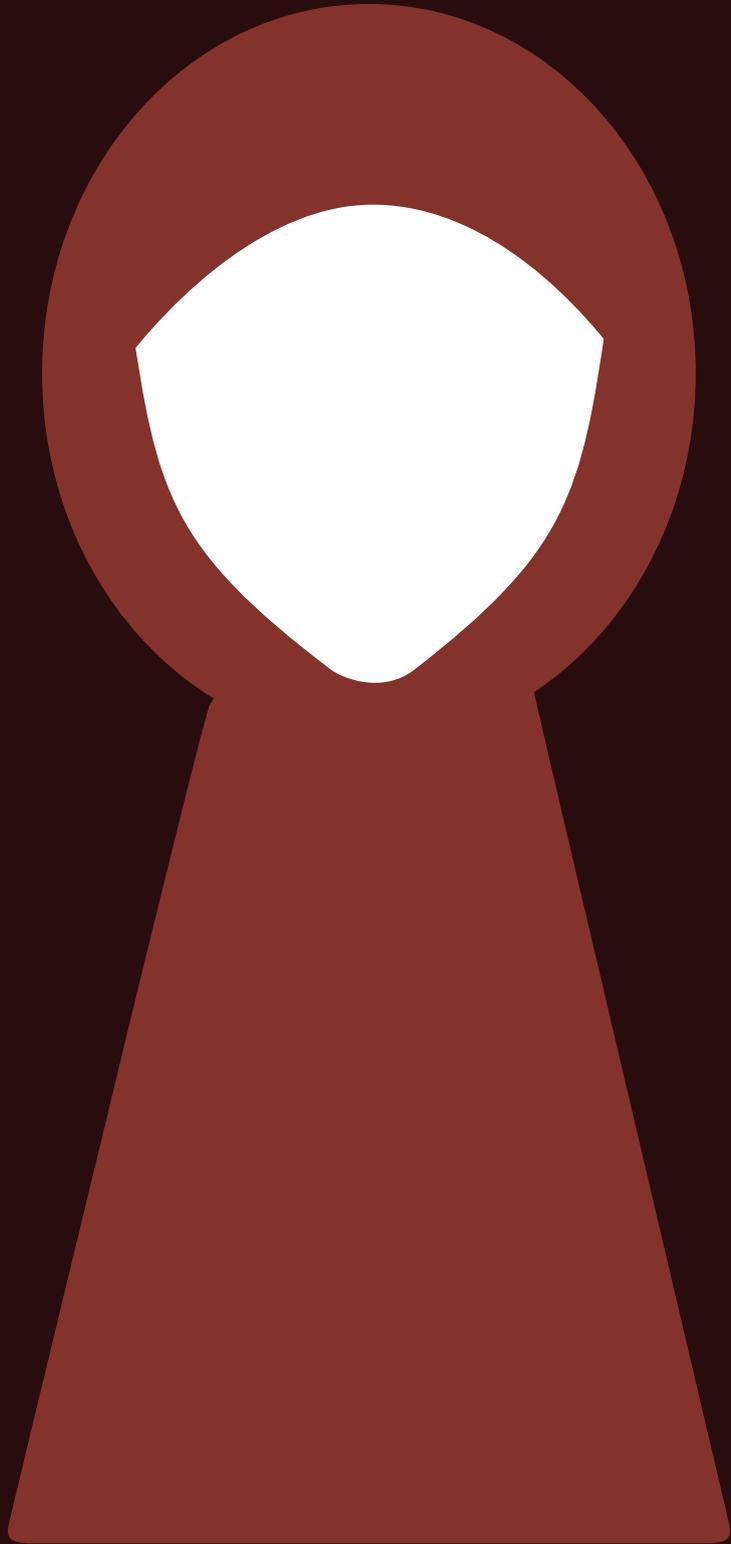
IT WAS TEN YEARS AGO WHEN I started writing about the risk of an “academic black hole”

in the six Arab nations that make up the Gulf Cooperation Council (GCC) region: Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates. I argued then that business schools in the West needed to broker more partnerships with schools in the GCC. My belief was—and still is—that such partnerships would cultivate mutual understanding among schools, build the capacity for business research and insights at GCC universities, and help GCC economies become more diversified and independent from oil revenues.

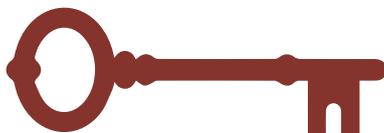
What was not at the top of my mind then, however, was the role of women. But I’ve increasingly learned of the cultural differences that have traditionally made it difficult, if not impossible, for women in the region to study overseas.

For that reason, they neither benefit from the academic rigor and traditions of the best Western universities nor gain exposure to different intellectual cultures. Moreover, businesses in the region are deprived of new perspectives from women involved in business research. These factors have limited the potential for innovation and blocked the full participation of women in the workplace.

When Brunel Business School in London set up a partnership with Ahlia University, a private institution in Hooraa, Bahrain, we found a real need and desire among women to contribute new ideas, drive change, and be part of a new environment for business in the Middle East. To meet that need, we worked with Ahlia University in 2007 to set up a new kind of doctoral program—a PhD without residence. Our vision was to allow students, especially women, to study for a British research degree while based at their local institution.



WOMEN HAVE A REAL NEED AND DESIRE TO CONTRIBUTE NEW IDEAS, DRIVE CHANGE, AND BE PART OF A NEW ENVIRONMENT FOR BUSINESS IN THE MIDDLE EAST.



SHARED JOURNEY

Ahlia University accepts applications to the program and then forwards the applications that meet Brunel University London's admission requirements to us to make our final admissions decisions. The number of applications we have received to this new program—30 in all—has demonstrated the need for this alternative, nonresidency approach to the PhD. Of the eight students accepted, half are women—higher than we expected for a degree for which applicants are usually predominantly male.

Following a cohort-based model, students complete their doctorates in Bahrain, where they maintain a link to their home base. This approach generates a sense of community and shared journey among the students, lessening the sense of isolation that can come with some forms of distance learning. We also organize an annual symposium, attended by academics from the region, where students can present their research.

"I've been developing my transferable skills much more than I expected to do, attending workshops and training, presenting to various audiences, and traveling to conferences," says Najma Taqi, a student in the program. "Being able to work for my degree on my own personal project, with all the freedom I like, is ideal for me."

Brunel faculty interact with students primarily via Skype and email. Additional faculty also fly into Bahrain for two condensed face-to-face school sessions—once in summer and once in winter—where they deliver support sessions on topics such as research methods, thesis structure, and paper writing. The PhD students are required to travel to London only once in the entire program, for their oral "viva voce" defense of their thesis, so that we can evaluate and confirm the quality of their work before they exit the program.

This home-based model allows our doctoral students in Bahrain to concentrate their research on regional issues that matter to them. And because most

students will not relocate after graduation, their knowledge will stay in the region, helping to create a knowledge economy that promotes growth and diversification. So far, students have worked on thesis topics such as community leadership in a new democracy, national culture and knowledge management, the role of emotional intelligence in improving intercultural training, and religion and corporate philanthropy.

Not surprisingly, many students also focus their research on the role of women in business. Taqi, for example, is analyzing factors that lead to obstacles and success for women entrepreneurs in developing countries. "Female contribution is a must," says Taqi. "Research has shown the importance of women for economic growth."

Student Layla Faisal Alhalwachi is studying women's representation on corporate boards, a topic that "is particularly crucial in the context of the Middle East," she says. "Women here have been given less access to senior leadership posts. My study aims to contribute solutions to help level the playing field."

ENHANCED SUPPORT

Noncompletion rates among PhD students are traditionally high, and the dropout risk for students in a nonresidential program could be higher still. That's why Brunel's staff is careful to be aware of the life situations of each student in our program, providing constant guidance, support, and encouragement.

That's something that Ebtesam Al-Alawi, a student in the program as well as a working mother, believes

is crucial to her success. (See "One Student's Story" on facing page.) "With my hectic schedule, I am forced to face life's daily obstacles as a business owner, an active member of society, and a PhD student. Having constant support helped me commit to the program," she says.

Al-Alawi, whose research involves the study of the relation between team turnover and performance, notes that there is still a lack of understanding of gender differences and the role of women in business, particularly in the GCC region. "Theories on the creation of businesses have been formulated and tested on male entrepreneurs and don't reflect women's processes and organizational styles," says Al-Alawi. "High-level research is needed to consider the problems faced by women entrepreneurs, their administrative practices, conflicts between their roles in their business and their families, and the vision they have for their enterprises." Bringing more women into academia, she stresses, will drive more research—and more knowledge—about gender and business success.

CULTIVATING INTELLECT

Brunel Business School has several objectives for our partnership with Ahlia University. In addition to building the doctoral program that is open to students across the region, we want to develop a long-term relationship between our universities; deliver a pipeline of research with impact on regional business issues; and, most important, provide access to high-level research opportunities for women who face cultural obstacles to studying overseas.

To start this program, we have faced many challenges—first and foremost, we had to integrate this program into the sectarian nature of Bahraini politics and society. The Middle East is a politically charged region, which means that all activities and statements related to our partnership with and PhD program at Ahlia University have to be politically impartial, so that we can avoid any criticism or misinterpretation.

Our second challenge was one of resources. Staff at both institutions must devote additional time and effort to support the program, as well as commit to working locally in Bahrain when needed. But our staff is motivated by the opportunity to develop their research profiles, contribute to change and development in the Middle East, and support women's research on local issues.

Our final challenge was to create a product that is not common in business scholarship, which meant we had to build a model for a PhD program without residence ourselves, without the benefit of examples from other schools. We obtained our university's approval for the program by communicating its benefits not only to the students in Bahrain, but also to our own institution. We emphasized the opportunity it offered us to explore a new blueprint overseas and build capacity in the GCC region. We also worked closely with the British embassy, the British Council, and the U.K. Trade and Investment government agency to showcase our program in their promotions of British education.

Our partnership with Ahlia University wasn't set up to generate revenue. It is expensive to devote our staff's time to provide local service in Bahrain, and yet we can charge only £3,995 (about US\$6,100) per year, in line with tuition limits in the U.K. But by more intangible measures, the program has delivered valuable benefits to both institutions.

For example, the program allows Ahlia University to develop its own research agenda, attract high-quality staff, offer PhD students greater support, and sustain its ability to attract and retain faculty. As a private sector institution in Bahrain, Ahlia cannot award PhDs, so this program helps the school differentiate itself from other private universities in the region.

The program also promotes dialogue and research between academics in the U.K. and Bahrain. We expect to see these kinds of opportunities increase, especially as more British universities realize



One Student's Story

EBTESAM AL-ALAWI SHARES HER EXPERIENCE AS A DOCTORAL STUDENT IN BAHRAIN

Up until about the age of six, I lived in a large family house in Muharraq, Bahrain. Our family household included both of my grandparents, as well as all of my uncles, aunts, and their children. My immediate family then moved to Busaiteen, where we had our own house. I stayed there until I got married at 18.

My father was a businessman who encouraged me to work from a young age, whether it was selling or doing accounts. When I got older, I took a summer job at the Commercial Chamber of Investments. After graduating with my bachelor of science degree in 1988, I joined Bahrain's Defense Force in the Nursing Department, where I stayed until 1996. I then earned a master of science in occupational health and safety management. I spent a year at the Hospital Quality Assurance Department, before taking a job as a lecturer at the University of Bahrain and then a job at the Ministry of Labour. But my passion for teaching took me back to lecturing, first at Bahrain Training Institute and then at the Kingdom University, Bahrain. Once I decided to take a break from my hectic work schedule to help establish the Futoon Beauty School, where I taught health and safety management. In 2013, I established Beauty Tales Salon and Spa and helped my husband, a medical professional, with his consultations, clinic preparation, and hospital projects.

On an average day as a PhD student, I wake up at early dawn and start my PhD work. At this time of the day, the entire house is usually very quiet, which gives me the right frame of mind to work on my research papers. During the day I spend my time at Beauty Tales, managing my employees and insuring that my clients are being looked after. Then, I spend my time with my family and parents. Once my children are all asleep, I start my own reading and PhD writing until it's my time to sleep. Sometimes, I feel a great deal of stress and pressure. My plan is to complete my degree in 2015.

But my hope is that women today achieve all of the things men have achieved and will achieve, because women today are not any different from men. They are increasingly highly educated and are building up their levels of self-confidence. We're moving toward equality, and there is evidence of changing attitudes among men in the region. The phenomenon of male-dominated environments is in decline, with women in Bahrain starting to gain places in the parliament and ministries.

What we need, though, is more understanding of women who are working in business or as entrepreneurs. We must understand their experiences and perspectives, the barriers they can face, the conflicts between their work and family roles, and how they can be better supported so that society can gain more from their contributions.

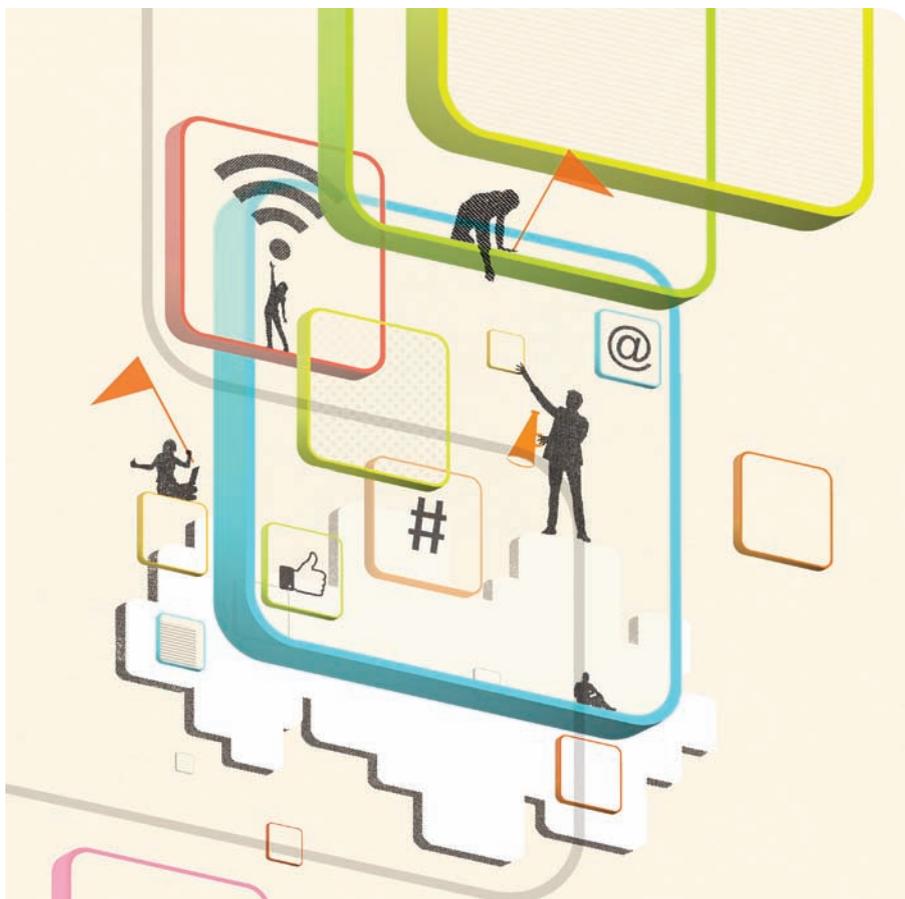
the importance of forming partnerships overseas. Such partnerships can only be positive developments that encourage greater access to education, involve more women in academia, and broaden the reach of important new ideas.

Most important, we now have opportunities to build long-term relationships in Bahrain and the wider region, as well

as to make true impact on scholarship in the GCC and effect social change. We believe these benefits to be well worth the investment. **D**

Zahir Irani is the dean of the College of Business, Arts and Social Sciences at Brunel University in London, United Kingdom.

ideas in action



Social Studies

STUDENT-LED PROJECT CONNECTS TO #TIGERTOWNBOUND

ORGANIZATIONS THAT ARE STILL STRUGGLING to develop effective social media strategies might want to pay attention to an undergraduate research project at Clemson University's College of Business & Behavioral Science in South Carolina. Three years ago, a group of students launched a project as part of the university's Creative Inquiry course, a cross-disciplinary independent study program in which the class chooses research topics to explore. Because these students were especially interested in the impact of social media, they decided to develop a social media strategy to help Clemson's admissions office reach out to incoming freshmen.

With the support of the school's Social Analytics Institute (SAI), Clemson students now have tracked more than 30,000 social media

posts that have been shared on Twitter, Facebook, and other networks by newly accepted students. Clemson has created a full-time team to post official responses to individuals whenever appropriate. The team uses Salesforce's Radian6 platform to analyze social media feeds to ensure they don't miss relevant posts, create clouds of the most popular search terms on each feed, and learn what hashtags people are using most.

By monitoring Twitter, for example, the research team can find tweets from high school seniors who post pictures of themselves with their Clemson acceptance letters. The team forwards those tweets to Clemson's admissions staff, who tweet back messages of congratulations and welcome.

The goal of this project was to generate excitement around the fact that these students were now official "Tigers," the school's mascot, and a part of the school's family, says Gaines Warner. Warner was a communications major who participated in the student-led study; he has since graduated, and now serves as a project coordinator for SAI. "We started this project because we knew that high school seniors who receive acceptance letters have a lot of questions," he explains. He points to a rumor among incoming freshmen that the dorms wouldn't have enough room for all of them. "We thought the best way to address that problem was to use social media aggregations to collect data from Facebook, Twitter, and any platform where these rumors were circulating. That way, we could reach out to students and say, 'Here's the best dorm for you, and here's how you can find a roommate.'"

When icy weather once slowed down mail delivery, the team discovered that applicants were upset that they hadn't received their decision letters, when some of their friends had. The school tweeted each person who posted on the topic, explaining the delay and assuring them that the letters were on their way.

The team also could pinpoint patterns in students' social media behavior. For instance, after noticing two spikes in social media activity in mid-February, team members were able to correlate the first to the day students received acceptance letters; the second, to the day others received rejections. This analysis also revealed that a number of students had started using the hashtag #TigertownBound. "It was created by a student," says Warner. "We thought, 'Wow, that's better than anything we could have come up with!'"

The work of the Creative Inquiry class has been so successful, students and faculty have presented the results at Yale University in New Haven, Connecticut, and Polytechnic University-Hong Kong, as well as at industry conferences such as Dell World. Starting this spring, SAI began working with John Tripp, an assistant professor of information systems at Baylor University in Waco, Texas, to use social media monitoring to determine whether schools receive a higher volume of applications after their sports teams make the championships.

Kristy Ward, a junior marketing major and SAI intern, was an incoming freshman when the research project got started. She remembers being able to find answers to her questions on the Clemson Facebook and Twitter accounts. Today, she's excited about the project and how it reflects student behaviors and preferences.

"When I was a junior in high school, everyone was using Twitter, but now students are more into Instagram. The findings continually change as students drift to different media platforms. This has been a great opportunity for me to get my hands on real data and work with real organizations," says Ward. "So many companies fail to connect with customers because they fail with their social media plans. That's why we have to be involved in social media."

Future Proof

IMD Business School in Lausanne, Switzerland, has adopted a new strategic direction for its MBA program called "Navigating the Future." Launched in 2014, "Navigating the Future" was created to help MBAs explore and address current and future business trends, so they can "obtain the big-picture view needed to pave the way for real progress," explains Ralf Boscheck, IMD's MBA director.

As part of the "Navigating the Future" initiative, the school asked senior business leaders and MBA students what trends they believe will most shape business. IMD faculty also will research the impact of, and business response to, 15 global trends in areas such as digital technology, the global regulatory environment, and energy consumption. The school planned to release the results of that survey at a conference at its campus in June.

The initiative also inspired the school to offer five new scholarships—totaling 250,000 Swiss francs (about US\$262,500)—earmarked for students in emerging markets. The Scholarships for Emerging Markets will go to candidates from Latin America, Southeast Asia, and Africa who otherwise would not have access to financial aid for higher education.

Ultimately, the school wants its MBA students to understand "why business does what it does, and at which value and costs to whom," says Boscheck. He adds that the school also wants students to recognize how short-sighted business decisions could lead to detrimental outcomes. "We cannot close our eyes to fundamental challenges that exist across industries."

GAME WINNERS

Looking for a new twist in student competitions? Check out the Alliance of European Business Games, founded in 2013 with the goal of identifying and promoting tomorrow's top business talent. Members include HEC Paris, Solvay School of Economics in Belgium, St. Gallen in Switzerland, Durham University in the United Kingdom, and Nova University in Portugal. The organization hopes to foster the creation of new business games across Europe with the ultimate goal of organizing a final Olympics-style competition among all business games to be held in Brussels.

At an event at HEC Paris in April, about 150 business students from around the world tackled six challeng-

es presented by corporate partners on topics that included innovation, strategy, and corporate evolution. The candidates, selected through an online test, represented more than 30 nationalities and 30 business schools from around the world, including Russia, Europe, China, and the U.S. Entries were judged by HEC Business Games corporate partners: Crédit Agricole Corporate & Investment Bank, Crédit Agricole S.A., Gameloft, and Lufthansa.

► For more information on the HEC event, visit www.hecbusinessgame.com. For information about the Alliance, visit www.facebook.com/pages/The-Alliance-of-European-Business-Games/464251923714669.



Driving Innovation

AT THE UNIVERSITY OF ALABAMA in Tuscaloosa, 130 students are about to tear out the guts of a Chevy Camaro to see if they can turn it into a model of fuel efficiency while making sure it's still a kick to drive. Not surprisingly, most of these tinkerers are engineering students, but a significant number also are pursuing business degrees.

They're not the only U.S. students attempting to remake a muscle car as a hybrid. Alabama is one of 16 universities participating in the EcoCAR 3 challenge, the latest iteration of the Advanced Vehicle Technology Competition that was first launched by the U.S. Department of Energy in 1987. The current competition is sponsored by the DOE and General Motors and managed

by Argonne National Laboratory.

Student teams have four years—from 2014 to 2018—to come up with a prototype that improves the Camaro's fuel efficiency and lowers its environmental footprint while still maintaining its performance and appeal. Throughout the year, the school teams are scored on a number of deliverables, which include reports and papers; they face off annually in a year-end competition.

Every school will field a team of students with a different mix of backgrounds, but in Alabama, the emphasis is on interdisciplinary skills, including engineering, business, marketing, public relations, and advertising. In fact, about a quarter of the EcoCAR students are from the Culverhouse College of Commerce's

STEM Path to the MBA program. That means they're pursuing engineering degrees while taking STEM Business Honors courses and preparing for their MBA coursework. The team leader is project manager Kaylie Crosby, a mechanical engineering undergrad in the STEM MBA program. In addition, two of the five members of the faculty leadership team are marketing professors who teach in the STEM MBA program.

Having a multidisciplinary team "allows us to build relationships across campus and approach the project from unique and creative angles," says Robert Morgan, Phifer Fellow and professor of marketing, as well as the director of Culverhouse's STEM Path to the MBA program. Business-minded students are essential, he says, because the project is run like a business. "While the technical challenges are large, so are the project management, communications, and leadership challenges. The team's diversity reflects what you would find in a high-tech business."

Because the EcoCAR challenge is a four-year initiative, students continuously rotate on and off teams. This means that recruiting is a year-round effort, says Morgan, and the school constantly tracks when leaders will need to be replaced. "Our goal is to have the replacement shadow the current leader for at least a semester before moving into the position," says Morgan. "In addition, we recently established a human resources team that will assist with recruiting, knowledge transfer, and succession planning."

While the challenge is a monumental effort, Morgan says the payoffs are equally immense. "The work requires cooperation from a large number of students from diverse educational backgrounds, and they learn early on about the contributions these disparate disciplines make to the organization," says Morgan. "The organizers make it as close to a 'real-world' experience as it can be."

EXEC ED FOR INTROVERTS

Many executives have succeeded by relying on their intellect, but they could better their performance by finding the right balance between intellect and emotion, rationality and creativity, says Peter Shepherd of the London Business School (LBS) in the U.K.

That belief inspired “Expanding Horizons,” a customized executive professional development program launched in December 2013 and offered through LBS to senior partners at the global consulting firm A.T. Kearney. Participants first complete a ten-day module in London, where A.T. Kearney has a large presence; a few months later, they complete a six-day module in Mumbai, India.

“London is an established market where the partners feel comfortable,” says Shepherd, the program’s director and co-creator. “India is a much less familiar emerging market, where partners must engage differently with each experiential activity.” He adds that, while they are in India, participants are pushed to strengthen relationships with those around them and think more deeply about their sense of purpose.

Many of these individuals are engineers, scientists, and other “highly skilled introverts” who otherwise might downplay the emotional component of interacting with

their clients, says Shepherd. That’s why the program features non-traditional learning experiences that require participants to explore emotion, demonstrate creativity, and navigate uncertainty. For example, in “Equine Affinity,” participants work with equine psychotherapists to explore parallels between interacting with horses and understanding people. In “Quatuor Annesci String Quartet,” they learn what it’s like to conduct an orchestra in order to better coach teams and manage groups.

Participants also work with a vocal coach to develop stronger personal presences, with an ad agency executive to create stronger personal brands, with a percussionist to explore the theme of impact, and with a storyteller to learn to write the scripts for their own lives.

Participants are not given a timetable for activities, which helps them increase their “comfort with ambiguity,” Shepherd says. By encountering experiences in real time, participants are unable to anticipate their reactions or judge anything in advance.

Expanding Horizons started out as an experiment, but Shepherd says that participants are describing themselves as having more confidence, better quality relationships, and more candor with their colleagues. “This type of program is very welcome at their current stage of life,” he says. “Most are already established in their careers with additional outside responsibilities, so it’s very important to connect their work to a deeper sense of purpose.”

So far, 150 A.T. Kearney execs have completed the program, and the company plans to enroll the rest of its 325 partners.

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Executive on Board

ONE WAY BUSINESS schools expose students to the real world is by bringing in executives-in-residence (EIRs) to share their knowledge and experience. But how can deans make sure they deploy these EIRs to their greatest effect? That was a serious question for Susan Gilbert, dean of the Stetson School of Business and Economics at Mercer University in Macon, Georgia, who recently engaged her first EIR. Luckily, Ed Baker, publisher of the *Atlanta Business Chronicle*, was a “very enthusiastic guinea pig!” she says. After her first year of working with him, she had this advice to offer to any dean thinking about bringing an executive on board:

Set a schedule. “Develop a calendar of minimal availability of the EIR

throughout the academic year, to plan how his or her on-campus time will be used,” says Gilbert. “Conservatively, I would say that at least one-third of Baker’s time was reserved for me so I could test ideas, get feedback, and talk about the big picture.”

Take advantage of the EIR’s connections. Baker introduced Gilbert to his friends who were leaders in the business community, which launched many new relationships on a positive note. He also helped Gilbert develop more targeted fundraising opportunities because he could keep her informed about each individual’s passions and “what each person would be willing to do for the school,” she says.

Make the EIR accessible to students.

Early on, Baker participated in a “lunch and learn” event with full-time students to determine if they were ready to meet with future employers—and realized that they weren’t. So he assigned them additional homework designed to make them more career-ready. He also promised that, if students put in the extra work, he would hold 30-minute meetings with each of them and give them access to his business network. When one student mentioned that his dream job was to work for First Data Corporation or the Federal Reserve Bank of Atlanta, Baker arranged for the student to meet the CEOs of both organizations.

Ask the EIR to teach a course. Baker also developed a semesterlong class called “Life Skills for the Real World,” in which students enrolled in record numbers for an elective. Gilbert notes that it’s important for the dean to help the executive craft a course that will meet student expectations, and she recommends sharing guidance that would be provided to any new teaching faculty.

Turn the EIR into a faculty resource. Gilbert invited Baker to attend a faculty meeting where professors outlined their needs for guest speakers in their classes. “In every case, he followed up with a lead,” she says.

Get the EIR involved in other aspects of the school. “Find out what your executive is excited about—whether it’s joint research, a new course, a degree program, a certificate program, an event—and include him in those long-term plans,” says Gilbert. “This is a surefire way to surround yourself with good people.”

Convert the EIR to a passionate advocate. Says Gilbert, “The increased awareness of your programs will be worth any stipend you may pay. Although many EIRs refuse pay or donate back to the school, the maximum I have offered is roughly one-tenth the salary of a full-time faculty member.”

BEAUTY AND THE B-SCHOOL

An executive in residence can share professional contacts and real-world experiences with students and faculty, but what does an artist in residence bring to a business school? At the University of Wisconsin-Madison’s School of Business, artist in residence Diane Ragsdale is teaching students to appreciate beauty. Her course, “Approaching Beauty,” is designed to help students develop an aesthetic sensibility that will inform their decision-making processes, inspire innovation, promote leadership skills, and encourage a sense of corporate responsibility.

To develop the class, Ragsdale reviewed a growing body of research examining the links between aesthetics, leadership, and business management. Ragsdale is particularly interested in the strand of scholarship that suggests a relationship between cultivating an aesthetic sensibility and becoming a more responsible, courageous, and visionary leader.

Says Ragsdale, “The most compelling justification I found for a class in beauty is that it develops leaders with moral imagination—leaders with the vision to imagine beautiful solutions to local and global problems, as well as the courage and moral character to do the right thing for its own sake.”

Ragsdale is the first artist in residence at the business school’s Bolz Center for Arts Administration, a knowledge center that supports the Wisconsin MBA program in arts administration. While open to MBA students, the course was offered to undergraduate business students. It combines discussions on the nature and function of beauty in today’s society; curated and self-directed aesthetic experiences in art, nature, and everyday life; and the documentation of these experiences in a portfolio.

While Baker's involvement with Mercer paid big dividends to the Stetson School, he enjoyed benefits as well. "Every time I am on campus, I learn a great deal," he says. "It is a living laboratory that I wish more business executives would experience."

But Baker also wants to help reinvent business education at a time when business itself is undergoing transformation. Based on what business leaders tell him they want from their future workforce, he believes business schools will have to turn out graduates who have "a greater sense of entrepreneurship, soft skills, and real-world experience." When executives take up residence at business schools, he says, they can put students "on a faster track to professional success while exposing them to an exciting future."

Campus Mentors

The Haas School of Business at the University of California Berkeley recently announced its inaugural group of Social Impact Fellows, chosen by its Institute for Business & Social Impact (IBSI). The fellows will spend time on campus acting as student mentors, panel speakers, faculty resources, and blog contributors. The objective of the program is to "build an ecosystem" where the Haas community practices and promotes social impact through business, says IBSI director Laura Tyson.

The six inaugural fellows include Marianne Barner, a proponent for children's rights, current board chair of the child development agency Plan International Sweden, and a former IKEA executive; Jorge Calderon, founder and managing director of the investment consulting firm Impact Strategy Advisors; Paula Goldman, global head of impact investing at the social investment organization Omidyar Network; Claus Meyer, restaurateur and founder of the Melting Pot Foundation, which helps the disadvantaged through food-related projects; William Rosenzweig, co-founder and managing partner of the venture capital firm Physic Ventures and founding CEO of The Republic of Tea; Kat Taylor, CEO of the Beneficial State Bank, which serves low-income households; and Jennifer Walske, faculty director of the master in global entrepreneurial management at the University of San Francisco's School of Management.

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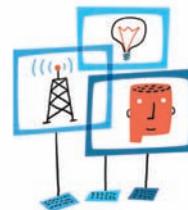
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FIELD NOTES

This spring, Babson College of Babson Park, Massachusetts, hosted free workshops for Boston Public School teachers, each worth 2.5 professional development points in their continuing education system. The workshops help teachers learn how to introduce entrepreneurship, basic business skills, and financial literacy to their students through discussions, projects, and field trips. Babson plans to continue to offer the workshops to public school teachers on request. The workshops were delivered as part of Lemonade Day, an annual effort in cities across the U.S. to create programs that empower youth through entrepreneurial and life skills training. To learn more, visit www.lemonadeday.org.

On specially equipped airplanes flown by JetBlue Airways and Virgin America, passengers now have access to a selection of MOOCs. As part of JetBlue's new Fly-Fi platform, passengers flying on its Airbus fleet can access ten MOOCs from Coursera, including "Introduction to Marketing" from the Wharton School at the University of Pennsylvania in Philadelphia. Virgin America has partnered with the online learning platform Great Courses to offer passengers access to 13 audio and video lectures. These include "Thinking Like an Economist: A Guide to Rational Decision-Making" taught by Randall Bartlett, a professor of economics at Smith College in Northampton, Massachusetts.

LinkedIn has announced its acquisition of Lynda.com, a subscription-based online learning platform based in Carpinteria, California. Lynda.com offers professional development courses in business, technology, and creative fields in English, German, French, Spanish, and Japanese.

tools of the trade

MANAGING A FUNDRAISING ARMY

Volunteers can play a substantial role in fundraising at many higher education institutions. Called "class agents," these volunteers commit to leading fundraising efforts among alumni in their own graduating class. Fundraising platform Reeher recently announced a new module in its portfolio, called the Class Agent Fundraising Solution, to help colleges and universities better manage, monitor, and communicate with this core group of volunteers—who at some higher education institutions can number in the hundreds or thousands.

Within the module's dashboard, volunteers can access the contact information of prospects and record their progress. Schools can communicate with large groups of volunteers and collect data on volunteers and constituents; with that data, they also can generate predictive scores that they can use to assign and track activities, prioritize prospects, manage results, and determine which volunteers are struggling. *Visit info.reeher.com/Class-Agent-Fundraising.html.*

NEW GAME SIMULATES THE VALUE OF HUMANS

The Human Capital Challenge (HCC) is a new strategic business simulation game designed by HEC Paris in France and MEGA Learning, a simulation design firm based in Belgium. The game's defining feature is its focus on helping players understand the impact of human capital on value creation.

Within the simulation, teams lead a virtual company with 2,720 employees that produces and sells four types of products and services. Each team must choose a strategy and assign the right people for the right jobs to get the results they expect. They also must choose approaches to training, promotion, hiring, compensation, and team assignments, as well as cope with conflicts between employees.

To win, teams must deliver the best results in terms of financial performance (revenue, pre-tax earnings, and gains) and human resource management (revenue per employee, employee

engagement, and overall attractiveness of the business). *Visit www.humancapitalchallenge.com.*

TROVE FOR E-SHIP EDUCATORS

The Center for Entrepreneurial Excellence (CFEE) at the George Washington School of Business in Washington, D.C., has created the National Survey of Entrepreneurship Education website to serve as a resource to entrepreneurship educators. The CFEE created the site with help from the Ewing Marion Kauffman Foundation and the United States Association of Small Business and Entrepreneurship.

The site features data from more than 200 entrepreneurship education programs at two- and four-year colleges and universities from across the United States, as well as a bibliography with citations to more than 400 studies on entrepreneurship education. It also includes a database of the more than 3,400 higher education institutions that have responded to surveys conducted since 1979 by George Solomon, the CFEE's co-director; Karl Vesper of the University of Washington; and the Kauffman Foundation. *Visit www.nationalsurvey.org.*

ASSESS UNIVERSITY-BUSINESS COLLABORATIONS

The European University Association has created an online self-assessment tool to help partners assess their collaborative research process. The effort is part of its European Universities Implementing their Modernization Agenda (EUIMA).

The EUIMA U-B Tool assesses the effectiveness of university-business research according to 47 indicators. These include quantifiable outputs such as the number of patents, publications, and staff involved in collaborative projects, as well as qualitative measures of stakeholder perceptions. Stakeholders answer questions focused on four areas: strategy, structure, support, and outcomes. In addition, the tool asks users to compare their expectations at the start of a partnership to the progress the partners actually achieved. At the end of the survey, users receive a personalized, confidential report with the results. *Visit ubtool.eua.be.*

Gender Equality by 2020

IN MARCH, THE UNIVERSITY of Maryland's Robert H. Smith School of Business in College Park announced its 50/50 by 2020 Pledge, in which it plans to take steps to enroll equal numbers of men and women in its programs by the year 2020. The move is in response to evidence that although women make up the majority of those earning college degrees, they still lag behind in business disciplines. AACSB International's 2014 Business School Data Guide reports that most MBA programs in North America enroll 30 percent to 40 percent women.

Among all the MBA programs offered at the Smith School, women represent-

ed 31 percent of enrollment in fall 2013 and 32 percent in fall 2014.

In a first step toward reaching its 2020 target, in 2014 the Smith School became an educational partner of the Forté Foundation, a consortium dedicated to empowering women in the workplace. That partnership will translate to new scholarships, events, and career opportunities for women on campus.

Other 50/50 by 2020 initiatives will focus on recruiting and admissions strategies designed to attract more women to Smith's programs; alumni support through the school's Women's Alumni Network; and student programming to support women MBA



In the fall 2014 semester, women made up 32 percent of MBA enrollments at the Smith School.

candidates, including podcasts, a salary negotiation seminar, an MBA career fair, women's speaker series, and women-only corporate networking events and symposia. **D**

D [The Smith School will post updates and solicit feedback on its 50/50 by 2020 pledge at rhsmith.umd.edu/about-us/diversity/women.](http://rhsmith.umd.edu/about-us/diversity/women)

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Belarus has moved from 107th place to 57th place in the World Bank's "Doing Business" ranking.



Startup Catalyst

COLLABORATION TO BOOST BUSINESS IN BELARUS

THREE ORGANIZATIONS HAVE JOINED FORCES to give a boost to entrepreneurial activity in Eastern Europe. They include the Global Business School Network (GBSN), an alliance of business schools that promotes business education in emerging countries; IPM Business School in Minsk, Belarus; and Pyxera Global, a nonprofit in Washington, D.C., that matches MBAs with pro bono assignments around the world. The three partners will collaborate to implement the Delivering Regional Instruction Vital to Entrepreneurial Success Belarus (DRIVES), a program designed to provide entrepreneurship training to the Belarusian private sector.

Funded by USAID, DRIVES will establish six Centers of Excellence in Entrepreneurship (CEEs) in the cities of Minsk,

Brest, Grodno, Vitebsk, Mogilev, and Gomel. Each center will provide the country's entrepreneurs with access to technology, trained staff, and courses taught by business school faculty.

Faculty from the University of Maryland in College Park and Babson College in Babson Park, Massachusetts, will participate in the effort, and pro bono advisors from MBAs Without Borders will be available to offer guidance. Program coordinators plan to create new courses such as IT Entrepreneurship and Effective Partnering.

Startup activity is on the rise in Belarus, thanks largely to a series of governmental reforms put into place since 2006, explains Guy Pfefferman, CEO of GBSN. For instance, the government eliminated a practice called the "Golden Share," which authorized state intervention in private business, and it established a process that made it possible for people to register new businesses in a single day. Officials also created tax incentives for business investment. One such incentive involves the Belarus High Technologies Park. Tech companies that are park residents will have their taxes waived until the year 2020; the individual income tax for their employees is fixed at 9 percent until 2020 as well. In a surprising twist, businesses do not have to be physically located in the park itself to be "residents"; eligible firms can reap the benefits from anywhere in Belarus.

Such measures have helped Belarus move from 106th place to 57th place on the World Bank's "Doing Business" ranking, which measures the ease of starting, growing, and managing businesses in different countries. But even so, "Belarusian entrepreneurs suffer from a shortage of qualitative business education," says Pavel Daneyko, IPM's general director. DRIVES and the six CEEs will help "make business education more affordable [and] contribute to the growth of competitiveness in Belarusian enterprises."

Representatives from African business schools at a ceremony to mark the creation of a consortium to promote job creation on the continent.



African Schools Unite

BUSINESS SCHOOLS from five African nations have signed a partnership agreement in which they commit to sharing resources, expertise, and research with the goal of boosting economic development in their countries. The newly formed African Academic Association on Entrepreneurship (AAAE) will promote and develop academic cooperation—particularly in the areas of entrepreneurship, small business development, innovation, and startups.

The **American University of Cairo** in Egypt will serve as the coordinator of the collaboration until a structured steering committee has been set up. The other participants are the **University of Cape Town Graduate School of Business** in South Africa, the **University of Stellenbosch Business School** in South Africa, **Esca Maroc Ecole de Management of Casablanca** in Morocco, the **Lagos Business School** in Nigeria, and **Strathmore Business School** of Nairobi.

REACHING OUT TO WOMEN ENTREPRENEURS

The Thunderbird School of Global Management, part of the ASU Knowledge Enterprise at Arizona State University, has launched DreamBuilder, a 13-module online program for women entrepreneurs who live in rural and other underserved communities in the U.S. Thunderbird's DreamBuilder is an English-language version of a Spanish-language program originally developed by the Freeport-McMoRan Foundation and delivered to women in Latin America.

DreamBuilder guides students through animations, interactive exercises, and videos that highlight stories from successful entrepreneurs. Students must create their own business plans to graduate.

The U.S. Small Business Administration's Office of Women's Ownership will act as a program coordinator.

For information, visit dreambuilder.org.

NEW APPOINTMENTS

Brian Till will be the next James H. Keyes Dean for the College of Business Administration and Graduate School of Management at Marquette University in Milwaukee, Wisconsin. He was most recently dean of the Williams College of Business at Xavier University in Cincinnati, Ohio. He succeeds interim dean Mark Eppli.

Sue Lehrman, currently dean of the School of Business Administration at Philadelphia University in Pennsylvania, has been named dean of the William G. Rohrer College of Business at Rowan University in Glassboro, New Jersey. Lehrman will take over as dean on July 1.

Elad Granot has been named as the new dean of the College of Business Administration at Rider University in Lawrence Township, New Jersey. He most recently served at Cleveland State University in Ohio, where he was an assistant dean for MBA programs and special assistant to the provost for eLearning development. Upon Granot's arrival in July, interim dean **Anne Carroll** will return to her former role as associate dean for the College of Business Administration.

In June, St. Cloud State University in Minnesota welcomed **Dave Harris** as the new dean of the Herberger Business School. Harris previously was director of the full-time MBA program in the David Eccles School of Business at the University of Utah in Salt Lake City. Harris will replace **Walter Roettger**, who has been serving as interim dean.

Montclair State University in New Jersey announced that **A. Gregory Cant** will begin as dean of the School of Business on July 1. Cant is the founding dean of the Offutt School of Business Administration at Concordia College in Moorhead, Minnesota. Cant will replace **Kimberly Hollister**, who has served as acting dean since 2013.

Rob Straughan will become the Crawford Family Dean of the Williams School of Commerce, Economics, and Politics at Washington and Lee University in Lexington, Virginia. He is currently associate dean and professor of business administration/marketing at the school. He succeeds **Larry Peppers**, who will step down at the end of the academic year after 29 years in the position.

Larry W. (Chip) Hunter is the new leader of Washington State University's Carson College of Business in Pullman. He most recently served as senior associate dean and Pyle-Bascom Professor of Leadership at the Wisconsin School of Business at the University of Wisconsin-Madison. He was also associate dean for the school's full-time MBA program.

Rowena Ortiz-Walters has been named the new dean of SUNY Plattsburgh's School of Business and Economics. She was previously chair of management at Quinnipiac University's School of Business and Engineering in Hamden, Connecticut. She will begin her new position July 1.

Robert L. Brown will be the new dean of the W. Fielding Rubel School of Business at Bellarmine University in Louisville, Kentucky. Brown, who has been an instructor at the school since 2000, will begin his tenure as dean and professor on June 1. He replaces **Daniel Bauer**, who plans to return to full-time teaching after 14 years as dean.

Caryn Beck-Dudley will be the next dean of the Leavey School of Business at Santa Clara University in California. She previously served as dean of the College of Business at Florida State University in Tallahassee and at the College of Business at Utah State University in Logan. She will assume her new post August 1.

Eli Jones has been named dean of the Mays Business School at Texas A&M University in College Station and will assume his new position on July 1. Jones most recently was dean at the Sam M. Walton College of Business at the University of Arkansas in Fayetteville. **Ricky Griffin** has been serving as interim dean of Mays since **Jerry Strawser** became the university's vice president of finance and chief financial officer in September.

In July, **Michael Fekula** becomes dean of the School of Business Administration at the University of South Carolina in Aiken, where he formerly had been a professor. In his new role, Fekula also will act as a professor of business management and as holder of the Mr. and Mrs. Phinizy Timmerman Chair in Enterprise Development. Fekula most recently was head of the department of leadership studies at The Citadel in Charleston, South Carolina. He succeeds **Clifton Jones**.



Caryn Beck-Dudley



Eli Jones



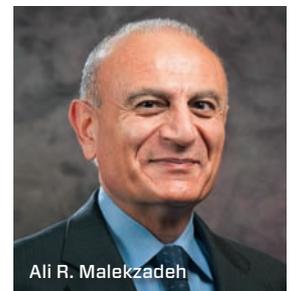
Arjang A. Assad



Laura Milner



Patrick Maggitti



Ali R. Malekzadeh

On July 1, **Christopher D. Martin** will assume leadership of the College of Business at Louisiana Tech University in Ruston. He was most recently dean of the Frost School of Business at Centenary College in Shreveport. Martin replaces **James Lumpkin**.

Brian Kench has been appointed dean of the University of New Hampshire College of Business in Durham. He began his job on June 8. Kench previously was chair of the economics department at the University of Tampa, and he also is past president of the Academy of Business Economics.

In May, **Jose M. Aldrich** became acting dean of the Florida International University's College of Business in Miami. Aldrich most recently was vice dean of administration who came to the school after a 35-year career with KPMG. He took over from **David R. Klock**, who remains with the school as a professor.

Jacqueline Mozrall, interim dean of the Saunders College of Business at the Rochester Institute of Technology in New York, has been selected as the new dean of the school and will take that post immediately. Mozrall previously was senior associate dean of RIT's Kate Gleason College of Engineering.

Arjang A. Assad has been named the Henry E. Haller Jr. Dean of the University of Pittsburgh Joseph M. Katz Graduate School of Business and

College of Business Administration in Pennsylvania. Assad will succeed **John Delaney**, who plans to assume a faculty position after nine years as dean. Assad's appointment is effective July 1.

In August, **Laura Milner** will become the new dean of the University of Wisconsin-La Crosse's College of Business Administration. Milner is currently associate dean of the College of Business at Central Washington University in Ellensburg. She replaces **Bruce May**, who is planning to retire.

Beth Walker, chair of the marketing department at Arizona State University in Tempe, has been named dean of the Colorado State University College of Business in Fort Collins. Walker will replace **Ajay Menon**, who is returning to the classroom after a dozen years as dean. Walker starts July 1.

Earlier this year, **Juyoung Kim** became dean of Sogang Business School in Seoul, South Korea. Kim has been on the faculty of the school for more than a decade. He replaces outgoing dean **Young S. Park**, who has resumed his faculty position at the school.

Ali R. Malekzadeh, dean of the College of Business Administration at Kansas State University in Manhattan, has been named the sixth president of Roosevelt University in Chicago. He takes his new position July 1. At Kansas State, Malekzadeh

helped start a four-year professional development program and an executive mentoring program for undergraduate students aimed at improving student retention and graduation rates. He previously served as dean at Xavier University in Cincinnati, Ohio, and St. Cloud State University in Minnesota.

Patrick G. Maggitti has been named the first provost of Villanova University in Pennsylvania. He currently serves as the Helen and William O'Toole Dean of the Villanova School of Business.

GRANTS AND DONATIONS

The **University of California San Diego** recently announced that the Rady Family Foundation has made a US\$100 million commitment to help recruit and retain faculty and fund strategic priorities at the university's Rady School of Management. In 2004, Evelyn and Ernest Rady and the Rady Family

Foundation helped establish the Rady School of Management with a \$30 million lead gift. They also contributed \$5 million toward the expansion of the business school's campus, among other significant gifts. Ernest Rady currently serves as the executive chairman of the board of directors and chief investment officer at American Assets Investment Management LLC.

The Albert Lepage Foundation has committed US\$12.5 million to the A.B. Freeman School of Business at **Tulane University** in New Orleans, Louisiana, to establish a new entrepreneurship center. The Albert Lepage Center for Entrepreneurship and Innovation will oversee the Freeman School's coursework, academic research, and student programming in this area; it also will focus on community outreach by

New Board Appointments

AACSB International has announced four appointments to its international board of directors for 2015-2016. Serving three-year terms will be **Michael Arena**, the chief talent and development officer at General Motors Corporation; **Erika James**, dean of the Goizueta Business School at Emory University in Atlanta, Georgia; and **Francois Ortalo-Magné**, dean of the Wisconsin School of Business at the University of Wisconsin-Madison. Serving a one-year term will be **John A. Elliott** at the School of Business at the University of Connecticut in Storrs.

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developing programs to support the entrepreneurial ecosystem in New Orleans and the Gulf South. The Freeman School's existing Levy-Rosenblum Institute for Entrepreneurship and the Tulane Family Business Center will continue their work as segments within the Albert Lepage Center.

The W.P. Carey Foundation has given a US\$10 million endowment to the JD/MBA program at the University of Pennsylvania Law School and the Wharton School at the **University of Pennsylvania** in Philadelphia. In recognition of the gift, the program will be renamed the Francis J. & Wm. Polk Carey JD/MBA Program. Established in 2009, the program allows students to earn both JD and MBA degrees in three years.

INSEAD of Fontainebleau, France, has received a €5 million donation (about US\$5.7 million) from alumnus Finn Rausing. The money will provide seed funding and endowments for projects that will explore how businesses can create economic growth and promote liberal societies in developing markets. The gift, a founding donation to the school's new Emerging Markets Institute (EMI) in Singapore, also will establish the Rausing Chair in Economic and Business Transformation and the Rausing Fund in Economic and Business Transformation. INSEAD dean Ilian Mihov will serve as the first chair.

Case Studies on Emerging Economies

Emerald Group Publishing and Universiti Utara Malaysia have announced the winners of the 2014 Emerald-UUM Case Writing Competition, which recognizes case writers in emerging economies. The first-place prize of US\$1,000 goes to **R. Srinivasan** of the Indian Institute of Management Bangalore for "Mahindra Powerol: Powering entrepreneurial growth within a corporate group." Second place was awarded to **Jyoti Kainth** of the Institute of Management Technology Ghaziabad and **Gautam Kainth** of Religare Global Asset Management for "KKCL: Exploring growth opportunities." Third place went to **Alia Aleshaiwi** of Al Imam Mohammad Ibn Saud Islamic University and **Asma Alhamdan** for a case study on the Etihad Etisalat Company.

To promote more case studies written about emerging economies, Emerald and the Emerald Emerging Markets Case Studies collection have formed partnerships with various case-writing institutions, including CEEMAN, the International Association for Management Development in Dynamic Societies, and the Association of African Business Schools.

▶ See a full list of winners at www.emeraldgrouppublishing.com/research/awards/uum_case.htm.

NEW PROGRAMS

This fall, the Mason School of Business at the **College of William & Mary** in Williamsburg, Virginia, will offer its first all-digital degree program. The 49-credit MBA program, which includes an on-campus residency, is designed to be completed in two years.

In August, the School of Business Administration at the **University of San Diego** in California will launch a new master of science in finance program grounded in the curriculum for the Chartered Financial Analyst (CFA) examinations. The timing of final classes will be coordinated with the administration of CFA Levels 1 and 2 exams.

This fall, the College of Business at **James Madison University** in Harrisonburg, Virginia, will roll out a new MBA concentration in executive leadership. It will be offered as a synchronous online program accompanied by residencies in the northern Virginia area. The program is designed for mid-level managers who want to be on a fast track to the C-suite.

In January, **Pepperdine University's** Graziadio School of Business and Management in Malibu, California, will launch a new master of science in human resources. The program aligns with the

official curriculum requirements approved by the Society for Human Resource Management and supported by AACSB International. The five-trimester program requires 39 units of study and is designed to be completed in 19 months.

HONORS AND AWARDS

David Aaker, vice chair and professor emeritus of the Haas School of Business at the University of California Berkeley, has been selected as an inductee into the American Marketing Association's Marketing Hall of Fame. Aaker, who has published more than 100 articles and 17 books, focuses on brand equity and developing the tools to manage brands. Other inductees include Shelly Lazarus, chair emeritus of Ogilvy & Mather; Yvon Chouinard, founder of Patagonia; and Trevor Edwards, president of Nike Brand at Nike Inc.

The World Economic Forum has selected the members of its 2015 Forum of Young Global Leaders, a list of top academics, executives, and public figures under the age of 40. This year's 187 honorees include two business educators: **Alberto Alemanno**, the Jean Monnet Professor of Law at HEC Paris in France, and **Adam Grant**, professor of management and psychology at the Wharton School at the University of Pennsylvania in Philadelphia. **Andrew Ng**, co-founder and chairman of the MOOC platform Coursera, also was recognized. To see the complete list, visit agenda.weforum.org/2015/03/meet-the-2015-class-of-young-global-leaders/.

COLLABORATIONS

This fall, the School of Business at the **College of Management Academic Studies (COMAS)** in Rishon LeZion, Israel, and the Zicklin School of Business at **Baruch College-CUNY** in New York City are launching an international MBA program. Students will earn MBAs from both institutions. The program, which emphasizes finance and entrepreneurship, provides students with exposure to international marketing, cultures, languages, and global business.

This fall, **The Cleveland Clinic** and the Weatherhead School of Management at **Case Western Reserve University**, both in Cleveland, Ohio, are collaborating on a new healthcare-focused EMBA program. Students will meet three days per month during the program's five semesters; classroom ses-

sions will be conducted at both the Weatherhead School and on the Cleveland Clinic campus.

Georgetown University's McDonough School of Business in Washington, D.C., and the Bipartisan Policy Center (BPC) have announced a partnership through the school's Business, Society, and Public Policy Initiative. In addition to collaborating on projects and conferences, the two organizations will work to establish a set of business principles and practices designed to make federal agencies more efficient. Much of their work will be done in preparation for a new presidential administration in 2017.

Starbucks Corporation and **Arizona State University** (ASU) in Tempe announced that the Starbucks College Achievement Plan, first introduced in June 2014, will now offer 100 percent

tuition coverage for every eligible U.S. Starbucks employee. When they first announced the plan last year, full tuition coverage was previously available only to juniors and seniors. (See "Starbucks Orders Up Education" in *BizEd's* November/December 2014 issue, page 65.) However, now all eligible part-time or full-time employees can apply for a bachelor's degree through ASU's online degree programs.

NEW FACILITIES

SKEMA Business School has opened a new campus in Belo Horizonte, Brazil, in partnership with **Fundação Dom Cabral** (FDC). The Brazilian campus adds to the school's locations in the U.S., China, and France. In September 2015, the first 100 students from SKEMA's master's in management program will begin their classes in Brazil. FDC will provide SKEMA's students with customized content

for their courses related to various aspects of Brazilian business.

Ritsumeikan University, Kyoto, a private academic and research institute in Japan, announced the opening of its Osaka-Ibaraki campus in April. The new campus, which will be home to approximately 6,000 students, will include the Graduate School of Business Administration, the Graduate School of Management, among others.

In May, **ESSEC Business School** in France held a ribbon-cutting ceremony to inaugurate the new facility for its ESSEC Asia-Pacific campus in Singapore. The building features 6,500 square feet spanning five floors. It includes nine lecture rooms, ten breakout rooms, a library, an auditorium, and a lab, as well as study areas, offices, and residential suites for visiting faculty. 

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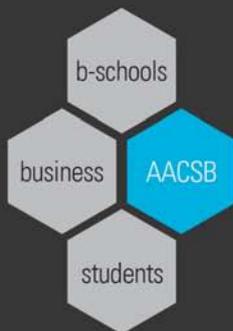
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“THE CRITICAL ARCHITECTS OF [ORGANIZATIONS] IN THE FUTURE WILL BE THE CHIEF LEARNING OFFICERS.”

—JOHN SEELY BROWN, CO-CHAIRMAN OF DELOITTE LLP CENTER FOR THE EDGE, IN A DELOITTE VIDEO ON WORK ENVIRONMENT REDESIGN

“Why is salary the determining point of the impact of our work? But more important, why haven’t we banded together to say, ‘No, we are not going, as a profession, to be defined by people who have no idea and no investments in the consequences of these rankings’? ... I don’t think [the rankings] have done one ounce of good.”

—CAROLYN WOO, CEO OF CATHOLIC RELIEF SERVICES AND FORMER DEAN OF THE MENDOZA COLLEGE OF BUSINESS AT THE UNIVERSITY OF NOTRE DAME IN INDIANA, ANSWERING A QUESTION ABOUT BUSINESS SCHOOL RANKINGS AFTER HER PLENARY SPEECH AT AACSB’S INTERNATIONAL CONFERENCE AND ANNUAL MEETING IN APRIL

“Driving sustainability is not a responsibility relegated to sustainability professionals. It touches all aspects of business, including product and packaging design, [manufacturing and distribution], the workplace in which we operate, and the upstream supply chain that supports our products and operations. Business schools can better prepare students for this paradigm shift by integrating sustainability throughout their curriculum.”

—ALEXIS LIMBERAKIS, DIRECTOR OF ENVIRONMENTAL SUSTAINABILITY FOR THE CLOROX CO., AS SHE ACCEPTED THE GREEN TO GOLD AWARD FROM DUQUESNE UNIVERSITY’S SCHOOL OF BUSINESS ADMINISTRATION IN PITTSBURGH, PENNSYLVANIA, ON APRIL 24

“The power of big data lies in the fact that history repeats itself, so what you did yesterday you’ll often do tomorrow as well. If you can process these huge data sets, you can start identifying these repeating patterns to make better forecasts about the future.”

—SUZY MOAT, ASSISTANT PROFESSOR AT WARWICK BUSINESS SCHOOL IN THE U.K., DESCRIBING THE SCHOOL’S NEW MOOC ABOUT BIG DATA

“IF YOU ASK PEOPLE TO DESCRIBE THEIR BEST BOSS EVER, IT’S NEVER SOMEONE WHO WAS PATHOLOGICALLY CONTROLLING.”

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ARE BUSINESS SCHOOLS READY? **P. 20**

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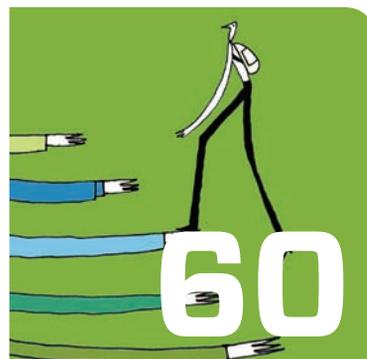
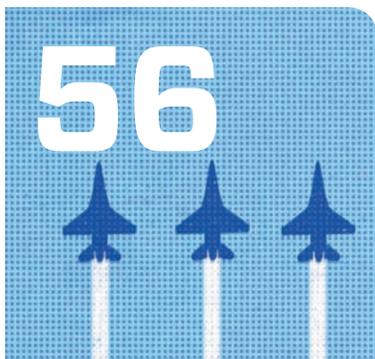
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For departments such as Research & Insights, Ideas in Action, or People & Places, schools can submit information and images that highlight recent research, new books, news announcements, industry events, or specific aspects of their programs. Digital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

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Face to Face With the Future

I STARTED MY FIRST journalism job in 1979, working as an assistant editor on an association magazine. We wrote articles on electric typewriters and copyedited each other's work by hand in pencil, but we were proud of our modern upgrades. Our typesetter keyboarded all the articles into a lone, slow, single-color computer—individually coding every paragraph indent, every italicized word—and exported them as typeset galleys. The art director cut galleys into strips, waxed them, and attached them to layout paper to create individual pages. The completed layouts were sent to a professional printer that photographed the originals, turned them into metal plates, and ran them through a four-color press.

As I work on *BizEd* more than 35 years later, I realize that virtually the entire process has become, well, virtual. The editors write, exchange, and edit copy on laptops, then upload files to and download completed layouts from the design firm's online portal. The final files are transmitted electronically to our printer, and we view the pages online to approve them. No part of any issue has to exist in physical form until the magazine is printed and mailed—and even then, some readers never see a hard copy at all, choosing to read content on our site or in PDF format.

The publishing industry is only one that's been radically overhauled in recent years, but transformative change is on every horizon. In "Are Business Schools Ready for the Future of Work?" we identify areas where tomorrow's workers will need to excel, including technology, collaboration, creativity, adaptability, relationship building, and lifelong learning. In "Working at the Creative Core," we also hear from the University of South Carolina's Peter Brews, who emphasizes that tomorrow's workers will need to be masterful innovators if they want to do high-value work.

Naturally, the next question is: How can business schools prepare their students to succeed in the tech-heavy, constantly changing, collaborative corporation of the future? One answer comes from Tennessee Tech, whose multidisciplinary maker space brings in students from across campus to complete projects as diverse as 3D fire safety demonstrations and campaigns for the state chamber of commerce. While students gain deep expertise in a variety of skills, they also generate income for the school. "Changing the Dynamic" tells the whole story.

Other business schools are still debating the question in dozens of departmental meetings and international conferences as they strive to educate students for jobs that don't even exist yet. While adaptability has always been a central feature of business, business schools traditionally have been slower to embrace change. But even the brick and mortar of the ivory tower is being digitized through online course delivery and smart classroom tech. The college campus is prepping for the future of the workplace—and that future is here.

A handwritten signature in black ink that reads "Sharon Shinn".

Sharon Shinn
Co-Editor



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calendar

February 8–9

Business Accreditation Seminar

Bangalore, Karnataka, India

Attendees will explore the requirements of AACSB's 2013 accreditation standards, processes leading to initial accreditation, and the importance of continuous quality improvement. The Assurance of Learning seminar will follow on February 10–11.

February 18–19

Leading in the Academic Enterprise: Strategic Thinking and Creative Problem Solving

Tampa, Florida

Facilitated by Jackson Nickerson of Washington University in St. Louis, this seminar is for business school leaders who want to develop stronger communication and strategic thinking skills. Attendees will learn to better identify challenges and opportunities, prioritize fiscal priorities, lead teams, and develop creative solutions for their schools.

March 6–8

B-School Communications & Development Symposium

Washington, D.C.

This event will explore trends and best practices in branding, strategic communications, donor development, and alumni relations. Opening plenary speaker Len Costa of Rooney and Associates will discuss best practices in engaging stakeholders via social media.

April 1–2

Online & Blended Education Seminar

Boston, Massachusetts

This seminar will explore best practices in technology deployment, instructional design, faculty training, and assurance of learning, as well as challenges related to faculty buy-in, intellectual property, and funding. Attendees also will develop a better understanding of challenges students face in online and blended learning environments.



Assessment Conference

Charlotte, North Carolina

#Assessment

Based on the theme "Driving Accountability and Innovation," this conference will provide business schools with frameworks to measure, assess, analyze, and improve their quality assurance efforts. Participants will learn strategies to improve their schools' ability to innovate, adapt, and achieve value and impact through assessment. The Assessment and Applied Assessment seminars will run onsite prior to the conference, March 5–6.

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

April 3–5

AACSB International Conference & Annual Meeting

Boston, Massachusetts

#ICAM2016

Inspired by AACSB's 100th anniversary, ICAM 2016 will emphasize how business schools can meet the expectations of business, produce the next generation of leaders, and achieve more impactful missions. Don Tapscott, senior adviser to the World Economic Forum, will present the keynote speech, "Rethinking the Business School in the Age of Networked Intelligence."

April 18–22

Curriculum Development Series: Globalizing the Business Curriculum (April 18–19) Experiential Learning (April 20) Critical Thinking (April 21–22)

Tampa, Florida

In back-to-back seminars, faculty will have opportunities to develop their teaching in three areas of the curriculum: incorporating global concepts; integrating project-based learning; and encouraging individual inquiry, problem solving, and reflection.

ALSO CONSIDER:

January 19–22

GMAC Leadership Conference

Miami, Florida

This event for academic administrators will explore insights related to leadership practice and instruction. Visit www.gmac.com.

March 16–18

BALAS Annual Conference

Guayaquil, Ecuador

Hosted by the ESPAE Graduate School of Management, this event will follow the theme "From starting up to sustained growth: opportunities and challenges faced by Latin American entrepreneurs." Visit www.balas.org.

March 18

4th Paraguay Economic Forum

Milwaukee, Wisconsin

Hosted by Alverno College, this event will inspire conversations about ways to strengthen cooperation between the United States and Paraguay. Contact carol.pope@alverno.edu.



Chairman and CEO Dan Amos has transformed Aflac into a top brand while infusing an ethos of philanthropy and diversity into the organization. His business acumen and meaningful contributions to society exemplify the character of Terry College alumni. Amos recently chaired the successful *Building Terry* campaign raising \$121M in private support that will help our graduates continue to lead and serve. We are proud that AACSB is honoring Amos as one of its first 100 Influential Leaders.

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Nations could ease the refugee crisis by building more infrastructure to support entrepreneurship.

Startup Solution

COULD ENTREPRENEURSHIP HELP REFUGEES START OVER?

AS EUROPEAN NATIONS CONTINUE to see an influx of hundreds of thousands of refugees fleeing civil war in Syria, one question looms large: Where—and how—will these displaced individuals live? A few will build new lives in other countries, but most could live for years in refugee camps, where existence can be precarious. In a recent paper, two researchers from the U.K.'s Cambridge Judge Business School explore how governments can provide refugees with a better quality of life.

Marlen de la Chaux, a doctoral student, and Helen Haugh, Senior Lecturer of Community Enterprise, suggest that one solution could be especially effective: entrepreneurship. By encouraging entrepreneurship in refugee camps, nations can reduce aid dependency while helping refugees maintain their dignity and lead meaningful lives.

De la Chaux and Haugh cite Kenya's Dadaab, one of the world's largest camps, noting that its refugee enterprises generate close to US\$25 million annually—around \$16 million of which benefits nearby communities. But only a fraction of Dadaab's residents engage in entrepreneurial activity, suggesting a great deal of untapped potential.

The paper outlines three barriers to refugee camp entrepreneurship: a lack of functioning markets, inefficient legal and political

systems, and poor infrastructure. The pair argues that policymakers should acknowledge that refugee camps are often long-term, not temporary, solutions; in fact, the camps often become small cities in themselves. Given that, governments should take steps to design stronger camp infrastructures, connect refugee camp organizers to micro-lenders and innovation hubs that provide business training and seed capital, and outsource work to refugees.

Such efforts, the co-authors write, not only could help reduce camp conflict and resentment between refugees and local citizens, but also could contribute significantly to the local economy.

► **De la Chaux and Haugh presented “Entrepreneurship and Innovation: How Institutional Voids Shape Economic Opportunities in Refugee Camps” at the 2015 Annual Meeting of the Academy of Management in Vancouver, Canada. The paper is available at insight.jbs.cam.ac.uk/assets/Marlen-de-la-Chaux-Entrepreneurship-and-Innovation1.pdf.**

Women Get More Credit for Taking Charge

SOME STUDIES INDICATE that women are often penalized for being assertive in the workplace. However, a recent study finds that, in fact, women actually get *more* credit for taking on team leadership roles than men do.

The study's co-authors include Klodiana Lanaj, an assistant professor of management at the University of Florida's Warrington College of Business in Gainesville, and John Hollenbeck, a professor of management at Michigan State University's Broad College of Business in East Lansing. The pair asked 181 MBA students to complete projects as members of 36 self-managed teams. As a whole, 72 percent of the participants were male, but each team included at least one woman.

Lanaj and Hollenbeck then asked participants to complete three surveys, one before the start of the academic year, one six weeks later, and one four months after that. In the first survey, students answered questions about general personality traits. In the second survey, they rated their teammates' leadership effectiveness in activities such as completing assignments, finding resources outside the team, settling conflicts, and building relationships. Finally, in the third, participants rated their teammates' leadership in terms of emergence (assuming leadership) and effectiveness (organizing and coordinating efforts, getting tasks done, and solving problems).

Participants rated men more highly in leadership emergence, but they rated men and women equally in leadership effectiveness. This result shows that participants more naturally viewed men as leaders, exhibiting a "direct bias against women when it came to leadership emergence," write Lanaj and Hollenbeck. However, when

women exhibited high leadership emergence—by aggressively organizing their teams' efforts, tackling problems, or seeking out necessary resources—they received more credit than men did for similar actions.

Lanaj and Hollenbeck speculate that the reason for this phenomenon could be that "take-charge" women are defying expectations of leadership. By disrupting their teammates' male-leaning biases, their effective leadership makes a bigger impression and attracts more positive attention.

However, Lanaj and Hollenbeck found that such "expectancy violation" did not have the same effect for men whose activities fell outside the male norm for leadership, such as exhibiting social skills. "Helpful though they may be, social skills apparently don't get individuals of either gender thought of as leaders" says Lanaj.

Lanaj references Sheryl Sandberg's book *Lean In*, which advises women to be more assertive in their careers. "Women not only gain by leaning in, but gain disproportionately compared to male colleagues," she says. "In effect, they enjoy a bonus for leaning in."

Lanaj admits that women still can be penalized for assertiveness, particularly when it seems to be in their self-interest. But this study shows that when women are assertive in the service of a team, they can make a strong positive impression on their teammates. That knowledge might not erase bias in the workplace, Lanaj says, but it could help women take steps toward assuming leadership roles in their organizations.

"Leadership Over-Emergence in Self-Managing Teams: The Role of Gender and Countervailing Biases" appears in the October 2015 issue of the *Academy of Management Journal*.



It's Disgusting—Until You Know the Costs

WHAT CAN TURN A “repugnant market”—an area of commerce that people find morally objectionable—into an acceptable one? In the case of selling human organs, it might be the availability of information that explains the advantages of such sales.

Three professors have studied the factors that might make people abandon their moral objections to organ selling, as well as other transactions in repugnant markets. They include Mario Macis, an assistant professor at the Johns Hopkins Carey Business School in Baltimore, Maryland; Julio Elias, a professor of economics at Universidad del CEMA in Buenos Aires, Argentina; and Nicola Lacetera, an associate professor of strategic management at the University of Toronto’s Rotman School of Management in Ontario.

“People may find the sale of organs less offensive after they have considered data about factors such as waiting lists, those who die while waiting for a transplant, and the savings in long-term medical care that can result from transplants,” Macis explains in the Carey School’s *Changing Business* journal.

The researchers conducted an online

survey of about 3,400 U.S. residents. Members of a control group were asked whether they would approve of payments for organs. Just under 52 percent said yes. The same question was posed to members of a second group after they read a 500-word text about the social and economic consequences of the U.S. organ shortage. Of this group, more than 71 percent said they would approve of organ sales.

“This told us that some people’s moral beliefs can be changed by evidence. Their attitudes don’t necessarily reflect immutable values,” says Macis.

The paper calls attention to the shortage of organs, mostly kidneys, available for transplant: While 120,000 people in the U.S. are on waiting lists for organs, only 29,000 transplants are performed every year, and 10,000 people die or become too ill for an operation. The authors cite other researchers who have projected that a compensation of US\$15,000 to \$30,000 could stimulate enough sales to bridge the gap between the low supply of organs and the high demand. Additional-

ly, patients who receive new kidneys save about \$250,000 in dialysis treatments. While most organs are donated by the patient’s family members, Macis says, “having a system of payments for organs from unrelated people could dramatically increase the supply.”

The researchers plan at least two follow-up studies. One would examine whether those who find organ sales objectionable might be influenced by emotion and poignancy—for

instance, if they view videos about a candidate waiting for transplant or an impoverished person hoping to raise cash. Another study would focus on why nearly 30 percent of the people still opposed organ sales after reading information about the impact of organ shortages.

The co-authors presented their findings at the annual meeting of the American Economic Association last January in Boston. The paper, “Sacred Values? The Effect of Information on Attitudes toward Payments for Human Organs,” was published in May 2015 in the *American Economic Review*.

“Some people's moral beliefs can be changed by evidence.”

EMBA STUDENT PROFILE

AVERAGE AGE IS

37.8

27.6%
ARE WOMEN



AVERAGE NUMBER OF YEARS
OF PROFESSIONAL EXPERIENCE

13.9



41% RECEIVE NO EMPLOYER FUNDING
LESS THAN 25% RECEIVE FULL SPONSORSHIPS

EMBA PROGRAMS

50% PROVIDE SCHOLARSHIPS
OR FELLOWSHIPS

ALMOST 50% OFFER CURRICULAR
CONCENTRATIONS (SUCH AS FINANCE,
GLOBAL BUSINESS, ENTREPRENEURSHIP)

9% HAVE AN INDUSTRY FOCUS
(TOP FIELD: HEALTHCARE)



ALMOST

66%

FEATURE AN
INTERNATIONAL
TRIP

Source: The 2015 Membership Program Survey conducted by the Executive MBA Council. Visit www.embac.org.

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Gender Bender at the Top

WHEN THE NEW CEO isn't the same gender as the previous one, the CEO succession process is even more disruptive and company performance can suffer. This dynamic increases the likelihood that the new CEO will make an early exit. That's the conclusion of a new study conducted by Yan "Anthea" Zhang, the Fayed Sarofim Vanguard Professor of Strategic Management at Rice University's Jones Graduate School of Business in Houston,

Texas, and Hongyan Qu, an assistant professor at the Central University of Finance and Economics in Beijing, China.

The co-authors studied 3,320 CEO successions in companies listed on China's Shanghai and Shenzhen stock exchanges from 1997 to 2010. They found that companies tend to have lower post-succession performance when women follow men as CEOs than when the new CEO is the same gender as the

previous one. They also found that both male-to-female succession and female-to-male succession increase the likelihood of the successor's early departure.

Because most CEOs are men, the gender change at the top is most likely to be male to female, Zhang notes. "In order to avoid disruption associated with gender change, companies tend to stick to the status quo—that is, they appoint a male successor," she says. "Therefore, companies' tendencies to avoid such a disruption at least partially contribute to the persistence in gender inequality in corporate leadership positions."

Zhang and Qu identified ways to minimize disruption when women follow men as CEOs. For instance, having women on the board and in top management can make it less likely that a female CEO will make an early departure. Also, it is less disruptive to hire female candidates internally than to do so externally. "These contextual factors emphasize the importance of grooming female corporate leadership within companies," Zhang says.

"The Impact of CEO Succession with Gender Change on Firm Performance and Successor Early Departure: Evidence from China's Publicly Listed Companies in 1997-2010" is forthcoming in the *Academy of Management Journal*.

THE ROI ON IMPACT INVESTING

Do investors have to settle for lower returns as a tradeoff for investing in portfolios that make a social impact? Maybe not, according to "Great Expectations: Mission Preservation and Financial Performance in Impact Investments," a new report from the Wharton School of the University of Pennsylvania in Philadelphia.

The study examines two of the most important aspects of impact investing—fi-

ancial returns and long-term impact. It was supervised by finance professors David Musto and Chris Geczy; authored by the Wharton Social Impact Initiative (WSII); and supported by the Skopos Impact Fund, a global impact investment fund, and EMPEA, a nonprofit for private capital in emerging markets.

Musto and Geczy evaluated the financial performance of 53 impact investing private equity funds, representing 557 individu-

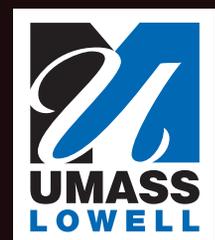
al investments, relative to public market indices such as the Russell 2000. They determined that the segment of impact funds in this sample that reported seeking market-rate returns achieved results comparable to market indices. The goal, says Geczy, was to examine "the tension between profits and purpose." WSII researchers intend to continue the project for the foreseeable future.



WHERE ENTREPRENEURIAL SENSE MEETS TECH SAVVY

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The Difference a Daughter Makes

ACCORDING TO A NEW STUDY of nearly 400 of the largest U.S. firms, those led by CEOs with daughters allocate 13.4 percent more of their net profits—or about US\$60 million—to corporate social responsibility (CSR) efforts than those with CEOs who do not have daughters. This outcome held true regardless of whether the CEOs were male or female, according to Henrik Cronqvist of the University of Miami School of Business Administration in Florida and Frank Yu of China European International Business School in Shanghai.

The co-authors note that previous research has shown that firms with female CEOs often implement more CSR initiatives than those with male CEOs. In this study, Cronqvist and Yu found that male CEOs with daughters were 31.8 percent more likely to make CSR decisions similar to those made by female CEOs. Conversely, firms whose leadership transitioned from CEOs with daughters to those without experienced an average 9.4 percent decrease in CSR initiatives. Cronqvist and Yu also found that CEOs with daughters were nicer to their employees and more likely to offer diversity-supporting benefits such as childcare, flextime, and profit sharing.

“Parents shape their children by instilling certain values in them, but we find the opposite is in fact at least as important: Children shape their parents’ beliefs and preferences, and this has real implications for decision-making,” the co-authors write. “A male CEO with a daughter may acquire an identity...more aligned with female values.”

► **The working paper “Shaped by Their Daughters: Executives, Female Socialization, and Corporate Social Responsibility” is available at ssrn.com/abstract=2618358.**

Greenwash Backlash

Late last year, the news broke that Volkswagen had programmed the software in 11 million of its vehicles to give false readings in government emissions tests. During its independent tests of European diesel cars, West Virginia’s International Council on Clean Transportation (ICCT) had discovered that once the tests were over, VW’s vehicles emitted nitrogen oxide at levels far exceeding allowable standards.

The deception, while extreme, represents a trend among companies to make misleading claims about their environmentally responsible practices, say Pascual Berrone, associate professor of strategic management at the IESE Business School in Madrid, Spain; Andrea Fosfuri, professor of management and technology at Università Bocconi in Milan, Italy; and Liliana Gelabert, assistant professor of economics at IE Business School in Madrid.

To determine whether such “greenwashing” can ever benefit a company under any circumstance, the group analyzed more than 1,500 articles in *The Wall Street Journal* from 1997 to 2015 about 326 public U.S. firms. They found that when companies touted actions such as garnering environmental patents and obtaining environmental trademarks, they increased their “environmental legitimacy” in the public eye.

The problem? Too many independent watchdog groups and nongovernmental organizations—such as the ICCT—are looking for firms that employ greenwashing tactics. The authors conclude that the negative publicity, lost goodwill, legal consequences, and other fallout after wrongdoing comes to light make any such deception far too costly to be worthwhile—as Volkswagen has discovered all too well.

The research paper “Does Greenwashing Pay Off? Understanding the Relationship Between Environmental Actions and Environmental Legitimacy” was published online on August 19, 2015, by the Journal of Business Ethics.





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Texas A&M's Mays Business School is pleased to announce our new dean, Dr. Eli Jones. Dr. Jones' return is a homecoming for the three-time alumnus, having earned his bachelor's in journalism at Texas A&M and his MBA and Ph.D. in marketing at Mays.

Dr. Jones is joined at Mays by 10 new faculty members with doctorates from other top institutions, including the University of Michigan, Duke, INSEAD, Stanford, the

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Food for Thought

CONSUMERS DOWNLOAD SMARTPHONE APPS developed by grocery retailers for two basic reasons: savings and convenience. But to maintain high digital customer retention rates, grocery apps must keep customers engaged, as well as earn their trust.

These are among the findings from a year-three Peck Fellowship research report carried out by Nancy M. Childs, Gerald E. Peck Fellow and professor of food marketing at Saint Joseph's University in Philadelphia, Pennsylvania, and the Food Marketing Institute, the association that represents grocery stores in the U.S. "Consumer Perspectives on Grocery Apps and Digital Trust: Retailer Opportunities for Maximizing Differentiation and Success" focused on how grocery retailers can build digital trust with consumers.

Childs found that active grocery app users are not overly concerned about privacy; because of "ubiquitous sharing of personal data on social media, they accept that digital sharing is a common practice." They're also more willing to share data with retailers if they think they will gain something in return—such as shopping convenience or savings—and they appreciate when retailers are transparent about how their data is used.



"Digital trust is key," says Childs. "The more consumers feel they are in control of their data, the more generous they are with information, and the more they are locked into an app for sales. The level of digital trust consumers have with apps will be a meaningful differentiation when they're choosing grocery apps."

Spirituality and Business

Higher levels of spiritual capital—the motivation and work ethic people get from a relationship with God—have positive effects on business success and employment in developing countries, according to a new study. Its authors include Mitchell Neubert, a management professor at Baylor University's Hankamer School of Business in Waco, Texas; Steven Bradley, an associate professor of entrepreneurship at Baylor; Retno Ardianti, a member of the management faculty at Petra Christian University in Surabaya, East Java, Indonesia; and Edward Simiyu, a lecturer in the entrepreneurship and procurements department at Jomo Kenyatta University of Agriculture and Technology in Nairobi, Kenya.

The researchers surveyed groups of people in Nairobi and Surabaya who had received microfinance loans to start businesses such as vegetable stands, bike repair

shops, and small farms. After accounting for financial, human, social, and psychological capital, researchers measured spiritual capital by asking participants to report how close they felt to God or Allah. They also asked participants to use a seven-point scale to measure their responses to statements such as "I feel the presence of God or Allah in my relationships" and "I feel a deep sense of responsibility to reduce pain and suffering in the world."

Researchers analyzed 114 surveys from Kenya and 168 from Indonesia on measures such as total sales, number of employees, and level of innovation. They found that a one-unit increase on the spiritual capital scale led to a 39.7 percent average increase in sales and a 31.3 percent increase in employment. They speculate that people view these businesses as more trustworthy because the owners are living out their faiths.

"More people want to work with them. They're getting more sales. They're having the confidence to try new things and venture out," says Neubert. "In developing countries where the rule of law—contracts and enforcement of appropriate business behavior—is limited, you need other informal indicators of who can be trusted."

The study finds that people with more spiritual capital were also more innovative. Says Neubert, "A stronger perceived relationship with God, and its influence on how you treat others, may be a source of greater...confidence in implementing new ideas and a heightened awareness of customers' needs that leads to acting innovatively."

► **The study is forthcoming in *Entrepreneurship Theory and Practice* and appears online at onlinelibrary.wiley.com/doi/10.1111/etap.12172/abstract.**

new projects

REWARDING RISKY RESEARCH

As problems get more complex, so should the research that sets out to solve them—a reality that has inspired two new research funding projects.

In November, **Amazon** announced the launch of its Amazon Catalyst program, which will “identify, fund, and support bold, risky, globally impactful” research projects conducted by members of select university communities, according to the project’s website. The company chose the University of Washington in Seattle as its first Amazon Catalyst partner; selection and funding activity will be coordinated through CoMotion, UW’s innovation hub. The company notes that it chose UW because of its size and its proximity to an ecosystem for entrepreneurship, innovation, and startup activity.

Catalyst’s goal, the company explains, is “to expand the field of exploration to all areas of study in the university, including the humanities, social sciences, liberal [arts,] and practical arts. We aim to fund bold, disruptive ideas even at the conceptual stage...too early for venture capital funding and too unconventional to fit within the lower-risk model of federal research funding.” All students, faculty, and staff at UW’s three campuses are eligible to apply for funding. Amazon Catalyst plans to add more universities to the program in the future. *Visit catalyst.amazon.com.*

In a similar university-based initiative, the **Massachusetts Institute of Technology** in Cambridge and **Imperial College London** in the United Kingdom have jointly invested US\$300,000 to create the MIT-Imperial College London Seed Fund, which will kick-start risky early-stage research ideas by funding activities such as small-scale experiments, prototype development, and travel. If the fund succeeds, both schools plan to increase their financial support. Says Maggie Dallman, Imperial’s associate provost of academic partner-

ships, “Sometimes very modest sums can make all the difference in helping ambitious and even risky ideas to take off.”

DIGITAL ADVANTAGES

The **Online Learning Consortium** (OLC) of Newburyport, Massachusetts, has received a US\$2.5 million grant from the Bill and Melinda Gates Foundation to speed adoption of digital courseware solutions among higher education institutions and faculty to advance student success, particularly among those from disadvantaged backgrounds. The grant will support the OLC Digital Learning Innovation Prize, a competition that recognizes institutions and faculty for effective use of digital tools to serve underserved student populations, as well as the expansion of its OLC Quality Scorecard

suite, which helps institutions evaluate the effectiveness of their online programs and their adoption of digital courseware. *Visit onlinelearningconsortium.org.*

THE ART OF STARTUPS

The Ewing Marion Kauffmann Foundation has awarded a US\$150,000 grant to the **University of Tampa** in Florida to identify factors that drive entrepreneurship in the Tampa Bay region and provide research on what makes regional entrepreneurship thrive—including the influence of local universities. Says Yasuyuki Motoyama, the foundation’s director of research and policy, the study will shed more light on what the term “entrepreneurship ecosystem” really means, as well as on public policy decisions that remove barriers for startups. **D**

WATER AND EMPATHY

As water becomes an increasingly precious commodity, people and nations will compete to control it. Ajay Vinze, associate vice provost for graduate education and associate dean for international programs at the W.P. Carey School of Business at **Arizona State University** in Tempe, has received a three-year US\$449,000 grant from the National Science Foundation to study how people collaborate on the complex decisions concerning national resources.

Vinze and five other ASU faculty will explore whether people can be coaxed into relinquishing power for the greater good. Says Vinze, “Little is currently known about how to promote empathy and collaboration in the context of natural resource dilemmas,” particularly via digital communications like email.

Using water policy as a context, the researchers are running experiments to explore what conditions lead to success or failure in collaborative approaches. The digital platform for the experiment was created by Vinze, who studies the effects of technology on humans, and Erik Johnston, an associate professor in the School of Public Affairs and director of the Center for Policy Informatics. They paired the platform with WaterSim, a tool created by the Decision Center for a Desert City to estimate water supply and demand for the Phoenix metropolitan area.

About 300 students have taken part in the study so far and about 500 more will do so. Participants interact individually or on teams as researchers change aspects of their role-playing to see what promotes empathy, and the simulator allows participants to see the consequences of their decisions. Vinze hopes the research will help policymakers understand the role of empathy in complex decisional settings.

There's no time like the present for the business curriculum to address changes in four fundamental areas of business.

ARE YOU READY FOR THE FUTURE OF WORK?

BY TRICIA BISOUX

ILLUSTRATION BY PATRICK GEORGE



IMAGINE THAT IT'S MAY 2025, and a new crop of business school graduates is entering the workforce. What kinds of experiences will these graduates need to find jobs in their fields? What skills will employers value most? And how will their careers be different from those of graduates today?

We asked three individuals with their eyes on the future to highlight the biggest changes they see ahead for business. They include Jeanne Meister, a founding partner of the consulting firm Future Workplace and co-author of *The 2020 Workplace: How Innovative Companies Attract, Develop, and Keep Tomorrow's Employees Today*, and Karie Willyerd, a workplace futurist for SAP and co-author of both *The 2020 Workplace* with Meister and *Stretch: How to Future-Proof Yourself in Tomorrow's Workplace*. We also spoke to David Krackhardt, professor of organizations and co-director of the Center for the Future of Work at Carnegie Mellon University in Pittsburgh, Pennsylvania.

Their predictions coalesce around four primary areas. Let's call them "the four T's": training, time, technology, and teams. According to these experts, educational providers who address the needs of business in these quickly evolving areas will stay relevant and ready for the future of work.



75%

of the workforce
will be millennials
in 2025

TRAINING

FUTURE WORKERS NEED MORE OF IT TO STAY UP-TO-DATE.

What's one of the biggest concerns for today's employees? That their skills will become obsolete, according to a survey conducted by SAP. "And yet companies cannot keep up with the need for training to meet today's needs, let alone future needs," says Willyerd. In the future, more employees will take charge of their own training needs, so they can stay current with the latest thinking, technologies, tools, and emerging fields.

The growing demand for just-in-time, brief, and highly focused learning opportunities represents "a huge opportunity for providers," says Willyerd. She sees the possibility for more subscription-based models of learning, which would allow practitioners to access webinars and in-person discussions throughout the year to catch up on their industries.

TIME

FUTURE WORKERS WILL HAVE EVEN LESS OF IT TO SPARE.

People will be looking for ways to do everything more efficiently, which means they'll be looking for educational options that are more easily accessible, are more focused on their current needs, and take less time to complete. Meister sees three primary trends reshaping workplace training: the explosion of online videos, the increased sophistication of digital assistants, and the rise of the millennial generation.

People have become very accustomed to seeking out online videos to learn everything from how to cook to how to play guitar, so it will be a natural progression for them to turn to short videos to master more complex learning, says Meister. As an example, she points to the growing popularity of MOOCs, which heavily feature video instruction supplemented by group discussion and other materials. "MOOCs just came out three years ago, and already 24 million people have taken

one," she says. "At first, MOOCs focused on technical training and computer science, but now we're seeing more MOOCs on topics like leadership development and emotional intelligence—topics that have been the bread and butter for business schools."

And as smartphone-based digital assistants like Apple's Siri and Microsoft's Cortana become more capable, Meister believes that people will evolve quickly from saying "Find me the best restaurants within two blocks" to "Show me a list of MOOCs on leadership."

The previous two trends will be reinforced by the third—the increasing influence of the millennial generation, whose expectations will have significant impact on the workplace, especially on the ways people learn, says Meister. By 2020, millennials will make up 50 percent of the U.S. workforce; by 2025, that number will be 75 percent. Millennials will be a primary target for anytime-anywhere learning, but they'll want to engage in meaningful social interactions in the process, Meister predicts. "In the future, they'll want to access education in ways that are more like a consumer experience, and they'll increasingly expect more choices."

In recent interviews that Future Workplace conducted with 220 heads of human resources and corporate learning, "44 percent said they had initiatives underway either to curate existing MOOCs or create custom company MOOCs for their organizations," says Meister. "They planned to give their workers access to all the high-quality learning that's out there." That means that companies could shift more of their training budgets from formal degree and executive education programs to self-directed "microlearning" based on MOOCs, TED Talks, and podcasts.

"In a few years, I see half of all executive education programs going out of business," warns Meister, unless business schools tap into the demand for shorter-term and more consumer-oriented online training options.

TECHNOLOGY

FUTURE WORKERS WILL NEED TO KNOW MORE ABOUT IT, EVEN IF THEY'RE NOT IN TECH FIELDS.

Digital technology, social media, and big data will reign supreme in the future workplace, driving how people communicate, collaborate, and understand their markets. But the fast pace of technological advancement in the last ten years is only going to accelerate. "Technology is changing more quickly than managers can keep up with," says Krackhardt. "They will have to bring in talented workers who aren't just familiar with new technology—they also will have to know how to integrate new technologies into the organization."

The most successful workers in all fields will have learned a coding language and the basis of technology platforms. With this training, Krackhardt says, managers will know when new technologies and innovations make sense and how to implement these tools effectively. Those they manage might not know what the latest technology is, but when presented with new options, they'll have the technical skills to understand them.

Meister reinforces the need for the educational market to address the "digital skills gap." "Companies invest millions of dollars into new technology for people to use, but not enough in training them to use it," says Meister. "Workers are asking for help to become more proficient in their digital skills." She points to a 2014 Harris Interactive poll conducted for Grovo, a training solution company. In the poll, only one in ten workers believed they were "very proficient" with the digital tools they had to use every day for their jobs, while 58 percent noted that they would welcome additional technological training.

Willyerd agrees that future workers will need to be more computer savvy. "Companies will have systems running all kinds of programs and producing all kinds of data, but they'll still need to rely on people who can ask good questions."



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Jobs at Risk, Jobs to Watch

Many researchers are focusing their studies on predicting which occupations that exist today will be gone by mid-century. In fact, up to 47 percent of jobs in the U.S. could succumb to automation, according to the University of Oxford's Carl Frey and Michael Osborne in their September 2013 study "The Future of Employment: How Susceptible Are Jobs to Computerisation?" After studying employment trends in 702 occupations, they identified those at highest risk of being rendered obsolete by advances in artificial intelligence and robotics. These include jobs requiring the lowest levels of tactile dexterity, social intelligence, and creative intelligence, such as those in legal services, transportation and logistics, and production. Executive assistants also could become less necessary as electronic assistants like Apple's Siri grow more sophisticated.

In addition, Frey and Osborne identify industries that are likely to evolve to require higher and higher levels of technical skill, including coding and cybersecurity, as well as those that rely heavily on creativity and emotional intelligence, such as the arts, healthcare, and management. Frey and Osborne predict that companies in these industries will still prefer humans over machines. However, to stay employable, they conclude, workers in any industry will need to seek out training that focuses on these crucial 21st-century capabilities.

► The study is available at www.oxfordmartin.ox.ac.uk/downloads/academic/The_Future_of_Employment.pdf.

TEAMS

FUTURE WORKERS WILL NEED TO WORK EFFECTIVELY ACROSS TIME ZONES, CULTURES, AND PERSPECTIVES.

Team-based collaboration is the "T" that could shape the future workplace the most. From Skype and social media to telepresence and collaborative platforms, technology has closed the distance between workers, whether they're in different offices or different countries. Today's digital natives will have to develop skills in coordinating workflow and appreciating differences. "Ten years ago, people needed to develop a global mindset to run an office in Brazil," says Meister. "Future corporations will be building multicultural workforces, and workers will need to understand the cultures of everyone they work with. A strong global perspective will be as core a skill as leadership development is today."

Krackhardt reiterates the point that global and technological understanding will go hand in hand. "Because technology is making it easier for us to work internationally, we can connect with people from different time zones more easily," he says. "The technological side and the international side will be dominant themes for the future workplace."

However, even though—or perhaps because—virtual teams will be more prevalent, face-to-face interactions will become even more important, Krackhardt emphasizes. He refers to the long-established "law of propinquity," which states that the farther away people are from each other, the less likely it is that they will interact. Even with email, social media, and web conferencing, he says, people don't work well together unless they trust one another—and they won't trust one another unless they develop personal, face-to-face relationships.

As one example, he refers to Francisco D'Souza, CEO of Cognizant, which funds Carnegie Mellon's Center for the Future of Work. Each month D'Souza requires all of his vice presidents to fly to

Frankfurt, Germany, to meet in person. "The irony is that Cognizant designs technology so companies don't have to do this!" says Krackhardt. "When I asked him why, he said, 'Because I really need

47% of jobs in the U.S. could succumb to automation

their attention for the whole weekend."

He stresses the need for managers to learn how to balance the virtual and face-to-face effectively, because "relationships can be enhanced by technology, but they cannot be replaced by technology."

TAKEAWAYS

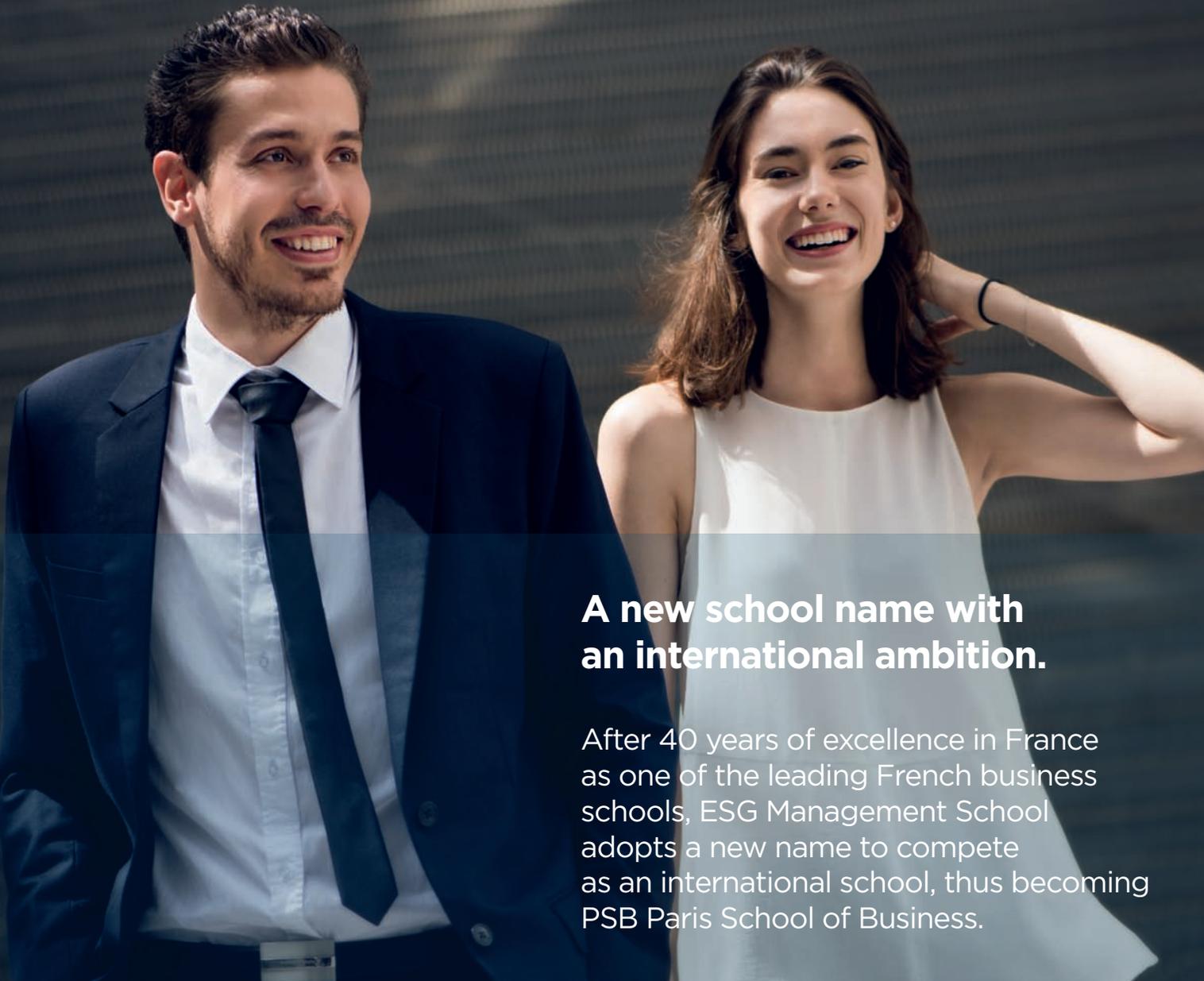
Krackhardt, Meister, and Willyerd agree that as the workplace continues to evolve, the areas of training, time, technology, and teams will represent great opportunities for educational providers.

"The problem is that business schools are still focused on longer degree and certificate programs," Willyerd says. "They plan their curricula to meet current business needs, but by the time they put their new curricula into place, the economy already has shifted."

These experts stress that if business schools are to help workers stay up-to-date, they'll need to adapt their curricula to offer more flexible and accessible learning options, which can be more easily updated to stay responsive to industry. They will need to provide their students more opportunities—and even requirements—to pursue international study, take IT courses, and participate in project-based learning. Most important, business schools need to start preparing for the future today. Because in five or ten years, it just might be too late. ■

Turn the page to read how three business schools have made strides in integrating the future realities of business into their programs today.

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CHANGING DYNAMIC THE

How business schools are bringing the future of work into today's curricula. **BY TRICIA BISOUX** ILLUSTRATION BY PATRICK GEORGE

IT'S NO SMALL TASK for business schools to rethink their programs in ways that serve the future needs of business. Such an effort can entail training faculty in new pedagogical approaches, building academic cultures based on innovation, and making students more responsible for their own learning—in short, making bold leaps into deeply unfamiliar territory for higher education. Here, we feature three business schools that have taken on this challenge with initiatives that reflect both the new realities that await business graduates in their future careers and the new directions that lie ahead for business education.



Students work in the library and computer lab at BI Norwegian Business School.

ENGAGING WITH A DIGITAL CURRICULUM

BI NORWEGIAN BUSINESS SCHOOL ADOPTS A CAMPUSWIDE DIGITAL STRATEGY TO ENSURE ITS STUDENTS LEARN IN THE SAME WAY BUSINESS WILL WORK.



As digital technology plays a larger role in the future workplace, business schools will need to make digital media a larger part of their curricula.

That idea is behind an initiative at BI Norwegian Business School in Oslo. In 2012, the school set an ambitious goal—to have its entire faculty embrace digital technology and blended learning pedagogies. As a first step of what it calls the BI 2020 initiative, BI and its faculty identified three trends that would drive the school's transformation. The first is employers' growing demand for flexible, "just-in-time" training for their workers. The second is the need to engage students more fully in the educational process.

The last is the growth in the market for MOOCs and other online certificate programs. As MOOCs become more sophisticated, faculty predict a future where students curate their own online programs to include courses taught by prominent professors from different schools. In this scenario, educational providers will form international networks in which they share content with each other's students, allowing each school to focus on its strengths. BI's faculty believe it will be important for the school to establish its place in this market by bolstering its online presence.

With these trends in mind, BI first focused on faculty training, creating workshops on blended learning, flipped classrooms, video production, and assessment in online environments. Its instructional trainers now follow up with faculty throughout the semester as they apply new pedagogies in their courses. Last fall, the school funded eight faculty members' attendance at an online education conference in Germany.

BI also encourages its faculty to design customized courses to fill educational niches for particular businesses and industries, as well as co-teach courses with professors from other disciplines and institutions. For instance, lecturers at BI and the Hamburg School of Business in Germany now co-teach a course on shipping management, bringing students together using streaming technologies and Adobe Connect.

As part of the school's vision, BI's faculty hope one day to offer students opportunities to create their own educational paths by selecting online courses from a curated portfolio, including courses at BI and MOOCs from other schools, and perhaps even digital certification modules to document when students have mastered particular skills.

Since the launch of BI 2020, the school has invited students and faculty to propose ideas to pilot in its new

blended learning environments. Over the last three years, approximately 70 ideas have been piloted with the support of school funding. These include the launch of a research study of student behavior in digital learning environments, the use of the gaming platform Kahoot to motivate students during lectures, and the creation of podcast study guides to help students through tough materials.

In one pilot, instructor Anton Diachenko, then a doctoral candidate, created a semesterlong in-class case competition to encourage more student participation in his large introductory strategy course. Competing in 55 teams of three, students went online before each lecture to read a short case and complete a multiple-choice quiz based on its content. Teams accumulated points based on their collective quiz results, and the eight teams with the best results took ten minutes at the start of class to prepare short presentations of the case. The other students selected a winning team based on how much they learned from its presentation. "They were really motivated, and we could see the difference in the class," says Diachenko. "They weren't just sitting and listening, but they were active participants in the process."

The school promotes widespread adoption of the most successful pilots through the LearningLab, a center that helps students and faculty succeed in blended learning environments. For instance, it began holding "LearningLab Invites," a regular event where faculty give presentations on their experiments with new pedagogies. (See Diachenko's presentation about his pilot here: www.bi.no/forskning/learninglab/bi2020/pilotprogram/pilotprosjekter-2013/new-ways-of-case-teaching-in-a-big-class/.) BI 2020 has inspired faculty to create a culture based on the sharing of ideas, where success stories spread quickly, says Anne Berit Swanberg, LearningLab's director.

Because the BI 2020 initiative relies on the ongoing creation of new digital

course materials, administrators recently created and approved a Policy for Copyrights, which addresses the copyright issues related to the digital workbooks, videos, and other online learning materials that faculty and students are creating. “We have developed a contract with our professors, in which BI has the right to use the digital resources they create, but the teacher owns the materials and may edit and refine them,” Swanberg explains. The school still is working out its approach to faculty teaching loads and its faculty compensation policy for the creation, use, reuse, and sharing of learning resources.

Adopting a more digitally driven curriculum has been more difficult for some faculty than for others, Swanberg notes. “But by offering training in new ways of teaching and using digital learning resources, we are developing a common language for teaching and learning in a digital age. Our culture is slowly changing.”

BI’s administrators knew that BI 2020 represented a dramatic change for faculty, but they wanted the school’s transition to digital learning environments to be the responsibility of every faculty member. As BI faculty note in their report explaining their digitalization plan to the school’s board, campuswide investments in new technology and teaching methods ensure that these crucial developments are adopted by all faculty, not just a few passionate early adopters.

The time when the majority of business professors can avoid using new digital classroom technologies is quickly passing, faculty emphasize. “The age of the ‘enthusiast,’” they write, “is forgone.”

► [Read the faculty’s report “BI 2020: New Ways of Teaching and Learning” at www.bi.edu/ForeleserportalFiles/Nedlastingfiler/BI2020_engelsk.pdf.](http://www.bi.edu/ForeleserportalFiles/Nedlastingfiler/BI2020_engelsk.pdf)

GAMING THE FUTURE

GRENOBLE ECOLE DE MANAGEMENT INFUSES SERIOUS GAMES THROUGHOUT ITS CURRICULUM.



Because of their power to engage, educate, and entertain, serious games have gotten serious attention in business.

Gamification is quickly becoming a mainstay of recruitment, training, and marketing in the workplace, says H el ene Michel, professor at Grenoble Ecole de Management in France. She points to cosmetic company L’Or el, which uses its game “Reveal” to introduce job candidates to opportunities at the company. She also references tire company Michelin, which uses “Mission Antitrust” to train its sales force in appropriate behaviors, in the aftermath of running afoul of antitrust laws; the company now is licensing the game to other firms. “Because these games are now part of business life,” Michel says, “we need to train our future graduates to be familiar with these tools.”

Michel, who has studied this topic since 2003, defines a serious game as any game—either digital or analog—designed for a purpose beyond entertainment. Under Michel’s direction, Grenoble has spent three years incorporating serious games into its curriculum, marketing, and recruitment. “We call this the ‘Playground project,’” says Michel. “We expect to use games as a new playground and lever for innovation.”

This project has led the school to add several new elements to its programs:

A branded game portfolio. Grenoble has developed a line of serious games for innovation and technology under the brand GEMinGame. Its portfolio currently includes seven products, ranging from Nanorider, a board game where players develop products and services using one of 42 technological components, to The Mindful Manager, a virtual game where players learn to develop their awareness and decision-making

skills. The portfolio also includes “Game of Deans,” a board game in which players collaborate to develop an innovative product or service for higher education.

“Game master” workshops. Each year, the school trains 20 faculty in serious game design so they can easily use, customize, and even create games for their purposes. When faculty design their own, Michel says, they buy into the strategy more fully.

This realization is based on experience. Early on, says Michel, the school asked faculty to use proprietary games from large companies. But because these games are largely for individual users, students played them in class with their headphones on without engaging with one another. Faculty did not see the value. “We began helping faculty create their own games based on their own research frameworks,” Michel says. “That way, even if a game is not perfect, the teacher is willing to use it.”

Student participation. The school’s next step was to launch game design seminars for students, so they too could understand and interact with games effectively. The students are trained to use ITyStudio, a serious game design and 3-D simulation software platform.

“We realized that the students’ role should not be only as players, but also as designers,” says Michel. Students can choose to create games for their master’s theses, and they often design games as part of their courses. For example, last year, 13 students in Michel’s human resources management course created four games centered around challenges related to intercultural management, such as retaining foreign talent. Michel invited executives to evaluate all four games; they chose “Culture Guru,” which trains staff to manage virtual global meetings, as the best. Soon, the school



Employees' children take part in a serious game design workshop at Grenoble Ecole de Management.

VIRTUAL REALITY, REAL BUSINESS

TENNESSEE TECH GROWS A SMALL MEDIA LAB INTO A FULL-SERVICE, SELF-SUSTAINING INNOVATION BUSINESS.



will sell and market “Culture Guru” under the GEMinGame brand.

“The Playground” lab. This dedicated space is divided into two sections. The first is a small design space with eight stations that walk small student teams through each step of creating a new game, from finding inspiration to selecting packaging. It features whiteboard walls for brainstorming, entertainment-based board games for inspiration, 40 tablets loaded with virtual games, and raw materials for prototyping. The second area is a large demo space where designers can share their working concepts with up to 40 testers at a time. The school also just launched its “Pop Up Game Room,” a mobile version of the Playground that travels to incubators, companies, and other campuses.

The use of games in admissions. Last year, Grenoble began integrating serious games into some of its master’s degree admissions interviews, which turned out to be popular with both students and selection committee members. The school will follow students admitted after their game-based interviews, to compare their progress to that of students admitted via traditional interviews. Next year, the school plans to use its virtual game Smartifacts to evaluate candidates’ innovative thinking. Players are asked to come up with creative solutions to everyday problems people face, such as locking themselves out of their homes.

The school still is studying the effect of serious games on students’ learning outcomes and satisfaction. Michel was surprised that student satisfaction turned out to be one of

the biggest hurdles to clear. “At first, we received comments like, ‘I didn’t spend €10,000 to play with a Rubik’s cube!’ So we changed how we presented serious games,” she says. “We explained that the games were in the curriculum not to make things easier, but to reveal new types of knowledge.”

The school has received around €1 million (just over US\$1 million) in public and private funding to support its serious games strategy—it costs the school about €30,000 (US\$32,200) to create a board game and up to €200,000 (US\$214,800) to create a virtual game. While Grenoble hasn’t yet seen a direct ROI, Michel says that the indirect ROI has been significant: The school has built its brand, differentiated its programs, and landed contracts for customized corporate training. It expects to generate revenue once it starts selling its serious games online and in bookstores next year.

For Grenoble, serious games have become a way to “interact with people who are too busy, too disengaged, or not interested,” says Michel. “It’s easier to invite executives to a game design session than to a board meeting.”

More important, by teaching students to be game masters—to collaborate and find innovative solutions to problems—the school is encouraging students to dream bigger for their own future careers. “We expect our students to become rule changers,” says Michel, “not just in game design but also in their business lives.”

▶ **To see student Laure Dousett give a tour of the Playground, visit www.youtube.com/watch?v=jqXG9_IXUNs.**

If there’s one word futurists believe will define the workplace of tomorrow, it’s “innovation.”

But how can business schools turn students into innovators? At Tennessee Technological University in Cookeville, one important strategy is now iCube, where students are paid to tackle real business projects as part of multidisciplinary teams. iCube began 25 years ago as a small technology and design center within TTU’s College of Business. “We started getting involved in economic development, public policy campaigns, traffic safety marketing, and environmental sustainability projects in the region,” says iCube director Kevin Liska. “Now, we have the opportunity to move into the virtual reality space.”

Housed in a 12,000-square-foot space on the third floor of TTU’s library, iCube—whose name stands for “imagine, inspire, and innovate”—is a full-blown idea factory where interdisciplinary teams of students complete projects for real-world firms. The lab features three spaces: a meeting and brainstorming area; an immersive virtual reality (VR) studio equipped with a VisCube CAVE projection VR display system, Oculus Rift 3-D headsets, and 360-degree and 3-D video cameras; and a maker space with 3-D printers and prototyping machines. It employs 14 full-time staff who market the center and manage projects, as well as approximately 30 paid student interns. The students, who come from all disciplines, cycle through iCube internships as projects demand. They apply for these positions as they would for any job, and they work on these projects outside their usual coursework.

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The center attracts grant money to fund faculty projects and staff salaries and benefits, but client projects represent its main source of revenue. The center charges anywhere from US\$50,000 for a straightforward marketing campaign up to \$500,000 to design VR experiences. Last year, iCube projects for regional organizations generated nearly US\$1.6 million in revenue; those revenues stay with the center, making it self-sustaining.

To date, students have completed high-profile projects for nonprofits, for-profits, and government agencies. Here's just a sampling:

- In a project for the Tennessee Aquarium, MBA students created a campaign to promote its new electric eel exhibit, based on the novel idea to give the eel his own Twitter account. In the eel's tank, they placed a microphone that detects the sound of the eel's electrical charge. Each time the eel produces 800 volts or more, a computer program randomly selects a message from a database and tweets it from the Twitter account @EelectricMiguel.

- In a larger project for the aquarium, an interdisciplinary team comprising students from the MBA program and marketing, accounting, computer science, education, and environmental studies departments created the "River Ecosystem Conservation VR experience." In it, players immerse themselves

in a river to see the effects of pollution on aquatic life; they can jump out of the river to remove the source of pollution and return to see how quickly the river returns to normal.

- Most recently, iCube students created a VR game for the Detroit-based nonprofit Lightweight Innovations for Tomorrow (LIFT), a consortium that promotes technological advancement in manufacturing. Because automobile manufacturing faces a worker shortage, LIFT asked iCube to design a VR game that would pique students' interest in working in that industry. In response, an iCube team created "LIFT Assembly Line," which immerses players in a virtual, 3-D automobile manufacturing plant where they compete to see who can build the lightest car that travels the farthest. Groups of eighth-grade students now come to LIFT's headquarters to play the game on eight VR stations. "By 2025, all cars in the U.S. must get 55 miles per gallon, and the only way to achieve that is if they weigh half as much as they do now," says Liska. "We built this virtual factory to introduce eighth graders to what it's like to work in that environment."

Creating such educational VR experiences has quickly become an iCube specialty. Students currently are working with medical professionals to design VR designs of the human lungs and heart to

raise awareness of the effects of smoking and obesity; with representatives of a Cherokee village site in Tennessee to create a VR experience that will allow people to take 3-D tours of the village as it once was; and with safety officials to create simulations of a home during fires and tornadoes. One student team is working with the state of Alabama on an educational VR project that will allow children to explore the underwater environment of a large dam. The students recently visited the site of the dam project, currently under construction, to take photographs and speak with representatives of Alabama's school system to determine the learning outcomes they would like the VR experience to achieve.

Liska is excited about Google's recent release of Google Cardboard, a device that allows users to turn a smartphone into a VR headset. Costing only about \$20, compared to \$375 for an Oculus Rift headset, Google Cardboard is likely to increase the number of VR projects brought to iCube. Already the lab is working with the university to create a virtual tour of the campus. Then, the school plans to send out TTU-branded Google Cardboard devices to prospective students, so they can use their smartphones to take immersive 3-D video tours of campus from their homes.

The beauty of iCube is the way students all work together so naturally to create such exciting solutions, says Liska. "We have computer science students doing the programming, graphic artists sitting next to them doing the design, marketing students working on the campaigns—these are students who in the past would not have been working side by side. They would not have been working with an aquarium or with Alabama on a \$110 million dam project."

Tom Payne, dean of the College of Business, is passionate about the internal and external partnerships that iCube inspires. Such partnerships provide opportunities for applied faculty research that contributes to regional economic development, as well as dozens of



iCube provides students with opportunities to develop and experience virtual reality projects with technologies such as the Oculus Rift headset, shown here.



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Students interested in pursuing a career in real estate finance now have a home at Saint Joseph's University. With the support from a long-established and active alumni association, the program launched this year. The curriculum includes a focus on commercial real estate and the valuation process along with courses in finance, loans and secondary markets, and development. The Haub School is eager to graduate students who will contribute to this profession during a time when demand for financial acumen and sophisticated real estate training is at an all-time high.

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internships for business students, who fill approximately 50 percent of iCube's intern positions. The collaborative space also attracts the attention of potential students, their parents, and organizations throughout the region.

The business school comes to iCube with its own projects, whether it's to develop its website, manage the messaging for its public video boards, or deploy a site connecting students with employers. Recently, an iCube team developed an automated system that tracks student

registration and completion for the ETS Major Field Test in Business and the California Critical Thinking Skills Test. It also automatically emails students with reminders, confirmations, and explanations of the tests and their importance to the business school.

"If we had gone to an outside firm to create that system, it would have cost us thousands of dollars," Payne says. "The returns to us have been phenomenal."

Currently, iCube is reaching its limit in terms of handling the number of

projects it attracts, and Payne foresees larger, more complex projects coming through the door. He is working with iCube's directors to scale up the lab's operations and create a more formal pricing model. "We want to move it past the entrepreneurial stage to run it more like a corporate business," says Payne. "But we don't want to quench its entrepreneurial spirit." ■

► Visit www.ttuicube.com/tour to take a virtual tour of TTU's iCube center.

Triggers for Innovation

It took time, energy, and passion to bring to fruition initiatives such as Tennessee Tech's iCUBE, Grenoble's GEMinGame portfolio, and BI's digitalization plan. But each started with what Grenoble's H el ene Michel calls a "trigger"—that one idea or attribute that engages and excites a school's entire community. For Grenoble, the trigger was having a professor who had expertise in serious games and saw their importance to business. For BI, it was the recognition that it needed to prepare students and faculty for a digital economy. And for Tennessee Tech, it was having a small, ambitious media lab with a mission to support regional growth.

Once a school finds its trigger to galvanize its community around innovation, Michel, Tom Payne of TTU, and Anne Berit Swanberg of BI offer this advice:

Start small—perhaps with an existing program. Most business schools, of all sizes and budgets, already have an innovative lab, course, or project with long-term potential. For Tennessee Tech, iCube started as a tiny lab that handled small technology projects for the business school; its influence grew as it took on more complex tasks. Schools need to identify such starting points, says Payne, and give them support to grow slowly over time.

Find the right people. Ambitious initiatives "don't just happen because a dean wants them to," says Payne. "Schools need to have great people on board. Find them, give them support and an environment for risk-taking—and then let them run the show. They thrive on that."

Empower students. Grenoble first thought that faculty would design its serious games, and that its students would use them—until it invited a few students to attend game design sessions. "It had taken our teachers six months to create their first draft of a game," says Michel. "It took our students five days to deliver a finished one." As a result, faculty now evaluate the validity of students' game concepts, but students are the primary game designers.

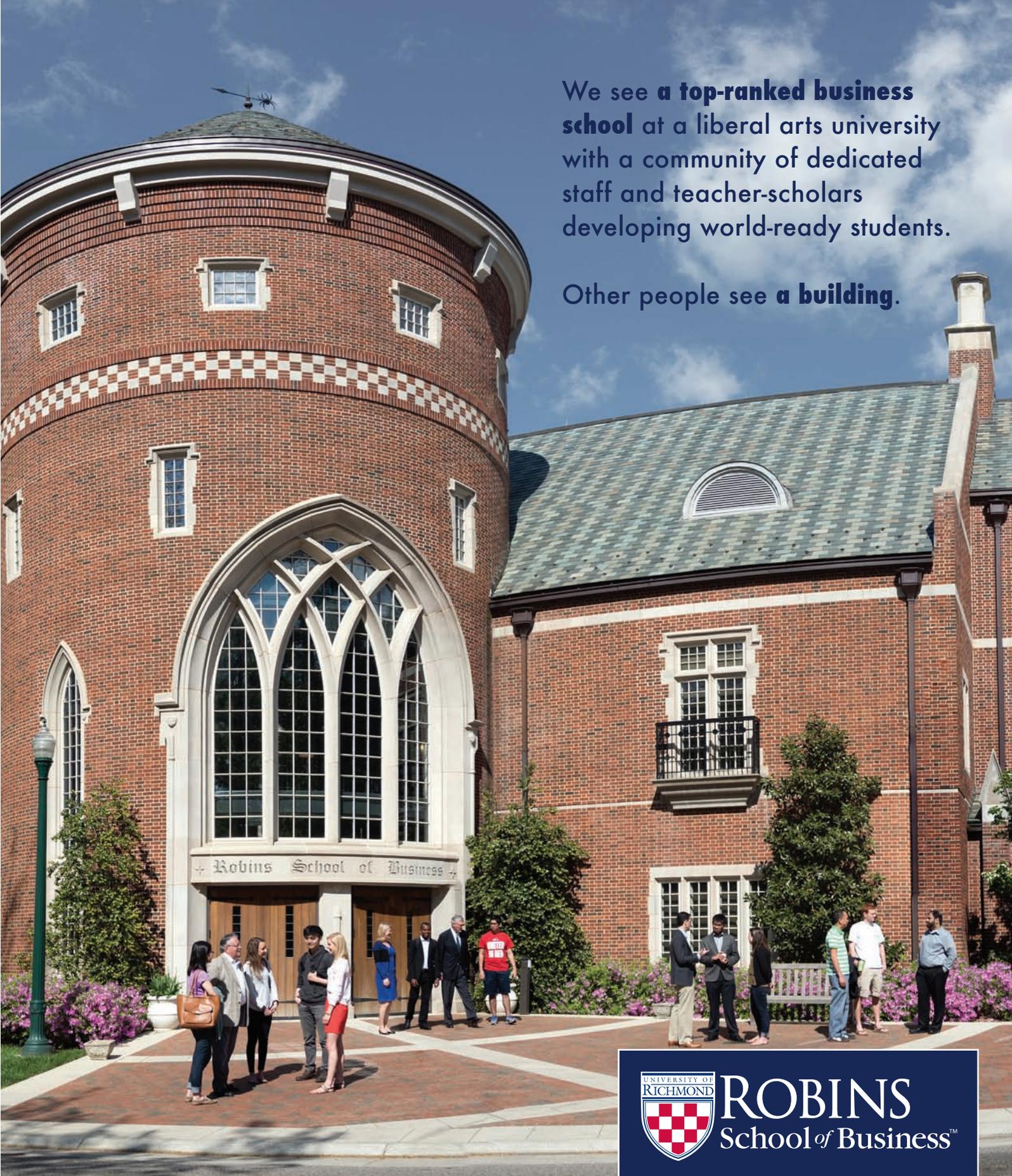
Tell everyone the strategy, from the faculty to the part-time staff. When Grenoble's first 1,000 games arrived from the manufacturer, "the woman at the front desk refused the delivery, saying 'This can't be for us!'" Michel recalls. Today, the school invites all employees to test new games, and even holds game design sessions for employees' children.

Take advantage of the "cool factor." TTU students' creation of a tweeting electric eel for the Tennessee Aquarium seemed almost comical—but it turned out to be a great business move. Several publications picked up the story, including *The Atlantic*, which led to greater visibility for TTU and more business for iCube. "We follow an old-fashioned model of taking cool projects that bring in funding. And now the word has spread," Payne says.

Offer incentives to build the initiative. At Tennessee Tech, faculty and staff who bring in new revenue-generating projects to iCube receive financial bonuses. The lab adopted this incentive-based system last year in order to grow the business.

Provide vision, not ownership. Payne is quick to point out that while the business school is a catalyst for iCube, the lab's work is an open initiative involving the entire campus. "I'm not worried about the business school having ownership of this," he says. "By opening this up to the university, we've opened up a realm of possibilities that would not have existed if we'd tried to house iCUBE within the college."

Invite faculty to experiment—and pay attention to results. BI launched its pilot program both to encourage faculty to try out new ideas and to monitor the outcomes to see what worked and what didn't. "This step-by-step approach has made it possible for us to learn," says Swanberg. "Failure is also learning. Each school will have to find its way of approaching the shift in teaching and learning that we're now experiencing—the important message is to start the journey and make things happen."



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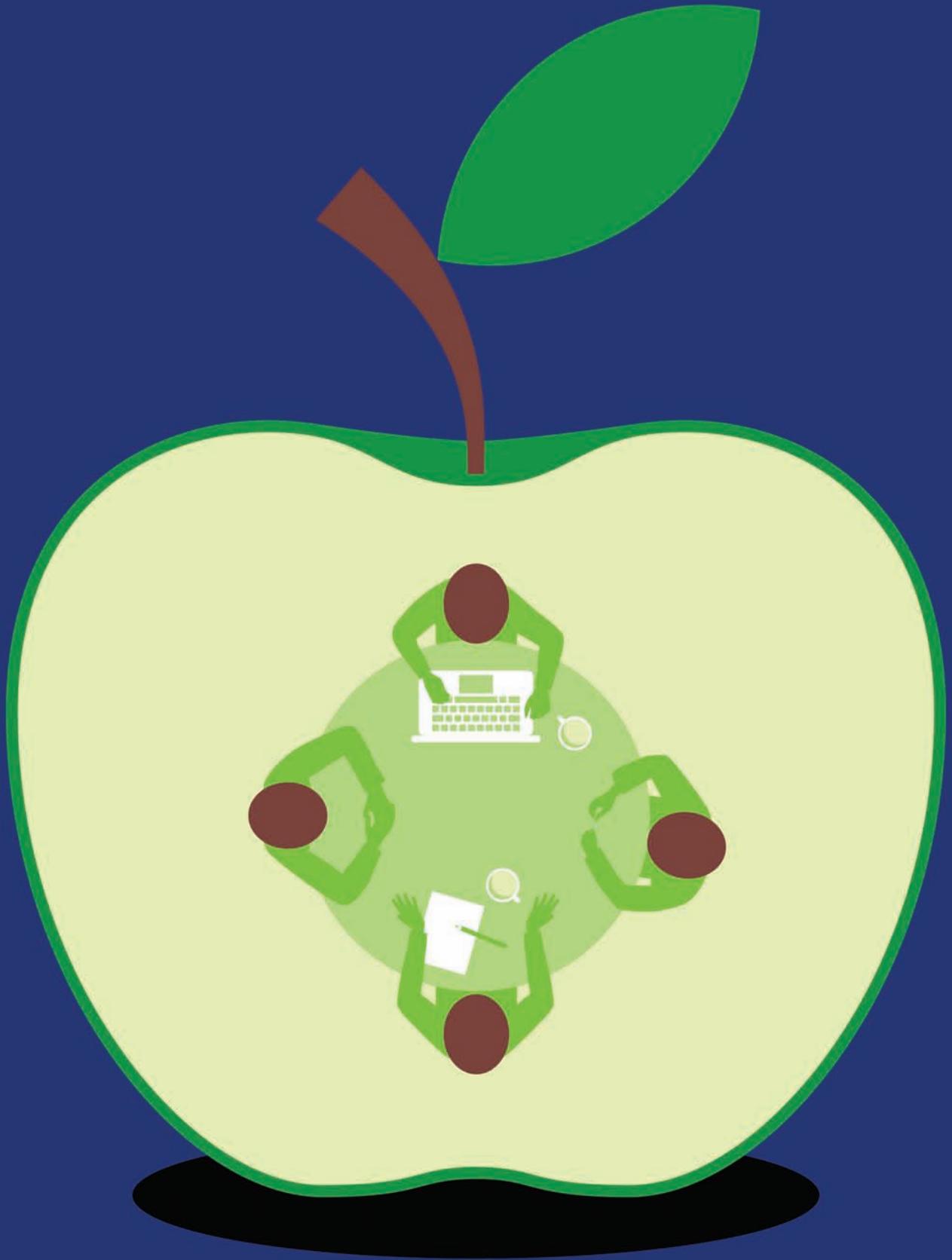
WORKING AT THE CREATIVE CORE



Tomorrow's workers will need to drive innovation at rates faster than others can replicate. They must become members of the Creative Core. How can business education equip students for this role? **BY PETER BREWS** ILLUSTRATION BY PATRICK GEORGE

THE WORKPLACE OF THE FUTURE will be dominated by technology. All along the business supply chain, many of today's human jobs will be eliminated, replaced by adept machines and networked systems that handle manual tasks and repetitive labor. Those who want to continue doing high-value work will need to develop skills that machines can't replace. They will need to know how to innovate, as machines cannot yet do, and must aspire to become members of the Creative Core.

The Creative Core is the part of the organization entrusted with the task of building the next product, service, or solution. Its team members typically include both scientific experts familiar with the product under development, and business specialists familiar with the industry, competition, and customer base. But workers in the Creative Core must move beyond knowledge of the familiar; they must drive the innovation that spurs continued growth for their companies. The important question for today's business school administrators is: How can we prepare students to become innovators at the heart of the Creative Core?



MANY PEOPLE START OUT AS OPERATIONAL EXPERTS AND EVOLVE INTO CREATIVE CORE INNOVATORS.

PATHWAYS TO THE FUTURE

Today's workers may enter the Creative Core by taking one of three routes: They can have a deep understanding of the field where they work (the business/industry route); they can be experts at the technical parts of their business (the scientific/technical route); or they can be visionaries who create new industries from scratch (the Henry Ford/Bill Gates/Mark Zuckerberg route).

Most people in business enter the Creative Core by following the business/industry route. Typically, they start out as operational experts and over time evolve into Creative Core innovators. Operational experts are masters of the latest thinking in their functional domains, frequently having acquired that knowledge through business education. But from their first days on the job, they should search for ways to improve the operational status quo. They might not be creating new products, services, or solutions, but through their early operational improvements they will show an ability to innovate. In addition, while finding ways to improve existing customer service or supply chain processes, they will gain deeper knowledge about their industries, companies, customers, and products. They must have this fundamental knowledge if they are going to develop ideas for products, services, or solutions that have not existed before.

Employees who follow the business/industry route are the ones who will benefit most from business education. B-schools can prepare them for their journeys to the Creative Core by equipping them with two kinds of knowledge: the hard skills they need for operational excellence in their functional domains; and the soft skills, such as teamwork and communication, that will enable them to work on high performing teams. (See "Operational Innovation at Work" on page 40.)

Even so, the journey from operational innovator to Creative Core member will not be swift for most business graduates. Anecdotal evidence from executives

suggests it takes five to ten years to gain deep knowledge about a company and its industry. Graduates must be prepared to invest this time—and if they change industries they will need to invest even more time to learn a new field.

A business school background is not directly applicable to those joining the Creative Core via the second path: the scientific/technical route. These individuals gain their initial formal academic training in a technical field, such as biomedical engineering or environmental chemistry. Just as their business colleagues rely on training in their functional domains, these individuals rely on their scientific and technical expertise to contribute to their companies.

The Ford/Gates/Zuckerberg route is the third path to the Creative Core, and those who follow this route seem to have little need for tertiary education. Ford, Gates, and Zuckerberg all started industries from scratch and had little codified knowledge to study; not one of them had a university degree. Ford was a master tinkerer/engineer who spent years building the first horseless carriage and ultimately the first mass-produced motor vehicle; he was barely literate and did not value education. Gates and Zuckerberg were among the smartest high school graduates of their generation, but both dropped out of Harvard to build their companies.

The fact that formal education has little to offer those following the Ford/Gates/Zuckerberg route should sound a note of caution to schools offering entrepreneurship courses. Teaching aspiring entrepreneurs to write business plans or connecting them with venture capitalists will do no damage, but a question remains: Will budding entrepreneurs really think it's worth spending time completing many years of formal education to acquire those skills or to gain access to financing?

There's a second equally important question: To what degree will entrepreneurship training turn students into successful entrepreneurs? Most new ventures fail, and very few individuals are as capable of envisioning new products, services, or solutions as Ford, Gates, and Zuckerberg. Schools should neither overestimate the ability of their young adult students nor allow them to underestimate the difficulties entrepreneurship presents. At the very least, b-schools should track their entrepreneurship students to verify how many succeed after graduation. Schools also can mitigate the risk by ensuring these students complete other functional majors so that if their ventures fail they have other skills to fall back on for employment.

However, universities can follow other avenues to encourage entrepreneurship among their students. Combining different disciplines into academic Creative Cores is one way to promote cross-campus entrepreneurship. For instance, if business and engineering students work together on innovative ideas, the engineering students will present the scientific/technical ideas, while business students will provide the business/industry knowledge necessary to implement the ideas. When students work outside their domains, they gain experience in the multidisciplinary and cross-functional nature of Creative Core work.

When students follow the business/industry and scientific/technical routes, they work in established organizations to gain the experience that eventually propels them to the Creative Core. Far fewer will join the Creative Core by following the Ford/Gates/Zuckerberg route—that is, by forming their own Creative Cores from the beginning. However, many take this route in combination with one of the other two paths. But they only form their own companies after they have

spent time accumulating knowledge at a university and honing their skills in an existing organization. The pity is that the established companies fail to retain the employees they train.

GLOBAL GROWTH & INNOVATION

While Creative Cores will drive innovation in the leading-edge workplaces of the future, it will take time before this is completely true across the world. That's because both the nature and the rate of economic growth depend upon the level of economic maturity countries have reached.

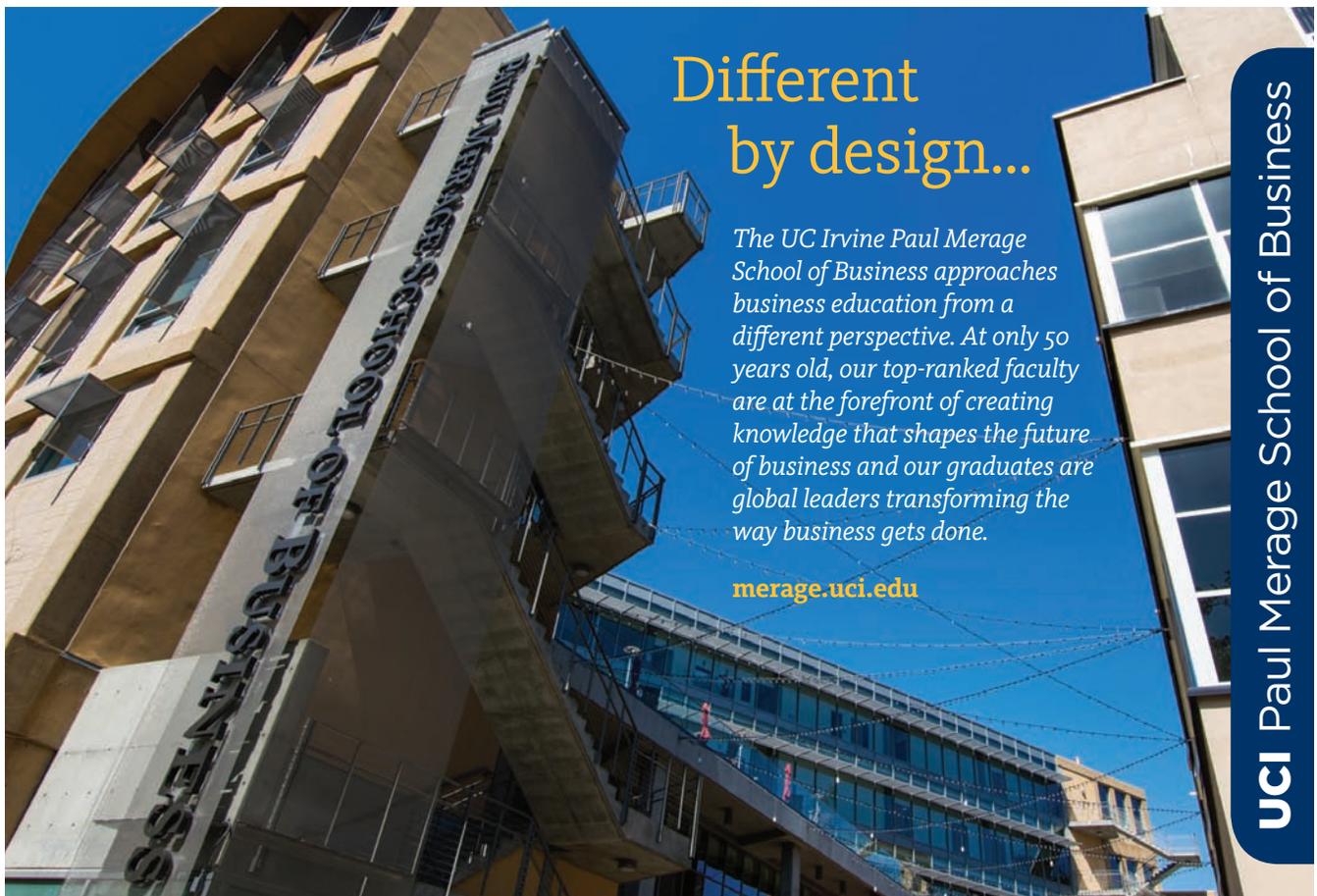
In the mature and industrialized U.S., for instance, the infrastructure is in place and electricity is available to all; most families have houses, at least two cars, multiple TVs, closets full of cloth-

ing, refrigerators full of food, and access to the services they need. New demand is limited, as it mostly is created by population increases and replacement or maintenance expenditures. Furthermore, many critics believe Americans are already guilty of overconsumption and ought to buy less, rather than more. Under such conditions, companies only can capture market share through offering innovative products, services, and solutions. This means the rate of economic growth will be slower than it will be in countries undergoing economic modernization. In a nutshell, these are the conditions that describe Creative Core-inspired *innovation-led growth*.

At the other end of the spectrum are countries like Afghanistan, where most still live in extreme scarcity, physical

infrastructure is yet to be built, and only a small segment of the population enjoys any material abundance. Afghans are followers awaiting economic modernization to reach levels others have already attained.

During the 20th century, a small group of countries—including Singapore, Taiwan, and South Korea—attained rapid progress through economic modernization, or *input-led growth*. In other words, they marshaled capital and labor, or inputs, to build productive capacity quickly. Known as “early fast followers,” these countries invested their high savings into infrastructure and the physical capital needed to build roads, factories, and offices. At the same time, they poured resources into educating laborers to work alongside the



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machines. The primary driver of their fast economic progress was mobilization, not innovation.

A country experiencing input-led growth may go through several phases. For instance, at first it might build footholds in export-led industries such as textile manufacturing, where it can rely on its manually dexterous labor force to produce goods inexpensively. As the society modernizes, it might advance into other areas, depending on global competition and local capabilities. Later still, it might pour resources into domestic markets.

During these phases, innovation will be at the margins. For instance, domestic companies might adapt materials and products to suit local conditions, but they

won't be creating anything fundamentally new. But once a nation is fully industrialized and economically mature—i.e., once all roads and houses are built, and everyone has clothes, cars, and TVs—then the only way to continue economic expansion is through innovation-led growth. And that's harder to accomplish.

Let's take the example of China, which still faces decades of input-led growth before reaching the living standards now enjoyed in developed countries. Until recently, most of the country's economic growth was based on building capacity for exporting goods—that is, the products that were made in China were destined for the rest of the world. However, for the foreseeable future, it's likely that China

will foster most of its economic growth by focusing on domestic products and services offered by Chinese workers for Chinese consumers.

Moreover, as this inward-oriented transition unfolds, Chinese domestic consumers probably will be more like the American middle-class consumers of the 1950s and '60s as they moved to the suburbs of growing cities. They won't have the purchasing power of today's wealthy Americans, but they'll be able to afford reliable cars and homes of around 1,000 square feet—the average size of an American house 60 years ago. But once China reaches the maturity and saturation now seen in America, it too must master innovation-led growth or see its economy sputter.

Operational Innovation at Work

If business graduates are going to make their way to the Creative Core, they'll need to develop a wide range of soft skills. These include teamwork and communication around complex concepts; the ability to perform both as a leader and a team member; the ability to give and receive feedback on new ideas; and self-awareness about how communication is delivered and heard. Most important, they'll need the ability to see patterns others might miss and the self-confidence to communicate about these patterns in ways that make others open to new ideas. These soft skills will be as vital to success as the hard quantitative skills students will need to do operational work.

How can schools impart these skills to students? One way we do this at the Darla Moore School of Business is by providing coursework that teaches students how to manage projects and how to work on high-performing teams. Another is by providing experiential learning that helps students apply what they learn in class to solving real-world problems.

For instance, in our supply chain and operations management major, undergraduate students take five demanding courses and then have the opportunity to complete a capstone project where this knowledge is applied in practice. Over the past eight years, students have executed more than 150 capstone projects that have saved our corporate partners more than US\$175 million. The vast majority of these projects are based on sophisticated data analytics, using data supplied by the corporations themselves.

Through these capstone projects, students gain hands-on experience in completing professional work, develop the confidence to present to demanding audiences, and master the ability to think on their feet. They also learn how to recognize patterns, think critically, and work collaboratively.

Students often are hired by corporate sponsors after they've completed their projects. That's because they've not only learned the valuable skills that will place them on the road to the Creative Core, but they're also more prepared for the work they will face when they get there.

THE ROLE OF BUSINESS SCHOOLS

Business school educators must make sure their graduates understand how economic conditions differ across the world—a notion strongly emphasized at the Darla Moore School of Business. For instance, we offer a class on comparative politics and sociology that helps students see that every country's business environment is shaped by its own societal institutions, governance structure, and technology level. A class on ethnography helps students understand that different business models are required to operate in different parts of the world. (For more details on these, see "Commerce & Culture" on page 36 of *BizEd's* July/August 2015 issue.)

In emerging economies, educators must teach students to mobilize capital and labor to help their nations catch up. If they're following the economic models of Singapore, South Korea, Taiwan—or, most recently, China—they will show students that their countries must first develop export-led production capacity before turning toward more domestic-led economic growth.

By contrast, in the developed world, educators must equip students with capabilities to innovate at rates faster than others can replicate. But in the countries

facing innovation-led growth, educators also must deal with the consequences of wealth and abundance. In the U.S., for example, students may have to learn that deferred gratification, resilience, and failure are all parts of innovation. In the cornucopia of their pre-university years, these students may not have developed the discipline and work ethic to master the functional skills needed to perform the complex work their fields require. Business schools in the developed world, especially the U.S., may have to ask more of their students.

FUTURE TECH

It is essential that business students be educated to move into the Creative Core—whichever route they take—because we all face a future that will be dominated by machines. We all will have to focus on doing what machines cannot do, regardless of where we live. In fact, one of the biggest threats facing developing countries is that the next generation of factories will not require manual labor, so there will be little work available for those who cannot read and write. As new technology makes production more automated and complex, it is hard to see how nations that are so far behind will catch up quickly.

Technology also is changing classrooms around the world, as many foundational aspects of functional disciplines now can be taught online. Such an educational structure offers great benefits, particularly in developing economies, by allowing excluded populations easy access to education in ways that were impossible only a decade ago.

But this ability to deliver routine instruction online also is reshaping education in developed nations, because it allows teachers to use class time to provide education that machines cannot. Business professors can use prerecorded videos and other digital methods to deliver foundational education. Then they can spend class time having students apply complex analytics to intractable business problems; these exercises will

prepare students for the work they will do once they're employed. In this manner, business educators will be applying what they teach to education itself.

My hope is that the economic and technological divergence between developed and developing nations will decline over the 21st century, so that by 2100, all input-led growth will be in the past. At this time, living standards will be similar across the world, and a nation's share of global output will depend on its percent of global population. Tradable economic activity mostly will be located according to global competitive advantage.

If we reach this high-road scenario, all will focus on what they are best endowed to do, and we'll worry less about whether humans are still innovating to stay ahead of machines. Machines at this time may even be responsible for

most production, effectively eliminating scarcity and freeing humans up for activities unimaginable today.

To reach this state, Creative Core workers in the medium term might spend as much time innovating around the means of production—machines themselves—as they do today innovating around new products and services. In fact, they might be building machines to do the work, rather than working alongside machines as they did in the 20th century. In either case, humans will require appropriate education, in business and other fields, to reach this advanced state of convergence as seamlessly and uneventfully as possible. **D**

Peter Brews is dean of the Darla Moore School of Business at the University of South Carolina in Columbia.

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East Exposure

BY TERENCE LAU

IN 2014, THE INTERNATIONAL MONETARY FUND declared that China had supplanted the U.S. as the world's largest economy—the first time the U.S. has failed to hold the top spot since 1872. This presents a challenge for business schools in other parts of the world: How can they make sure that their students understand what it means to do business in China? A few have partnered with Chinese institutions to build campuses such as Duke Kunshan University and Xi'an Jiatong Liverpool University; some have recruited Chinese students and faculty. Most have relied heavily on study abroad and student and faculty exchange programs.

The University of Dayton School of Business Administration in Ohio had another option. In 2012, our university opened the UD China Institute (UDCI) in China's Suzhou Industrial Park (SIP), an economic development project of the Chinese and Singaporean governments. In the UDCI's first two years, it operated training programs for nearby companies and offered high school courses to Chinese students who would be attending college at UD. Starting in 2014, the UDCI began to serve as a year-round training lab where the schools of arts and science, engineering, and business offer students an immersive educational experience in China.

Most important, because the UDCI does not grant degrees in China, its activities do not need to be approved by the country's Ministry of Education. The UDCI mirrors a campus environment while avoiding the extensive partnerships, additional costs, and government oversight that a formal satellite campus would require.



By establishing an institute in Suzhou, the University of Dayton provides its students and faculty with a home base from which to experience China's rapidly evolving market.

HIGH EXPOSURE, LOW COST

The university chose SIP as UDCI's location because the park's representatives were willing not only to help develop the facility to the university's specifications, but also to invest funds in its renovation. To attract the university, they even waived the rent for three years. Their motivation? SIP officials want to attract a mix of educational, commercial, and research-based clients to the park in order to create a culture of innovation among its residents. They envision SIP—which, at more than 100 square miles, is more small city than industrial neighborhood—as becoming China's equivalent to Silicon Valley. An hour's drive from Shanghai, the park includes not only corporate offices, but also schools, recreation facilities, hotels, restaurants, apartments, and natural lakes.

UD's five-story, 68,000-square-foot facility is located in SIP's BioBay section among 275 high-tech companies; it features classrooms, as well as eight science and engineering labs. Students and faculty stay in subsidized, furnished apartments nearby. UD leased the building until 2014, when it was able to purchase it thanks to a US\$7 million gift from Fuyao, a Chinese manufacturer of automotive glass with a plant in Dayton.

Thirty-five students from business, engineering, and the arts and sciences traveled to Suzhou in 2014 for semester-long programs, and about 60 signed up for the summer. The students were almost equally split among the schools, and even included several from China who were at UD on F1 student visas and wanted to spend the semester in China with their American friends.

It typically costs students no more to spend a semester at the UDCI than to attend courses on the Dayton campus. The business school offers several three-credit undergraduate business courses at the UDCI, all taught in English, including those in statistics, macroeconomics, microeconomics, marketing, and organizational behavior; engineering and arts and sciences also offer a range of courses, from thermodynamics to Chinese language and culture. Their content is equivalent to that of courses on UD's campus, but UDCI courses are augmented with visits to multinational companies such as Black & Decker, Delphi, Ford Motor Company, and Eli Lilly, as well as Chinese companies. The university has entered educational and research partnerships with six U.S. companies with SIP offices.



At left: Student teams pitch their solutions to Ford executives in the University of Dayton's first case competition at the UDCI. Above: China's Suzhou Industrial Business Park.



inspired by China's evolving marketplace. Students at both the UDCI and the Dayton campus were invited to take part in the inaugural SBA Case Competition, which asked them to tackle a real-world problem facing Ford Motor Company. As a relatively late entrant into the Chinese auto industry, Ford has seen its market share grow tremendously in China in the last decade. Ford has increased its manufacturing capacity and accelerated product introductions; it also introduced the Lincoln luxury business in 2015.

However, Ford is concerned about pending government legislation that will target China's environmental woes and reduce the country's demand for imported oil. The legislation would create the world's toughest environmental controls, while mandating the most ambitious targets for sales of hybrid, plug-in hybrid, and pure electric vehicles. But the mandate doesn't take into account the fact that China's crowded, traffic-locked cities do not have an infrastructure designed for electric vehicles—where, for example, would a resident living on the 20th floor of an apartment building plug his car in at night? Moreover, Chinese consumers are particularly price-sensitive. The entire auto industry is struggling with how to meet these challenges.

In January 2015, Ford China CEO John Lawler met with our students at

Most classes are taught by UD faculty, and a few are taught by Chinese adjuncts. Fall and spring semester courses are considered part of our faculty's standard teaching load. Faculty who teach in summer programs receive additional compensation. The business school covers its faculty's housing, travel, and a daily per diem.

The primary difference between teaching on our main campus and teaching in China is that a "semester" at UDCI lasts for just six weeks, because each course is delivered in an accelerated format. That means that faculty can spend the remaining weeks of the standard semester in China collecting data for research or collaborating with faculty at Chinese universities. So far, we have had no trouble finding professors who are interested in taking advantage of the opportunity to teach and conduct research in China.

COMPETITIVE EDGE

A proliferation of global brands is entering China, from Walmart to McDonald's to Carrefour. These companies provide endless opportunities for our faculty to bring textbook principles to life. In addition, courses from all three UD schools are open to students in other disciplines, so that students from engineering and arts and sciences might take introductory courses in marketing or economics, while our business students can take arts and sciences courses on Chinese culture, language, or business ethics. Company visits also are organized so that all UDCI students can participate, even if they're not taking the course involved. We have designed the curriculum so that students from all units interact inside and outside the classroom.

In spring 2015, School of Business Administration faculty also launched an interdisciplinary case competition



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the UDCI to explain these problems in his own words. He challenged students to think creatively, but cautioned them that Ford does not have unlimited resources to throw at the problem. That briefing was recorded and played back for students on the Dayton campus a week later. Students from all disciplines were invited to form teams to enter the competition, and the business school provided US\$11,000 in prize money. In all, 75 students formed 18 teams to work on the case for the entire semester. Each team could use any resource, except for current or former Ford employees, to prepare a 15-minute presentation of its analysis of the problem and a proposed solution.

A panel of judges—which included an assistant treasurer from Ford’s headquarters in Detroit, Michigan—evaluated the presentations and chose five finalists to compete in the final round in mid-April. Interestingly, all five teams came from the Dayton campus; despite being on the ground in China (or perhaps because of it), no UDCI-based teams made the finals.

The winning team’s conclusion? That Chinese consumers’ anxiety over the range of the electric vehicles and China’s lack of charging infrastructure were problems too great for Ford to overcome—at least for now. Instead, the team recommended that Ford own a fleet of electric vehicles and implement a short-term car-sharing program in major cities. With this solution, the consumer could avoid the high costs and inconvenience associated with vehicle acquisition and ownership, and Ford could both enter a profitable market and convince consumers that electric vehicles are a viable alternative to traditional vehicles, setting the stage for growth in the future.

This solution wasn’t what Ford executives had in mind—they had expected solutions that involved selling more hybrid vehicles. But the judges viewed the team’s unexpected analysis as well-thought-out and well-defended.

We now look forward to this spring’s new competition, for which GE Aviation, based in Suzhou, will submit the problem and judge our students’ solutions.

Experiential learning is not easy to execute, especially when it involves an integration of classrooms on different continents, a competition, and real clients.

This January, the UDCI also launches a second competition called “Entrepreneurship in China,” a 90-second elevator pitch contest open to Chinese students at partner universities. The students will compete for \$5,000 in prize money, and two members of the first-prize team will receive tickets to Dayton to compete in the final round of UD’s 10th annual business plan competition, where they will vie for a \$25,000 grand prize.

LEARNING FROM EXPERIENCE

The creation of UDCI’s curriculum and competitions was sparked by a need to provide our students with immersive experiential learning opportunities in China. But experiential learning is not easy to execute, especially when it involves an integration of classrooms on different continents, a competition, and real clients. To coordinate these elements, the UDCI is led by assistant provost Weiping Wang, who has managed UD’s presence and recruiting efforts in China since 2002; the institute’s activities are coordinated on the university’s Dayton campus by a team that works closely with the offices of student housing, student development, and IT. Because it costs less to run the UDCI than to run a formal overseas campus, the university passes these savings on to its students in the form of airfare and in-country excursions.

A team of three associate deans—one each from the schools of business, engineering, and arts and sciences—also meets once a month to plan future UDCI programs. These meetings provide

opportunities for the business school to collaborate with other departments on campus. As a member of that team and the coordinator for the competition, I made two 48-hour visits to Shanghai last year to kick off and conclude the competition. I also presented the case to students on the home campus.

We still view the UDCI as a start-up—we expect demand to rise as more students learn about the opportunity and as we offer more programs at the undergraduate and graduate level. But for schools like ours, with limited resources, a facility like the UDCI offers an invaluable yet cost-effective way to have a foothold in the global markets that we most want our students to experience. Through the institute, we can expose students to Chinese language, culture, and history, all while they complete courses related to their majors and work on real-world global business challenges. It also provides us with opportunities to engage in meaningful innovation, impact, and engagement with our students, international markets, and the business community. ■

Terence Lau is associate dean of undergraduate programs at the University of Dayton’s School of Business Administration in Ohio. To learn how another business school established a cost-effective presence in a foreign market, see “Casa Confidential” in BizEd’s January/February 2013 issue. The article details how Milsaps College of Jackson, Mississippi, built a self-sustaining learning center in Merida, Mexico.

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BY TIMOTHY L. FORT ILLUSTRATION BY RICHARD MIA

Adding Ethics TO THE CLASSROOM

“IS THIS A GOOD CLASS?” a student asked me nearly 25 years ago on the first day of my Social Issues in Business course. “This is the only class in the MBA program that my employer won’t reimburse. He thinks it’s nonsense. I have to pay for it myself, so I want to be sure I’m getting my money’s worth.” Given my inexperience, my assurance that the class was excellent was based more on hope than evidence. Fortunately, by the end of the session, she agreed.

A few years later, no one was still asking if ethics and corporate social responsibility were really important. That’s because, starting in the 1990s, a series of events had caught the attention of business students, faculty, and deans. Nike was vilified for relying on sweatshop labor. Enron, Worldcom, and other corporate giants were brought low by scandalous ethical lapses. Climate change made sustainability a prime concern for businesses. And smartphones hit the market, making it ridiculously easy for activists to share information about companies’ ethical and environmental transgressions.

As ethical considerations became key issues in the business classroom, business schools tried to determine the best way to teach the topic. In 2004, Susan Phillips of George Washington University led an AACSB Task Force that called for business schools to increase their focus on ethics education, while leaving it up to schools to determine how to do it. Exactly how to best integrate ethics into the curriculum still remains a point of debate today.



Most business schools cover ethics in some form, but administrators still debate the best way to integrate the topic into the curriculum.

A QUICK OVERVIEW

There are four main approaches to teaching ethics: devising a standalone class, infusing ethics into all core courses, combining the two approaches, and promoting extracurricular activities whose effects seep into programs. Each tactic has some advantages and some drawbacks, but all of them can generate positive results if a school gives them enough weight.

Along with many ethics scholars, I favor creating a standalone class. In an in-depth course, students do more than develop an awareness of the moral issues that might confront them; they also learn analytical skills such as how to build decision-making matrices, how to recognize the psychological biases that impact their choices, how to craft clear statements about ethical issues, how to discover additional facts and determine potential solutions, and how to weigh the importance of various factors and constituents. It takes time for students to develop those kinds of reasoning skills, and time is only available in a standalone course.

A standalone class also allows schools to assess learning outcomes more easily. Teachers might want to gauge if students have learned the decision-making process or mastered the frameworks for making normative judgments. Ethics classes allow for a wide range of learning goals to be assessed.

However, critics point to one big disadvantage of a standalone class. It risks hermetically sealing off ethics considerations from other aspects of business. Critics believe students learn this lesson: “When in an ethics class, think ethically. After it is done, continue normal practice.”

An alternative approach is to cover ethics in all classes. The clear advantage is that ethics is not compartmentalized, but remains an essential component of a student’s business studies. The drawback is that some faculty won’t feel like they have the expertise or the time to

cover ethics in their functional courses. Others simply aren’t comfortable teaching the topic. Thus, when schools try to infuse ethics throughout the curriculum, sometimes it isn’t taught with reliable depth or consistency. It is also more difficult to assess learning goals when ethics concepts are distributed throughout the curriculum.

What often works best is a hybrid approach in which a dedicated ethics class is supplemented by related material that can be taught in discipline-specific courses. Students have the time to develop critical decision-making skills while also learning that every aspect of business has an ethical dimension.

Finally, schools can promote ethical awareness among students by supporting extracurricular efforts such as Net Impact, a student-led organization dedicated to addressing the world’s greatest problems. I often have marveled at the passion, creativity, and diligence of students in these organizations and the spillover effect these efforts have on the student body as a whole.

GETTING SPECIFIC

Many tools and materials are available for schools that want to create a dedicated ethics class or a hybrid program. For instance, there are excellent books available on the topic, including those by Thomas Donaldson and Patricia Werhane; Norman Bowie and Tom Beauchamp; John Boatright; Manuel Velasquez; Archie Carroll; Edward Freeman; Andrew Wicks; Kirsten Martin; Joseph DesJardins; Laura Hartman; Linda Treviño; Mary Gentile; and O.C. Ferrell. My own book, *The Vision of the Firm*, integrates both legal and psychological understandings of ethics along with traditional philosophical materials.

Case studies are another popular way to teach ethics. One case study I like revolves around the mortgage meltdown of 2007-2008 and teaches two valuable lessons: Banks displayed ethical lapses

when they used financial incentives to exploit vulnerable populations, and policymakers created moral hazards when they rescued large financial institutions because they were “too big to fail.” Students can reflect on how these situations came about and how they could have been resolved differently. Students also can get fresh perspectives on ethics issues when professors bring in guest speakers—alums, ethics professors, and other experts—to share their insights.

In addition to using these familiar methods of teaching ethics, schools might consider three more unusual approaches:

Simulations. I have found that when students confront realistic and difficult situations through simulations, they become much more interested in ethical issues overall. One simulation I use has been developed by the Kelley School of Business at Indiana University in collaboration with Simcoach Games, based in Pittsburgh, Pennsylvania. The simulation places undergraduates in up to 15 ethical dilemmas that could occur during their senior years at college or during their summer internships.

For example, in one scenario the protagonist has a very smart friend who has helped the protagonist in many situations, including finding a place to live in New York for the summer. The friend’s summer internship didn’t work out, so he asks for a recommendation for a job opening at the protagonist’s company—but he isn’t really qualified. Should the protagonist recommend him on the basis of friendship, loyalty, and a hope that the friend’s intelligence will allow him to succeed? Should the protagonist refuse because the friend’s failure in the position could harm the protagonist’s own reputation? Should the protagonist promise to recommend the friend, then quietly do nothing? Should the protagonist formally recommend the friend, but informally describe his strengths and weaknesses to the hiring partners? As students wrestle with these questions, they

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realize that ethics issues could confront them many times in their careers and that they need a model of how to think them through.

Ethics videos. These can be recorded by an ethics professor on staff or an outside expert. When I was at George Washington University, I helped create materials for each department to use in ongoing ethics conversations. Faculty would provide me with cases that they already used and that they thought might have ethical dimensions. After

studying each case, I would record a ten- to 15-minute video commentary that either could be posted to the course's website or more fully integrated into classroom discussion. This alleviated the burden on professors to become experts in the topic and allowed them to use the material as time permitted.

The range of topics varied widely. A human resources professor desired commentary on the Enron case. One accounting professor wanted an ethical assessment of the issues that accoun-

tants face as a result of Sarbanes-Oxley; another provided a case in which an accountant conducted an audit and discovered that a friend was guilty of embezzlement. A finance professor asked me to explain why financial statements help business leaders make sound decisions and how important it is that they be based on accurate reports. A statistics professor was interested in the psychological biases people might have when they gather and use data and how those biases might lead to ethical lapses. A professor of international business proposed a case involving a workforce with strong cultural conflicts.

The videos provided students with a constant reminder of the importance of ethics, but they had another benefit. Once students understood these commentaries were coming, they began to look for the videos, and they thought about ethical issues even before the classes reached the relevant assignment. Feedback from the professors was very positive, and some asked if they could appear in new videos with me to discuss the issues.

A downside of these videos is that, at least in my experience, they're very specific to a professor and a class; as faculty rotate in and out of required courses, new professors might use different cases. Schools can overcome that disadvantage by asking the dean's office to commit ongoing resources to the creation of new videos.

Classroom vignettes. To provide professors with go-to examples they can use in the classroom, I wrote the 2015 book *100 Vignettes on Ethics: Shades of Black, White, and Grey*. The book includes vignettes written across ten business areas (pharmaceutical, financial, tech, transportation, legal, healthcare, energy, government, sports/entertainment, and NGO sectors) and ten functional disciplines (accounting, marketing, strategy, operations, statistics, technology, communications, HR, public policy, and finance).

How to Talk About Ethics

As important as the topic of ethics is to the business curriculum, I've rarely seen a groundswell movement from faculty to devote more class time or resources to ethics or corporate social responsibility. In my experience, the impetus for change is more likely to come from entrepreneurial faculty, committed deans, enthusiastic students, or interested stakeholders such as accrediting bodies, alumni, and recruiters. Over the years, I have learned to broach the topic with different groups in a variety of ways.

With students: My style is to "lead from behind" by letting students work through some issues for themselves before I teach them from my perspective. I help them think about how ethical business can slow climate change, dampen the fires of terrorism, address the issues of poverty, create a positive work environment, and prevent a career from going up in flames. I also employ exercises that allow them to wrestle with the notion of who they are and how they might make a difference in the world.

While an ethics class might include a lot of "musts" and "oughts" and "shoulds," I've found that students are more inspired by "coulds" and "what-ifs." I've also found that a class is most successful when I give students the opportunity to share what inspires them, which business leaders they would like to hear from, and how they would like to put ideas into practice.

With administrators: Ethics and CSR issues are not always prioritized at an institution, but deans and other administrators are much more interested in ethics programs when students, alumni, recruiters, and donors make a push for them. For that reason, I usually try to find other stakeholders who are enthusiastic about the prospect of advocating for additions to the curriculum.

With faculty: The school's institutional history and the influence of faculty leaders, past and present, are vital to building enthusiasm among faculty about teaching ethics. For instance, the University of Pennsylvania's Wharton School had a strong ethics program in large part because of the involvement of the late Tom Dunfee, who was not only a first-rate scholar but who also possessed incomparable personal skills. He cultivated relationships and opened many doors for the topic of CSR. When I'm talking to a school about launching a CSR program, I usually try to identify the champions who will help others embrace it.

The goal is to build critical mass among the constituents who favor making ethics an important topic of conversation. Once that mass is there, the whole school will become much more receptive to the idea of launching or expanding an ethics program.

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An overwhelming number of students desire to be ethical; they just need to learn the tools to translate their ethical intuitions into decision-making models.

Therefore, an accounting professor could use ten cases from widely varied fields to illustrate ethical considerations in that discipline. Among the vignettes are ones that cover client confidentiality and fraud; off-shore financial practices; questionable financial statements associated with a theater company; and excerpts from famous cases such as Enron, HealthSouth, Ford Pinto, and Freddie Mac. At the end of each vignette, three questions form the basis of classroom discussion.

Ethics professors can work with their colleagues to create similar mini-cases in areas of interest to their schools—particularly if they’re developing customized programs. For example, the Kelley School has contracted to provide programming to the NFL Players Association, and part of the programming is an ethics course that focuses on personal reputation and responsibility. It includes vignettes based on a wide range of issues with ethical implications: stadium subsidies; the Donald Sterling situation; the Washington Redskins name controversy; the losses experienced by several contractors associated with Tiger Woods’ implosion; the concerns about spiritually based leadership, as exemplified by former Colts coach Tony Dungy; and data analytics as employed by entertainment giants such as Disney. Schools could devise vignettes that are most aligned with their missions and their constituents.

OUTSIDE THE CLASSROOM

Students will take away an even stronger message about the importance of ethics if schools support extracurricular programs. For instance, some schools host case competitions that include components of ethics, sustainability, or corporate social responsibility. Other schools create research centers devoted to ethics, CSR, environmental and social sustainability, corporate governance, or corporate citizenship.

Still others incorporate CSR into the orientation programs designed for incoming students. For instance, when I taught at the University of Michigan, incoming students volunteered with local nonprofits in Ann Arbor and Detroit as part of their orientation. Over time, that program has grown to include participation by part-time and full-time MBA students. It now is housed in the Sanger Leadership Center, which operates a year-round program that allows students to engage with the city of Detroit. Such programs not only can reinforce ethical values of students, but also can demonstrate how regional business benefits when the whole community is healthy.

Other schools create unique programs to raise student awareness of ethics. For instance, in fall 2014, the Kelley School adopted the Kelley Moment Coin program to recognize undergraduates, faculty, staff, and others who demonstrate integrity, accountability, perseverance, appreciation, and engagement. Faculty and staff who want to award a coin to a student must submit a story about the moment they saw that student demonstrate Kelley values. The recipient gets a chance to review the story before it is shared on the Kelley Moment Coin website, where it appears alongside other brief stories of ethical conduct.

A student who receives a coin is eligible to “pay it forward” by nominating professors, staff members, or fellow students to receive their own coins. Thus, the Kelley Moment Coin program works on a variety of levels to recognize and incentivize actions that promote ethics and professionalism throughout the undergraduate program.

MAKING PROGRESS

No collection of courses and extracurricular activities will guarantee that a school will turn out responsible graduates. I often have said that if Hitler walked into my class, he wouldn’t walk out as Ghandi. Spiritual transformation is not the goal of an ethics class. However, in my experience, an overwhelming number of students desire to be ethical; they just need to learn the tools to translate their ethical intuitions into decision-making models applicable to business.

I think business schools as a whole are making more progress in giving students those tools. After teaching for nearly three decades, I’m heartened to see that topics like ethics, corporate social responsibility, sustainability, governance, and citizenship are now considered essential parts of business school curricula. In addition, I have consistently noted that students understand the importance of these subjects more readily and more deeply than faculty because of their keen awareness of the power of social media and how it can be used to spread information.

Even so, it’s up to administrators to help faculty determine the best way to introduce these topics into the curriculum—to make it easy for faculty to utilize all resources—and to provide relevant content that will help students navigate the 21st-century workplace. ■

Timothy L. Fort is the Eveleigh Professor of Business Ethics at Indiana University’s Kelley School of Business in Bloomington.

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institutions to find ways to be nimble and flexible. The U.S. Air Force Academy shows how its students learn to adapt and innovate even within a large, complex organization.

BY ANDREW P. ARMACOST,
KURT A. HEPPARD AND
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It can be difficult for leaders of large companies and academic

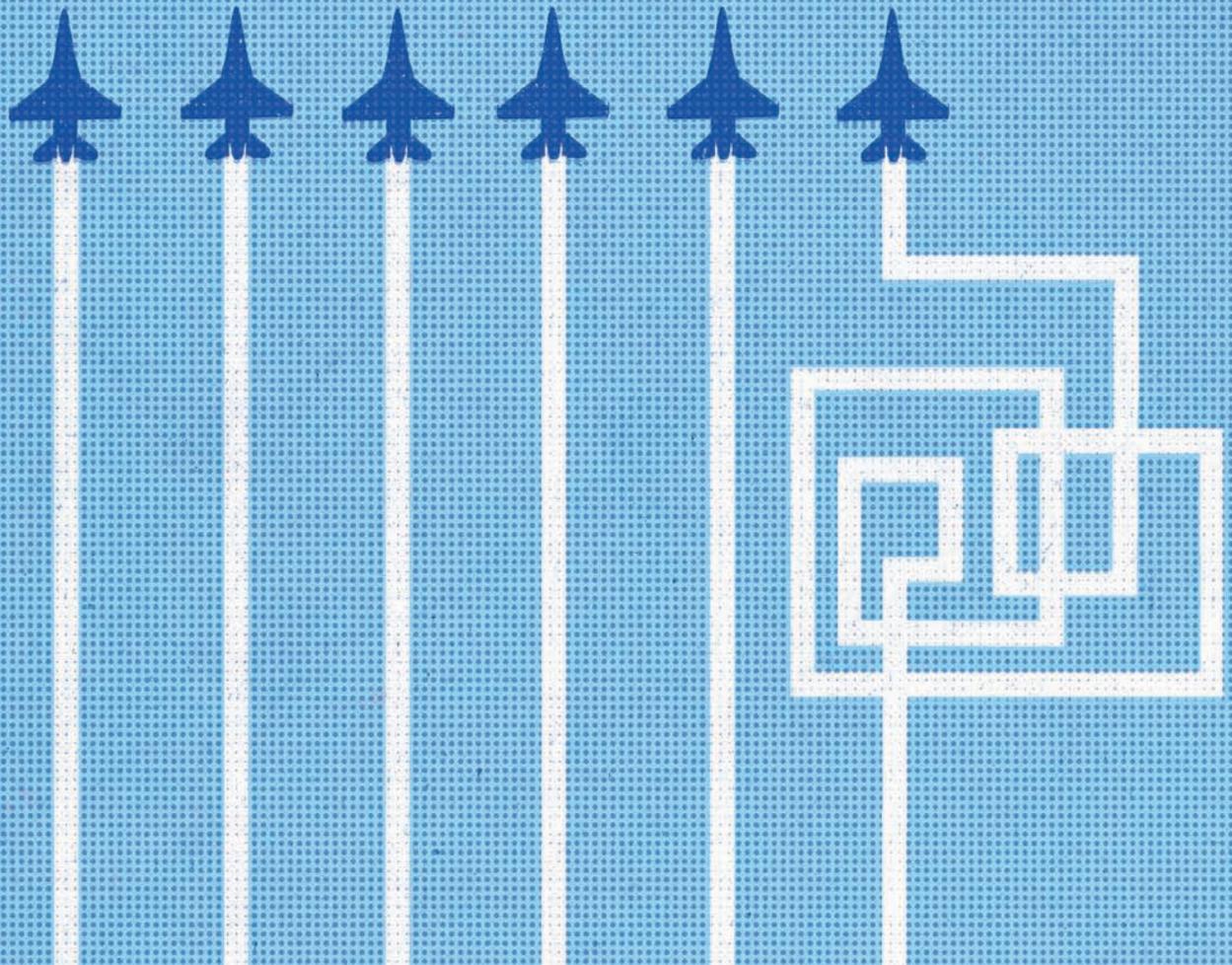
ILLUSTRATION BY DAN PAGE

In his 2010 article with *FastCompany* magazine, Admiral Mike Mullen, former chairman of the U.S. Joint Chiefs of Staff, said that he was “trying to build an idea factory” within a bureaucratic system that “does not like new ideas.” That’s an apt description for what it takes to promote innovation within a military organization such as the United States Air Force. For that reason, the U.S. Air Force Academy (USAFA) is probably one of the last places most people would look for a curriculum that embraces innovation.

But at the Department of Management at the USAFA, based in Colorado Springs, Colorado, we have worked to become the “idea factory” that Mullen describes, even though we pursue a different mission than most other business schools. While other business

schools teach their students to maximize financial returns while limiting cost and risk, we teach cadets to maximize an idea’s performance, sustainability, and suitability for the mission above and beyond a concern over profits. Where most business students learn to invest the most resources in an organization’s best-performing units, our cadets learn to identify, invest in, and improve units that are struggling, so that the Air Force can better carry out its larger mission. Moreover, we have a vested interest in cadets’ preparation because they will work for our organization, not for external employers.

But business students and military cadets have one important thing in common: Both must become innovative thinkers who can adapt quickly and per-



form well within future organizations, especially when faced with situations or crises that they've never seen before and that have no prescribed solutions. That's the thinking behind our curriculum, which takes what we call a "disciplined approach to innovation."

As part of this approach, we've created a technological innovation capstone, where students develop new technologies for military or civilian use. The two-course sequence uses the best practices of the military's research and development process, while working across disciplines and reaching out into the community. In the process, we've learned that it's possible to train individuals to be flexible, adaptable, and innovative, even within entrenched systems that are resistant to change.

INTERDISCIPLINARY FOUNDATIONS

Our program in technological innovation is supported by the USAFA's broad core curriculum, which combines equal parts science and engineering with the humanities and social sciences. Thus, all cadets earn bachelor of science degrees, regardless of their majors. This broad academic foundation ensures that our management majors are well-prepared should they opt to take the capstone sequence in their senior years.

Our department also incorporates programs and partnerships among faculty and students from science, technology, and management. Such programs include our operations research major that is offered jointly with the departments of economics and geosciences,

mathematical sciences, and computer science. The operations research program culminates in a yearlong capstone where cadets work with a nonprofit or a U.S. Department of Defense organization. These students have worked on internal projects such as a satellite system evaluation and a war-gaming analysis for homeland defense, as well as external projects for the City of Colorado Springs Police Department and AlloSource, a bone- and tissue-harvesting nonprofit based in Denver.

We also have been an equal partner in the USAFA's systems engineering major, for which we offer courses such as project management, finance for engineers, systems analysis, and operations management. Our systems engineering students work on multidisciplinary

INNOVATION IS POSSIBLE EVEN IN

teams to complete a number of senior capstone design projects.

SPACE FOR TECHNOLOGY INNOVATION

Some of the work done in our interdepartmental programs has become the basis for projects in our technological innovation capstone, where we're able to push beyond the boundaries of traditional military research and development into the areas of prototyping, iteration, technology implementation, and commercialization. In the fall semester, students work alongside science and engineering majors on senior design projects as they learn fundamentals of innovation such as opportunity recognition, market analysis, financial analysis, and value propositions. Students also learn to adopt a systematic approach to technological innovation in order to push their ideas through a complex system and transform those ideas into hands-on applications. Cadets from technical majors bring technologies they are working on to the capstone, where they learn with, and from, management majors about how to assess these technologies' viability and market potential. In the spring, the students develop

the most promising ideas for entry into venturing competitions.

To create the capstone, we had to make several big changes to our program. To make sure that cadets were prepared, we made more room in the curriculum for them to engage in technical and scientific study beforehand, either by integrating these opportunities into traditional business courses or by substituting technology and engineering courses for business courses. We also reviewed

courses preceding the capstone to ensure students learned the skills they would need to complete their projects.

Cadets in the capstone are free to develop product and service ideas for either military or private sector projects. Concepts for military use have included unmanned aircraft prototypes, 3-D printing for aircraft replacement parts, body cooling technologies, underwater person-to-person communication technology, and training simulations for special forces units. Those with private sector application include methods to convert biodiesel into energy, a dishwasher that doesn't require a water connection, pH-enabled exercise recovery drinks, and customized snowboard covers. In the past four years, we have sent 92 cadets, distributed among 22 teams, to 26 venturing competitions nationwide, and they have brought home a combined US\$18,000 in prize money.

SELF-SUSTAINING RESULTS

Traditional business students can turn their ideas into actual startups, but Air Force cadets are prohibited by Air Force regulations from launching companies.

We overcome that limitation by partnering with local incubators to commercialize our students' ideas.

In 2005, members of our management faculty also established Falcon-

Works, a Colorado nonprofit

innovation hub that develops products for individuals with special needs, which adds a component of social entrepreneurship to the curriculum.

Our cadets have worked with FalconWorks to develop products like PointScribe, a tablet designed to help children diagnosed with autism and visual attentive disorders learn to form letters and eventually write full words and sentences; ExoGrip, a hand exoskeleton that helps patients with neuromuscular damage to their arms; and a platform to help children with neuromuscular issues regain balance and core

strength. A recent project is NeuMimic, which leverages Xbox Kinect to allow physical therapists to remotely monitor the progress of their patients and encourage independent rehabilitation.

In 2005, the PointScribe team won second prize at the venturing competition at Colorado State University. Their technology was licensed by FalconWorks to a local therapy products startup, and those licensing fees continue to support additional FalconWorks projects. The following year, a student team developed a national franchising plan for the device, which won first place in the nonprofit division of the University of Colorado-Denver's business plan competition. In 2012, the engineering students who developed ExoGrip and the management students who created their business plan won the Camino Real Venturing competition at the University of Texas-El Paso.

In 2014, the USAFA signed a partnership intermediary agreement with Rocky Mountain Innovation Partners, to provide another way to commercialize innovations from the USAFA's courses and research labs. Through this partnership, we hope to generate licensing revenue for the Air Force.

We've begun teaming with other local universities as well. In 2014-2015, USAFA engineering mechanics majors and management majors teamed with MBA students from Colorado State University. Together, they developed the business case for BridgeWatch, an anti-corrosion technology that extends the life of bridges and other infrastructure. BridgeWatch has attracted the attention of the Colorado Department of Transportation, which is interested in its corrosion prevention capability and its potential for monitoring bridge integrity with fewer costly visual inspections.

Through such cooperation, we've seen our innovation program thrive. When we launched the technological innovation capstone course in 2005, it consisted of only ten cadets and met in a conference room. Now



SLOW-TO-CHANGE ENVIRONMENTS.

enrollment exceeds 130 per semester and draws cadets from not only management, but also chemistry, physics, computer science, biochemistry, operations research, and cybersecurity—particularly those involved in other courses or independent study projects where they are developing new technologies.

MISSION: FULFILLED

One of the most rewarding parts of developing this program is that we've done so on an extremely limited budget—we typically spend less than US\$15,000 a year on the capstone, primarily to fund student travel to competitions. The management department has supported other aspects of the course by working closely with other disciplines, which allows us to incorporate projects and use

equipment supported by funds that the USAFA allocates to other departments. We have no innovation center, no prototyping lab, and no overhead.

As our cadets enter into active duty, they will enter career fields where they will apply, directly or indirectly, the knowledge and skills they take from our technological innovation courses. Whether they are flying aircraft, launching satellites, or operating in cyberspace, they will have an appreciation of the innovation process. They might even become part of the Air Force's development and acquisition of new technologies that allow the Air Force to achieve its national security objectives.

It has taken a great deal of effort to develop our disciplined approach to innovation, and our faculty have learned

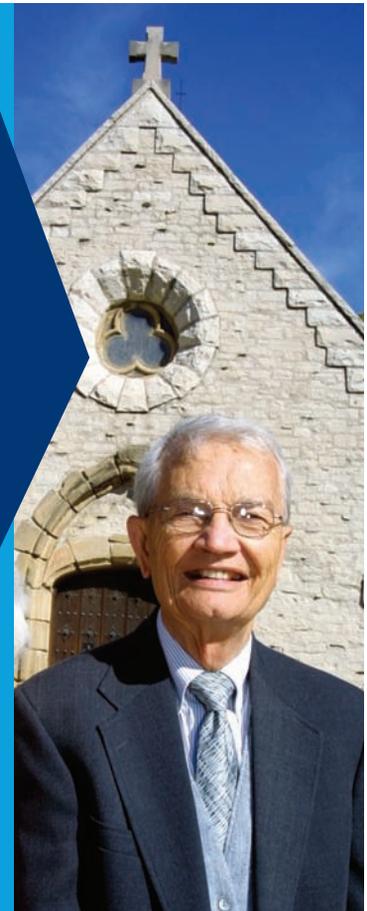
to think differently, act innovatively, and approach the curriculum with an entrepreneurial spirit. The fact that we've been able to grow our technology innovation courses and bring ideas to market shows that innovation is possible even with a small budget and in slow-to-change environments—whether military, corporate, or academic. ■

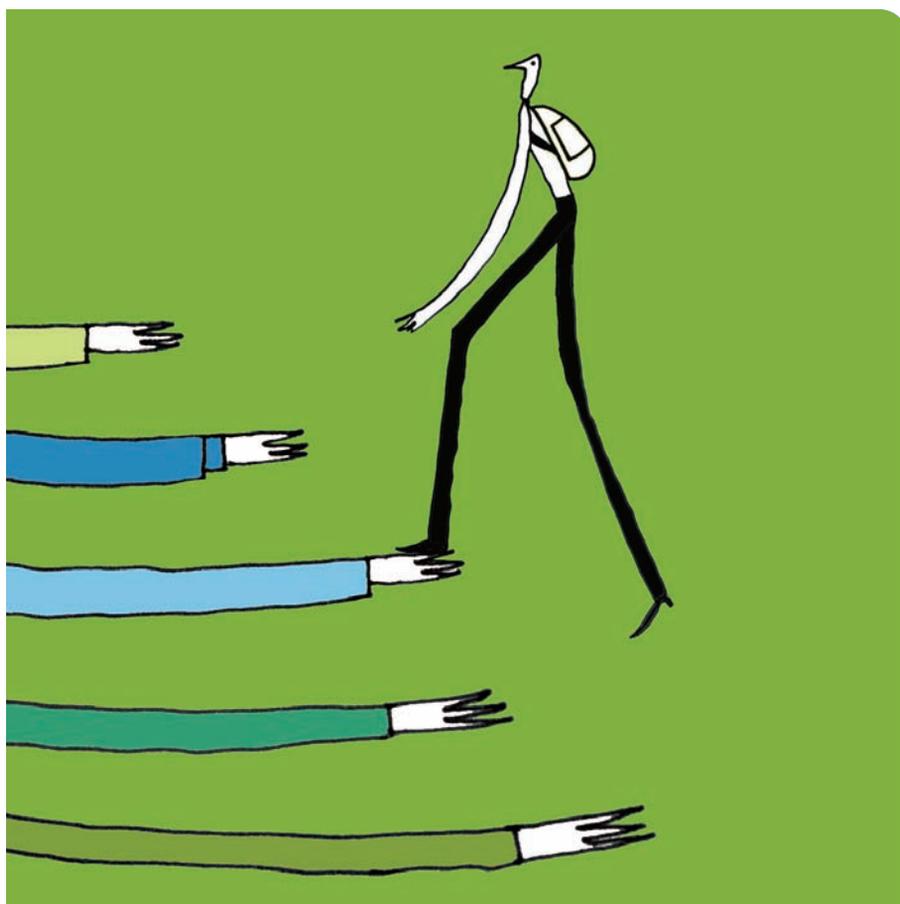
Brigadier General Andrew P. Armacost is dean of the faculty at the United States Air Force Academy in Colorado Springs, Colorado, and the former head of faculty in the USAFA's department of management. Kurt A. Heppard is a professor of management in the USAFA's Department of Management. Colonel Troy Harting is the current head of faculty in the department of management.

HONORING EXCELLENCE.

Remembering our friend and mentor Dr. Charles T. Horngren.

The Marquette University College of Business Administration is proud to recognize 1943 alumnus and former Marquette professor Dr. Charles T. Horngren being named one of AACSB's first 100 Influential Leaders. He truly understood what it meant to Be The Difference.





Building Better Skill Sets

TIME TO MOVE BEYOND THE STATUS QUO BY MATTHEW MYERS

EMPLOYERS IN THE U.S. and U.K. say there's a gap between how higher education prepares students for the workforce and how companies want individuals trained to be productive and valuable employees. This criticism has permeated the public discourse about education since the Great Recession.

Whether or not the rhetoric has been exaggerated, as some claim, the reality is that employers legitimately are experiencing a disconnect between the skills their employees need to be successful and the skills new college graduates possess. At the same time, today's students must master the skills they'll need not just for their first jobs, but for the jobs they'll have five years from now. For instance, Ernst & Young hires college grads

who have the foundational skills they'll need to perform in the short run as well as the critical skills they'll need to evolve along with the global economy.

If universities are doing a poor job of training students for the realities of the job market, it's not because they lack the necessary expertise and resources. They're failing in this task because they aren't thinking creatively enough about how to share their expertise and resources across the entire campus.

I think we've arrived at the perfect time to reimagine the role of business schools. We can no longer be insulated and self-sufficient institutions where students simply learn the traditional functional disciplines. We have to broaden our ideas about what it means to be a well-prepared b-school graduate. We have to abandon the status quo.

WHO'S GETTING HIRED?

First, we need to understand the new realities of hiring and recruiting. While companies still want employees with deep subject matter expertise—the kind of graduates that universities excel at producing—they also want employees with a wider skill set. They want tech-savvy graduates who can think creatively, solve problems efficiently, and communicate effectively.

In fact, in the 2014 Job Outlook survey from the National Association of Colleges and Employers, employers ranked teamwork, communication, problem solving, and critical thinking as the most desirable skills and traits they look for in new hires—above the technical competencies required for the job. Employers across all industries also say they want new hires to possess at least some business acumen.

In other words, employers are looking for graduates with a broad array of skills, all of which are taught at universities, but rarely to the same students. I like to say that companies are looking for graduates at the new intersection where market innovators meet market leaders.



CHULALONGKORN BUSINESS SCHOOL

FLAGSHIP FOR LIFE



Priding itself on being one of the oldest and most prestigious business schools in Thailand, Chulalongkorn Business School is the only AACSB-accredited institution in Thailand which offers both undergraduate and graduate programs.

After many decades of being the “Flagship for Life,” Chulalongkorn Business School is still moving forward and welcoming all challenges from the modern business world by adopting innovation, sustainability, and business connections in developing its curricula and its students’ learning experiences.

CREATING INNOVATIVE WISDOM WITH SUSTAINABLE IMPACT FROM THE HEART OF BANGKOK



<http://www.cbs.chula.ac.th/>

Where are companies finding graduates with these complex skill sets? Often, outside of the business school. Recruiters—even those in fields like finance and management—are actively looking at graduates from fields in the arts and sciences, which was virtually unheard of even a decade ago. That’s true even for companies like Deloitte, PricewaterhouseCoopers, Ernst & Young, and KPMG, the Big Four accounting firms that historically have hired accounting graduates who possessed deep technical knowledge. Today, as their client bases have broadened, the Big Four have become more interested in hiring employees with cross-disciplinary knowledge and skills that extend beyond accounting and basic business, and many of these employees majored in nonbusiness fields.

But this change doesn’t necessarily mean that business schools, or our students, are at a disadvantage. What it *does* mean is that business schools must realize that what worked in the past isn’t good enough now. They have to abandon

business-focused study abroad opportunities, as well as global internships. These options allow our students to complement their current studies without requiring us to significantly redesign our programs.

But if we really want students to master critical skills, I think we must restructure our programs in three key ways:

We must give students a chance to apply their skills in real-life situations. One way we accomplish this at Miami University’s Farmer School of Business in Oxford, Ohio, is through StartUp Weekend. Over a 48-hour period, students from across the university form teams, work with mentors, create business plans, and pitch their ideas. The weekend experience exposes them to entrepreneurial skills and lets them apply those skills across a variety of industry sectors.

We must develop collaborative degree programs with other schools on campus. In these programs, business students learn broader skill sets, such as leading teams, solving prob-

lems, and communicating; and non-business students gain knowledge that will make their degrees more relevant in today’s market.

lems, and communicating; and non-business students gain knowledge that will make their degrees more relevant in today’s market. **We must offer business courses to nonbusiness students.** These programs encourage stronger connections between business schools and the rest of the university, in addition to helping graduates develop more marketable skills. For instance, we give nonbusiness students a foundation in business topics through our six-week summer business institute, Miami PRIME.

Other hybrid offerings include the sports leadership and management program, which features courses in sports finance and economics in addition to traditional courses in kinesiology, health, and business. These bridges between the Farmer School and other schools within the university offer students more flexibility, as well as a chance to expand their skills and knowledge, which will improve their career opportunities down the road.

across the entire campus. In the interactive media studies program, for example, students take hybrid classes such as digital branding and interactive business communication. In the arts management program, students who are coming from an arts background must take courses such as financial accounting or entrepreneurial marketing, whereas students coming from the business side must take more art-focused classes. Additionally, students meet with advisors from both schools.

We must offer business courses to nonbusiness students. These programs encourage stronger connections between business schools and the rest of the university, in addition to helping graduates develop more marketable skills. For instance, we give nonbusiness students a foundation in business topics through our six-week summer business institute, Miami PRIME. We want all of our graduates, regardless of their programs of study, to meet—or even exceed—what the market demands of outstanding, well-rounded employees. But we can’t achieve this goal if we’re content with the status quo. We can’t simply teach functional disciplines in silo-based courses. We have to innovate our own programs if we’re going to turn out students who can innovate in the real world. ■

We want all of our graduates to meet or exceed what the market demands of outstanding, well-rounded employees. But we can’t achieve this goal if we’re content with the status quo.

the status quo. They have to search for opportunities to collaborate with colleges across campus so they can turn out the types of graduates businesses want.

HOW CAN WE PREPARE STUDENTS?

We can broaden our students’ experiences in several ways—for instance, by encouraging them to minor in other programs, take general education courses, and join business-oriented organizations on campus. We also can work with the wider university to offer

lems, and communicating; and non-business students gain knowledge that will make their degrees more relevant in today’s market.

At Miami University, several programs housed at the College of Creative Arts weave business courses into other, more artistic majors. These programs include fashion design, arts management, interactive media studies, and Miami Design Collaborative, which is a multidisciplinary design initiative that combines faculty and students from



Matthew Myers is dean of the Farmer School of Business at Miami University in Oxford, Ohio.

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ideas in action



Mentor Momentum

BUILDING A PLATFORM FOR ALUMNI ENGAGEMENT

BY MONA ANITA K. OLSEN AND ELIZABETH HUSTON

BUSINESS SCHOOLS OFTEN turn to mentorship programs both to strengthen students' skills and engage with alumni. The challenge: to design a sustainable program that supports long-term engagement, between mentors and mentees and between alumni and the school.

That was our goal for the Connect Entrepreneurial Hoteliers (CEH) Network at Cornell University's School of Hotel Administration (SHA) in Ithaca, New York. This mentorship program, launched in the spring of 2014, is open to any Cornell student interested in being mentored by an SHA alum.

We created multiple opportunities for communication at each stage of the process:

Laying the foundation. The CEH is specifically offered through our school's Pillsbury Institute for Hospitality Entrepreneurship (PIHE). To promote the CEH, we added a new page to the PIHE website and announced the CEH at the institute's advisory board meeting and in entrepreneurship classes across campus. Our associate dean of academic affairs also sent an email blast to more than 500 alumni. At each point, we collected feedback from students and alumni about what they wanted from a mentor program.

Managing workflow. To manage applications, assign mentors, and monitor mentor-mentee relationships, we use OrgSync, Cornell's online organization management system. The system also allows us to market to students across campus through the university's database, set up a public-facing site and a private network, and set different levels of access for administrators, alumni, and students.

After someone submits an application, we set up a brief phone call to gauge his or her interest, keeping our notes in the OrgSync system—program coordinators use those notes to make selections and mentor matches. Whenever we send out welcome letters to accepted participants, we reiterate the commitment required. Each participant must be willing to devote at least 15 hours to CEH over the next calendar year.

Preparing participants. After learning they've been accepted, mentors and mentees take a mandatory online seminar via WebEx that goes over the program and use of the OrgSync platform. Paired mentors and mentees also can view one another's applications on the platform, so they can understand why they've been paired.

Educating participants. We created a program guide for participants, which outlines the CEH's objectives and participant responsibilities. It also defines good mentor-mentee relationships and presents the dimensions of student learning set out by "A model for student mentoring in business schools," a 2012 article by Manju George and Sebastian Mampilly.

Monitoring progress. After each interaction, mentors and mentees must complete online mentor session summaries, which are reviewed by the PIHE team. The team then provides feedback to mentors and mentees to address any concerns they have raised, which minimizes the risk of problems arising.

With these elements in place, our next concern is managing growth. We

currently can add only 20 new mentee-mentor pairs each semester, and we have a waiting list. We were able to start the program using existing resources, but we recently started a fundraising campaign so that we can hire additional staff and serve a greater number of students.

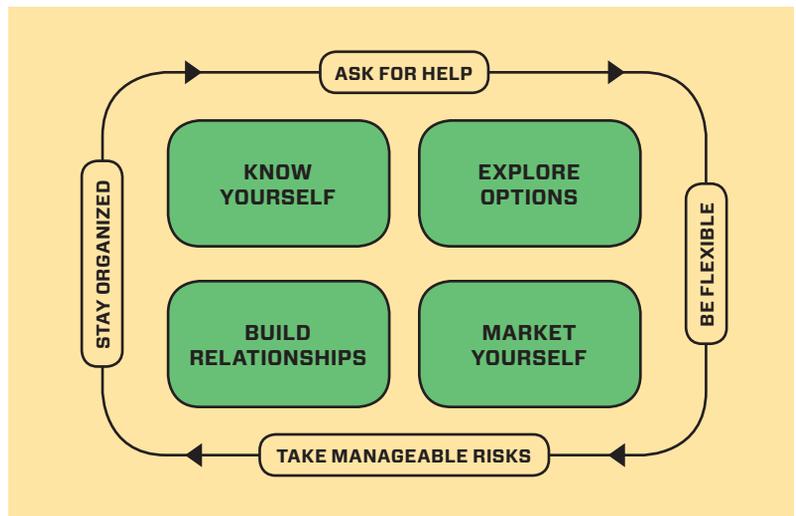
In addition, alumni from schools outside the SHA have expressed interest in mentoring. That means we must decide whether to expand the program to include non-alumni. We have to determine whether we can effectively link the experience of entrepreneurs from outside SHA with our students' needs. Or is there a way to replicate the model elsewhere on campus to support entrepreneurship education on a larger scale?

We also were interested to read "Metrics & Mentors," an article by Ernie Cadotte that appeared in the May/June 2014 issue of *BizEd*. Cadotte discusses how the University of Tennessee in Knoxville engages executive mentors in the student assessment process. As our mentor base grows, we too will look at ways they might contribute to documenting student learning.

Our goal for CEH was to support our entrepreneurial curriculum through the three tenets of the PIHE's mission: education, engagement, and experience. As we look forward to "CEH Version 2.0," one thing is certain. The CEH has provided us with the means to educate our students, engage with alumni, and offer an experience that we hope will drive innovation in hospitality for years to come.

Mona Anita K. Olsen is the associate academic director for the Leland C. and Mary M. Pillsbury Institute for Hospitality Entrepreneurship at Cornell University in Ithaca, New York. Elizabeth Huston is a senior at Cornell's School of Hotel Administration and helps coordinate the CEH program. For more information about the Connect Entrepreneurial Hoteliers Network, visit cornellsha.orgsync.com/org/connectentrepreneurialhoteliers.

PREPARING FOR THE JOB



Today's career development offices have organized a number of creative strategies to give graduating students an edge in the job search. At Brock University's Goodman School of Business in St. Catharines, Ontario, Canada, several approaches have proved to be particularly effective, according to Marisa Brown, a senior career consultant with the school.

Career Boot Camp. Delivered in partnership with CPA Ontario, this two-day event is designed to help students develop their interview strategies, build their résumés, and better use social media—specifically LinkedIn—to enhance their networking abilities. Held for the last two years, the event is structured like a typical business conference to emulate the look and feel of a real networking opportunity. Students attend interactive sessions on topics such as creating social capital, developing a personal sales pitch, and mastering business etiquette. They can also join roundtable discussions and listen to presentations by CEOs and HR professionals about job recruitment trends. About 100 current students and recent graduates attend the boot camp.

Planned Happenstance. More of a coaching strategy used by Goodman's career consultants than a formal program, Planned Happenstance encourages students to follow up and try to build professional relationships with industry professionals they meet by chance in elevators, on planes, and in coffee shops, not just at scheduled networking events. One student who met an airline CEO during a flight pursued a professional relationship after the journey ended; another connected with a contact at a major retailer through a series of encounters that eventually led to an interview and a job offer.

"These encounters happen all of the time," says Brown. "Our goal is to coach students through the techniques they need to capitalize on chance events."

Both of these approaches help students think differently about their career paths, Brown adds. "They all want help with their résumés or cover letters, but those are transactional matters," she says. "We want them to start thinking about strategies to develop relationships, build their confidence, and ease some of the anxiety they are feeling as they prepare for the next chapter of their lives."



Practicing the Entrepreneurial Pitch

WHY CONFIDENT STUDENTS ARE MORE LIKELY TO CHOOSE ENTREPRENEURSHIP

WANT TO GIVE STUDENTS a taste of what it's like to pitch new ideas? That's one of the goals of Erik Monsen, the Steven Grossman Endowed Chair in Entrepreneurship at the School of Business Administration at the University of Vermont in Burlington.

Last spring he had students in his entrepreneurship and commercialization course hold a mock trade show by lining the halls of the business school building and pitching products to passers-by. They were hawking real inventions created by faculty at the University of Vermont, including a tool for cardiac stem cell grafting, a bamboo vertical wind turbine, and green building technology.

"If you have never done something before, it's scary, so I try to equip stu-

dents with tools in the classroom and then have them practice using those tools with real-life technologies and researchers," says Monsen.

Monsen bases his conclusions on a study he completed with Philipp Sieger, assistant professor of family business at the Center for Family Business at the University of St. Gallen in Switzerland. Together they analyzed data from 15,866 college and university students from 13 European countries. They found that students are more likely to become entrepreneurs if they believe they can succeed at doing so and have some control over the process and outcome.

"Founding one's own firm involves high workload, responsibility burdens, and financial pressure, which might lead to stress, lack of a private life, and

burnout," notes Monsen. These conditions make it less likely that individuals who prefer a high degree of control will choose a career in entrepreneurship. By guiding students through the process of starting their own firms, experiential entrepreneurship education increases their confidence in their knowledge and abilities—and improves the likelihood that they'll become entrepreneurs.

Monsen and Sieger also learned that roughly 55 percent of respondents planned to work for an existing firm, 32 percent aspired to start their own firms, and 13 percent wanted to become academics. Their study, "Founder, Academic, or Employee? A Nuanced Study of Career Choice Intentions" appeared in the October 2015 edition of the *Journal of Small Business Management*.

Let Students Do the Asking

PROFESSORS OFTEN DO the heavy lifting when it comes to bringing executive guest speakers to campus. But members of the student chapter of INFORMS (Institute for Operations Research and the Management Sciences) at the University of Cincinnati's Lindner College of Business in Ohio take on that responsibility themselves. For instance, when chapter officers discovered that the Analytics that Excite Conference would be held in Cincinnati last October, they looked at the conference agenda and sent email invitations to two speakers: Neil Hoyne, head of global consumer analytics for Google, and J.T. Kostman, chief data officer for Time Inc. Both executives accepted. As a result of a separate invitation, the students already had confirmed the participation of Kevin Kelley, a vice president at Great American Insurance Group, and were

considering future possibilities.

Chapter advisor David Rogers, a professor of operations, business analytics, and information systems, encourages students to seek out possible guest speakers as often as they can, whether at church, sporting events, professional gatherings, or even online. He and the school help by scheduling space and providing funds when necessary. However, except for small gifts of appreciation, the school pays nothing for student-managed guest lectures. "I tell students to be gregarious and outgoing," he says. "These speakers are graciously doing this because the students are asking—they want to give back."

Rogers' role is to prepare students in areas such as professional etiquette and networking. As the year goes on, students become more confident approaching



executives; their interpersonal and presentation skills improve, and their introductions for guest speakers get stronger and more professional. Better yet, says Rogers, faculty can enjoy the events as members of the audience. "For faculty," he says, "the plan is to stay out of the way!"

Low-Carbon Curriculum

Can students be prepared for future careers in business if they are not also prepared for the impact of climate change on the global economy? Probably not, believe faculty at Aston University in the United Kingdom. That's why, last November, the school hosted its first Carbon Week. During the five-day event, faculty taught electives to the school's 1,400 second-year undergraduates—including 150 from business—on topics related to the challenges of climate change and a low-carbon economy.

In addition to the week's curriculum, the school scheduled workshops, activities, and presentations. Journalist Clive Myrie, for example, spoke about reporting on climate change stories, and climate change consultant Kirsty Lewis outlined the scientific evidence that has emerged on the topic. Students were assigned to ten-person interdisciplinary teams that collectively decided which courses and



events each member would attend so they could share what they learned with those who had attended other options. The teams also worked on projects that addressed the challenges of a low-carbon future.

Carbon Week was meant to enhance students' awareness of climate change's economic, social, and environmental consequences, as well as emphasize the importance of immediate action. For its part, Aston is working to reduce its own emissions 53 percent by 2020, from its 2005-2006 levels. It has asked members of its community to volunteer as Green

Champions, who encourage practices such as riding bikes to campus and shutting down electrical equipment when it's not in use. Aston also has a Live Energy Dashboard on its site, which live-streams real-time energy use data for campus buildings, including Aston Business School.

Conflict Resolution

WHILE CONFLICT IN THE workplace can be unpleasant, a new course at Cornell University's Johnson Graduate School of Management in Ithaca, New York, is teaching students conflict can be healthy if managed well. In an eight-session elective, "Dialogue Across Differences," which launched last fall, students learn how diversity can lead to differences in opinion and how they can move past discomfort to reap diversity's benefits.

The course was funded by a grant from the President's Council of Cornell Women, a group of Cornell graduates who wish to support women at the university. It was modeled on a program founded at the University of Michigan called the Intergroup Dialogue Project. Cornell already offered a similar course to undergraduates.

Class size is limited to 20, so that students can better share personal experiences; they also will complete historical and contemporary reading assignments that give more perspective on the issues of diversity and conflict—and especially on how privilege affects interactions in society and at work.

In their capstone project, students will focus on making a positive change in the community. For instance, in the undergraduate course, students once wore pins supporting the LGBTQ community for a week. During that time, they documented both when they felt uncomfortable wearing the pins and when they had to explain to others why they were wearing them. The capstone doesn't just enhance students' self-awareness and experience, but also promotes their experience to the community, says Tyi McCray, who directs the school's Office of Diversity and Inclusion.

McCray points out that the course is designed to promote more meaningful discussions. She adds that, for the course to be successful, "the students have to be willing to be vulnerable, share something personal about themselves, hear things that they may or may not agree with, and respond."

Conflict in the workplace is healthy if it's well managed.

tools of the trade

COMPETENCY-BASED CAREER PATHS

Universities work to prepare students both academically and professionally for their future careers. But three entrepreneurs and graduates of the University of Pittsburgh in Pennsylvania thought that many schools might wait until it's too late—junior and senior year—to encourage undergraduates to pursue activities related to their professional development, such as networking, résumé building, and setting up online professional profiles.

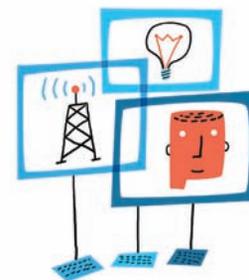
That's why Mark Visco, who earned his bachelor's of business in marketing in 2014, thought that technology might offer a better solution. "We wanted to build a tool that would help students 'game' their careers and give them a clearer path to their future jobs while they're still in school," says Visco. "They can work toward the future, rather than look backward."

To gain a better understanding of what's necessary for career development, Visco first completed an internship in the university's career services department. Then he and a friend majoring in computer science developed the prototype for Suitable, which took first place in a citywide business competition. Today, Visco serves as Suitable's CEO, and two other Pitt graduates—his brother Dominic, whose degree is in computer engineering, and Laura Strzeletz, whose degree is in communications—act as chief technology officer and marketing executive, respectively.

Suitable is a competency-based platform that walks undergraduates through the intermediary steps they need to take to achieve their larger career goals. For instance, if a student's goal is to land an entry-level job in a particular company, Suitable "provides recommendations for how to build competencies required, such as entering a business plan competition, conducting a research project, or assuming leadership roles on campus," says Visco. Students can track their activities, see how they stack up against other users, and create portfolios of their work. When they're under consideration for jobs and internships, students also can give employers permission to view their portfolios.

After Suitable piloted its platform with the freshman and sophomore classes at the University of Pittsburgh's College of Business Administration, it expanded the pilot to several thousand more students at partner business schools, including those at Arizona State University and Penn State Erie, The Behrend College. Schools pay a yearly subscription to sign on as many students and employers as they like, which usually averages to about US\$5 per student.

The College of Business Administration has used Suitable to support its Outside of the Classroom Curriculum (OCC), which includes activities that develop students in ten core professional competencies, ranging from leadership development and communication skills to cultural engagement and relationship management. Suitable "provides a web and mobile interface where students can keep track of their level of completion across each competency, share their progress via social media outlets, and produce a summary that can be shared with recruiters," explains Audrey Murrell, an associate dean with the college. The school uses the





Suitable's dashboard helps students set goals, track their activities, and compare their progress to that of others.

really just making things up as they go along. We created Suitable to give them a vehicle to articulate how their activities can manifest into professional value." Visit www.suitable.co.

BIONIC BOOKS

Pennsylvania State University in State College has developed a new technology that faculty can use to automatically build complete textbooks from open resources on the web according to topics and keywords provided by a user. The tool, called BBookX, can create media that range from study guides to textbooks.

To begin, users fill in a digital table of contents—assigning each chapter a topic with text or related keywords. Using matching algorithms, BBookX then quickly returns text, and users can keep the chapters as they are or mix with content of their own.

"Faculty can create, edit, build upon, and distribute textbooks free of charge, helping to make textbooks more open, affordable and up to date," says C. Lee Giles, David Reese Professor in Penn State's College of Information Sciences and Technology, which helped create the system along with staff from Penn State's department of Teaching and Learning with Technology. BBookX can also be a powerful learning tool for students who are encouraged to create their own textbooks, he says. The process "gives students a better sense of what they already know and what they still need to learn."

One of the teachers already using the tool is Bart Pursel, an affiliate faculty member also in the College of Information Science and Technology. By using BBookX to build a textbook for his introductory course on how people interact

platform's analytics tools to track data on student participation and progress, as well as create data reports for its assurance of learning activities and accreditation reporting. Such automatic tracking of student activities is "invaluable," says Murrell.

In the future, she adds, the school plans to develop its use of the platform through push notifications and electronic badges to engage students more fully in competency-building activities outside the classroom.

As Suitable notes on its website, "a diploma does not equal a job." To land their first jobs, Visco stresses, students also must have accumulated skills, experiences, and relationships that align with their future aspirations. Too often, he adds, "students are just doing activities to have something to talk about during interviews, but they're

with information and technology, he estimates he saved his students a combined US\$16,000.

While BBookX is a money-saver for students, it is also a useful tool for faculty, says Pursel, because it can help them rapidly prototype courses or find new related content in their fields. "While building my textbook, I came across subjects and topics I hadn't known about before," says Pursel. "I was able to learn something new and then pass that along to my students." Visit bbookx.psu.edu/.

TRAINING NONPROFIT LEADERS

The Presidio Institute in San Francisco, California, and American Express have launched Leaderosity, an online leadership development learning platform that targets social impact leaders. The platform has been supported by US\$1 million from American Express, as well as funds from the Kresge Foundation and the Annie E. Casey Foundation. The Presidio Institute and the Nonprofit Leadership Alliance will offer the first courses on the platform, including a four-week intensive course for early-career professionals aspiring to leadership roles in the nonprofit sector. Each learning module is self-paced, and the platform encourages students to interact with their local, national, and international peers. Visit www.leadership.com.



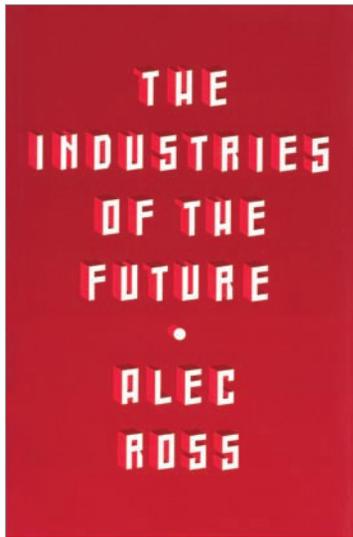
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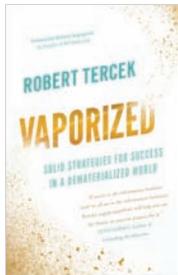
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THE INDUSTRIES OF THE FUTURE

Because of Japan's aging population, the country doesn't have enough young caregivers to look after its elderly—and one solution might be robots. Powerhouses Honda and Toyota are designing mechanical creations that can communicate, do household tasks, and even provide entertainment. And these robots are built to be humanoid companions that fit into the home. “Just as the Japanese companies reinvented cars in the 1970s and consumer electronics in the 1980s, they are now reinventing the family,” writes Alec Ross, visiting professor at Johns Hopkins and Hillary Clinton's former senior advisor on innovation. Ross believes the robotics field is one of five that will drive the next 20 years of change; the other four are advanced life sciences, cybersecurity, big data, and the application of computer code to commerce. While he expects that many of these breakthroughs will bring wealth to a few and higher standards of living to many, other changes will devastate existing industries and the people who work within them. As he notes, “Innovation brings both promise and peril.” (Simon & Schuster, US\$28)

VAPORIZED

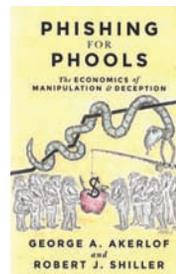


“Whatever can be vaporized, will be,” asserts digital pioneer Robert Tercek. “That means any part of your business or product that can be replaced by pure digital information almost certainly will be.” That might be old news for the printing and music fields, but it's an unwelcome prediction for other long-established industries.

Digital entrepreneurs have stopped selling the *packaging* of information, Tercek explains—the book, the CD, the map—and are simply selling the information itself, digitally, instantly, wirelessly, directly, and simultaneously to an audience of millions. To survive, he warns, companies must surrender their allegiance to legacy products and embrace the possibilities of the digital model. For instance, Mergenthaler Linotype Company weathered the implosion of the century-old typesetting business by licensing its most popular fonts to upstart Adobe. Leaders in other fields must look for similar opportunities. Says Tercek, “There's really no excuse for companies that don't see what is coming next.” (LifeTree Media, US\$26.99)

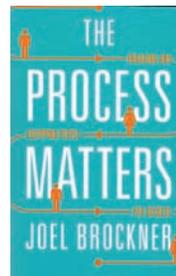
PHISHING FOR PHOOLS

The free market system is a powerful economic engine—but it's not necessarily a benign one, suggest Georgetown's George Akerlof and Yale's Robert Shiller. “The economic system is filled with trickery, and everyone needs to know that,” they write. They take their title from the verb for impersonating a legitimate company over the Internet in order to glean



personal information, but they expand it to cover almost any kind of financial transaction, from buying a candy bar to playing the stock market. They draw on psychology to explore how humans often crave what's bad for them, show how those cravings warp the perfect equilibrium of the free market—and explain how unscrupulous marketers play on those cravings. They offer some ideas for how populations can be protected from predators but their key message is clear: We're all susceptible to phishing. We all must be on guard. (Princeton University Press, US\$24.95)

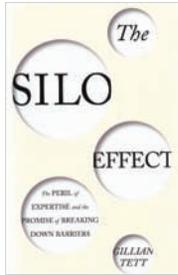
THE PROCESS MATTERS



If you're laid off but your boss isn't a jerk about it, you're much less likely to sue the company for wrongful termination. That insight is only one of the many offered by Columbia Business School's Joel Brockner as he shows that how people perceive an event matters almost as much as the event itself. In particular, they're more accepting of negative outcomes if they believe the process of deciding those outcomes has been fair. For instance, if half the workforce has been downsized, but managers carefully and authentically explain the financial reasons behind their actions, the surviving employees are less likely to complain, lose motivation, or look for other jobs. Employees care less about fair process when the results are to their liking. But, as Brockner points out, “It is typically much easier for managers to achieve

high process fairness than it is for them to deliver favorable outcomes.” Thus, he suggests ways managers can include employees in the process while maintaining trust—and keeping the best workers. (Princeton University Press, US\$27.95)

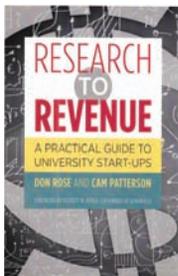
THE SILO EFFECT



Academics are no strangers to the disadvantages of working in silos—or the challenges of breaking out of them. But *Financial Times* columnist Gillian Tett goes far beyond the ivory tower to examine the obstructive effects of silos and the astonishing results that can be achieved when organizations break down barriers between units. For example, she describes

how a youthful squad of data geeks in Michael Bloomberg’s New York City administration predicted where deadly building fires might occur by collating data from tax, fraud, and historical records. She mixes success stories about organizations that shared data (Facebook, the Cleveland Clinic) with cautionary tales about companies that didn’t (Sony, financial institutions before the crash of 2008). While she admits that silos of teams with specialized knowledge can “tidy up the world,” she is adamant that they also can be damaging. “Silos can create tunnel vision, or mental blindness, which causes people to do stupid things.” (Simon & Shuster, US\$28)

RESEARCH TO REVENUE

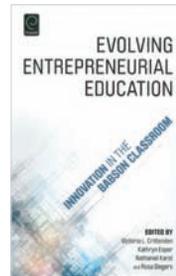


As entrepreneurship becomes established on more university campuses, greater numbers of faculty are inventing and launching new products backed by university technology transfer offices (TTOs). Since 1980, when the Bayh-Dole Act laid out the rights and responsibilities of universities commercializing any inventions supported by federal funds, the number of TTOs in the

U.S. has grown from fewer than ten to more than 100. Don Rose of the University of North Carolina at Chapel Hill and Cam Patterson of New York-Presbyterian Hospital explore the unique facets of university entrepreneurship, from recognizing when theoretical research can result in practical products to managing conflicts of interest between faculty and administrations. A complex and timely topic. (The University of North Carolina Press, US\$35)

EVOLVING ENTREPRENEURIAL EDUCATION

What does it take to teach entrepreneurial thinkers? Perhaps a more innovative, cross-disciplinary approach to education. Representing fields ranging from marketing to the humanities, 45 contributors delve into strategies they’ve honed at



Babson College, where “Entrepreneurial Thinking and Action” is the driving force. One chapter describing the school’s math and science curriculum explains why Babson students must take four courses in these topics, while another explains the use of “Quickfire” challenges—such as those on reality show *Top Chef*—to immerse students in time-constrained competitions where they must solve real-world problems. To graduate creative, fearless, responsible entrepreneurs, business schools “need to strike a balance between problem and mystery, abstraction and concreteness, analysis and intuition, simplification and diversity,” write co-authors Nathaniel Karst, from math and science, and Rosa Slegers, from arts and humanities. Co-edited by Karst, Slegers, Victoria Crittenden from marketing, and Kathryn Esper from the school’s Center for Engaged Learning & Teaching, this is a book written by professors for professors—who all share a passion for teaching entrepreneurs. (Emerald Group Publishing Limited, US\$55) 



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Amy Hillman of ASU's W.P. Carey School of Business

Cost-Free MBA

SCHOLARSHIPS FOR ALL AT ASU

A FULLY FUNDED MBA. That is what's on offer through a new scholarship program for all students entering the two-year full-time program at Arizona State University's W.P. Carey School of Business in Tempe. The scholarship will cover both years of tuition and fees; students still will need to pay for living expenses, books, and other associated costs. Up to 120 incoming students will be accepted into the full-time program that starts in the fall of 2016.

To finance the free tuition, the school is using funds from a US\$50 million donation given in 2003 by real estate broker William Carey. Up until now, that money had gone toward recruiting new faculty.

With the bold gesture, the school is hoping to reach potential students who might otherwise find cost a barrier to a full-time program, including entrepreneurs, single parents, and nonprofit professionals. ASU is marketing the new scholarship to these students through online display ads, search campaigns, email, and other direct marketing channels.

Currently, the Carey School enrolls more than 12,000 undergraduates and more than 800 graduate students in MBA programs that include part-time and online options. Eighty-six are enrolled in the full-time MBA class. Before Carey announced the new scholarship plan,

the cost of the two-year MBA ranged from US\$54,000 for in-state students to \$90,000 for international students.

Recently, *BizEd* spoke with Amy Hillman, dean of the Carey School, about the decision to offer the scholarship and the effects such a move might have down the road.

How did the idea of the full-scholarship MBA come about?

The norm in higher education has been to believe that the more applicants you reject, the more prestigious your school is. However, at ASU, we define ourselves by the students we include and how they succeed. As the federal government provides less support for graduate programs and fewer donors are inspired to donate to master's students, income inequality is a growing concern. Knowing that the skills a student gains from an MBA can be applied to any career, we asked ourselves: "What types of people see an MBA as unattainable, and how can we help them?" The scholarship program was the answer.

Will the scholarship program be offered only to students enrolling in fall 2016, or do you hope to be able to extend it?

We see this continuing for the foreseeable future. The W.P. Carey endowment is helping us get it started, but we will be fundraising to continue the program. We also hope this is a "pay it forward" model where the students know the opportunity is possible because of one person's innovation, hard work, and generosity. When they graduate, we expect that they will mentor and help hire those who come behind them and ultimately enable the program to continue.

With this scholarship, you say you hope to appeal to nontraditional students and change the complexion of the MBA class. Can you talk about the kinds of students you hope to attract?

It's well known that few women and

minorities, relative to their representation in the population, pursue full-time MBAs. Few students from emerging nations—for example, Africa—are coming to U.S. MBA programs. The MBA is valuable for those seeking to start their own businesses, run for political offices, work in foreign service, etc. Yet the “return on investment” is not there to offset the costs of pursuing an MBA. All of these are examples of students we’d like to attract.

You’ve also noted that most of your students go into traditional fields such as finance. What careers do you think these nontraditional students will pursue?

Not sure, but we are eager to see the results.

It seems likely that the offer of free tuition will bring in a barrage of applications. How will you change your admissions process to manage the challenge?

Right now we’re focused on making sure potential applicants can assess whether this is the right program for them. Because the opportunity is scholarship-funded, applicants still have to be well-qualified.

How have current students reacted to the news of the scholarship program?

Very enthusiastically. We held town hall meetings with them and continue to answer any questions they have.

Realistically speaking, few business schools can afford not to charge for their degree programs. According to AACSB data, around the world most schools receive more than 70 percent of their budgets from tuition. How can schools balance their need for operating income with their desire to provide high-quality education?

We are in a fortunate position to do this. Not only do we have philanthropy to start the program, but our full-time MBA program represents only 1 percent

to 2 percent of our total W.P. Carey School student population.

In recent months, other schools have announced tuition reductions in response to ongoing concerns about the high costs of education. Do you expect more schools to cut or eliminate tuition in order to make

education more accessible?

I hope so. America set a worldwide example generations ago by ensuring all children had access to education. If we could continue to make advanced levels of education more easily accessible, imagine how much more advanced our communities and nation could be.

ELIMINATING TUITION

Like Arizona State University, diverse programs at other universities in the United States also are moving to free and reduced tuition models. Two examples:

■ Rutgers University-Camden in New Jersey will dramatically reduce or eliminate undergraduate tuition for state residents through a new program called “Bridging the Gap.” Students who graduate from high school in 2016 and come from families with an adjusted gross income of US\$60,000 or less are eligible to apply for the grant program, which will cover tuition and general campus fees; students from families earning between \$60,000 and \$100,000 are eligible for grants that cover half of their college costs.

The tuition is being funded in two primary ways, says Mike Sapanic, associate chancellor for external relations. “First, each student must apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA). Once students receive their federal aid awards, which are financed by the government, we will cover the balance of the tuition from existing scholarship funds.” Of the nearly 1,600 students on the Camden campus, 75 percent are undergraduates; of these, 25 percent are business students.

“Given that nearly two-thirds of our undergraduate students are first-generation students, the ‘Bridging the Gap’ program will help us bring an excellent business education to a larger population in South Jersey,” says Jaishankar Ganesh, dean of Rutgers School of Business-Camden. “Eventually this will result in a highly diverse, vibrant, and well-educated workforce.”

“Bold moves are necessary to counter the real debt challenges that face college graduates across the nation,” adds Camden Chancellor Phoebe Haddon. “Our program offers a pathway to achieve a Rutgers degree regardless of socioeconomic status. This is the historical promise of American higher education system.”

■ Saint Joseph’s University in Philadelphia, Pennsylvania, will offer free tuition to veterans who enroll in a specialized program. Earlier this year, SJU was accepted into the Entrepreneurship Bootcamp for Veterans with Disabilities (EBV) program, founded in 2007 at the Whitman School of Management at Syracuse University and operated by Syracuse’s Institute for Veterans and Military Families.

This spring, SJU’s Haub School of Business will welcome its first class of post-9/11 military veterans with disabilities into the program, which consists of online and on-campus instruction, as well as a year’s worth of mentoring. Assistance from the U.S. Small Business Administration, corporate partners, and donors will allow the first class of up to 25 participants to attend the program without cost.

Influential Addendum

“The (A)ACSB List,” which appears on page 42 of *BizEd*’s November/December issue, highlights AACSB International’s inaugural list of 100 Influential Leaders. Regrettably, we inadvertently omitted from the list honoree **Lawrence Landry**, nominated by the Clark University Graduate School of Management in Worcester, Massachusetts.

After working as chief financial officer at Swarthmore College and chief investment officer at Southern Methodist University, Landry spent ten years as chief investment officer at the MacArthur Foundation. In the 1980s, Landry’s interest in elder care was sparked at a board meeting where researchers described the foundation’s study on aging, which showed that how people age depends more on lifestyle than genetics. Afterward, Landry spoke with MacArthur Foundation director and researcher Jonas Salk, who told him how much he would like to see these findings applied in the real world.

Salk’s statement struck a chord with Landry, and Landry went on to form Masterpiece Living, which provides senior care facilities with research-based courses, wellness plans, and other support to help residents maintain their health. “Research shows that seniors who live longest are physically active, intellectually engaged, socially connected, and spiritually content,” he says. “We’ve found that if you communicate sound information based on research, people make better choices—with wonderful results.”

To read biographies of all 100 Influential Leaders, visit www.aacsb.edu/influential-leaders.



Chairman & CEO,
Masterpiece Living LLC
BSBA in management '71
MBA '75
Clark University

What’s Next For Hult?

Last September, Hult International Business School, based in Cambridge, Massachusetts, and Ashridge Business School in the United Kingdom became the latest institutions to merge. Both will operate and award degrees as separate legal entities under the Hult brand.

The merger is a culmination of an alliance between the schools that began in July 2014. It comes as the market for executive education, the main source of Ashridge’s revenue, grows uncertain, says Stephen Hodges, president of Hult.

By pairing Hult’s undergraduate and graduate programs with Ashridge’s executive programs, the new Hult will be able to offer a more complete portfolio of services and be “less affected by the economic cycles in the executive education business,” says Hodges. “Hult wanted to become the most relevant business school for employers. Ashridge’s focus on executive education and practical research fit with that vision.”

► [Read our full Q&A with Hodges about Hult’s plans at \[www.bizedmagazine.com/archives/2016/1/people-and-places/hult-merger\]\(http://www.bizedmagazine.com/archives/2016/1/people-and-places/hult-merger\).](http://www.bizedmagazine.com/archives/2016/1/people-and-places/hult-merger)

CEIBS ACQUIRES THE LORANGE INSTITUTE

In October, the China Europe International Business School (CEIBS) in Shanghai announced its purchase of the Lorange Institute of Business in Zurich, via its Swiss foundation. Acting as CEIBS’ European campus, the Lorange Institute of Business will continue to deliver its offerings designed for professionals, including its EMBA, executive development, and master’s programs.

The merger will allow faculty at both campuses to explore the growing economic connections between China and Europe. The Lorange Institute’s campus will become a hub for Chinese-focused businesses in Switzerland, where the newly formed institution will offer executive development programs that target both managers of China-owned corporations based in Europe and European executives who wish to prepare themselves to do business in China. The school also will add European study tours for its master’s-level students based in China.

Philipp Boksberger will serve as president and Yuan Ding as executive chairman of the institute, now called the Lorange Institute of Business Zurich—A Member of CEIBS Group. Founder Peter Lorange will continue to work part-time as honorary president.

NEW APPOINTMENTS

Simon Fraser University in Burnaby, British Columbia, has named **Ali Dastmalchian** dean of the Beedie School of Business, effective January 1. Dastmalchian joins the Beedie School from the University of Victoria's Gustavson School of Business in British Columbia. He had previously been dean at that school but most recently was a professor of organization studies and international business.

Richard G. Mathieu has been appointed dean of the McColl School of Business at Queens University of Charlotte in North Carolina. Mathieu most recently served as associate dean for academic affairs in the College of Business at James Madison University in Harrisonburg, Virginia. Mathieu replaces **Ron Shiffler**, who retired after serving as dean of the McColl School since 2012.

Stetson University in DeLand, Florida, has named **Neal Mero** as the new dean of its School of Business Administration. Mero most recently was the founding director of the DBA program at Kennesaw State University in Georgia. Before that, he was vice president and chief advocacy officer at AACSB International.

Greg Cant is the new dean of the Feliciano School of Business at Montclair State University in New Jersey. Most recently, Cant was the founding dean of the Offutt School of Business and Robert J. Johnson Chair in Economics and Business Administration at Concordia College in Moorhead, Minnesota.

The Asian Institute of Management (AIM) in Manila, the Philippines, has recently announced the appointment of current AIM dean, **Jikyeong Kang**, as its new president and CEO. Kang joined AIM in January 2015 as dean, senior vice president of marketing, and MVP professor of marketing.

Bruce Harreld, a former Harvard Business School faculty member and corporate executive, will become the 21st president of the University of Iowa in Iowa City. Harreld held a variety of corporate executive positions with Kraft Foods, IBM, and Boston Market restaurants before going to HBS in 2008.

NEW PROGRAMS

Starting next summer, the Carlson School of Management at the **University of Minnesota**

in Minneapolis will introduce a one-year industry MBA program offered primarily online for congressional staffers. The program aims to provide participants with a combination of policy and management expertise.

Pepperdine University's Graziadio School of Business and Management is launching its EMBA program in the Dallas, Texas, area, expanding the program outside of the university's home state of California. The 19-month program incorporates real-life case studies into an applied strategic plan, often utilizing students' own companies.

American University's Kogod School of Business in Washington, D.C., will offer an accelerated one-year online MBA program through MBA@American. The online track offers the same curriculum as the traditional program and will require students to complete 48 credits and two in-person immersions. The first class begins in January.

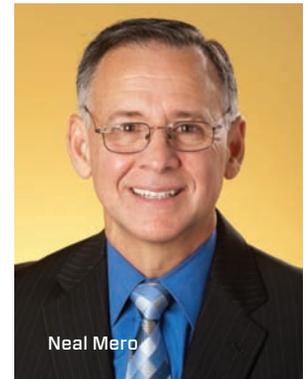
The College of Business at **Clayton State University** in Atlanta, Georgia, recently implemented a human resource leadership concentration within the MBA program that aligns with the guidelines set out by the Society of Human Resource Management.

Through Coursera, the **University of Michigan's** Ross School of Business in Ann Arbor is extending its online offerings of MOOCs to include courses on introductory finance, leadership, and negotiation. All of the University of Michigan's online offerings are available to current students, alumni, and the general public for no cost unless taken as part of a certificate program.

Columbia Business School in New York recently launched a new Immersion Seminars program that allows full-time MBA students the chance to interact with C-suite executives to discuss the future of business. Participating executives come from an array of industries, including



Richard G. Mathieu



Neal Mero



Greg Cant



Jikyeong Kang

data analytics, management consulting, brand experience, financial services, innovation, social media, technology disruption, innovation, and entrepreneurship.

The **University of Toronto's** Rotman School of Management in Ontario is launching an eight-month master of financial risk management program aimed at students with solid quantitative skills who have recently completed undergraduate university studies. The first classes for the new program will begin in September 2016. The school also is offering a new 12-week graduate diploma in professional accounting to provide students with an accelerated path to their CPAs.

Bentley University in Waltham, Massachusetts, now offers an online bachelor's degree completion program in business administration. The program is designed for individuals who have accumulated two years of college-level credits, stepped away from their education for personal or professional reasons, and now are interested in completing their bachelor's degrees. The 16-course program is offered part-time.

The Fox School of Business at **Temple University** in Philadelphia, Pennsylvania, has launched a fully online master of science degree in digital innovation in marketing. Offered jointly by the departments of marketing and supply chain management, the 30-credit program includes required courses in data analytics, social media innovation, and user experience design, as well as electives in digital business strategy, marketing research, and direct marketing.

North Carolina State University's Poole College of Management in Raleigh recently introduced the McLaughlan Leadership Series and associated fellowships to its Jenkins MBA program. Up to 20 fellows will be selected for the leadership development program. Fellows will complete three two-day sessions, which will include faculty lectures, group discussions, guided assessments, team projects, coaching, and speaker presentations. Each fellow also will create a personal leadership development plan and will be provided with US\$300 to complete a personal leadership challenge. The program is funded by a gift from Russ and Cara McLaughlan.

COLLABORATIONS

The School of Business and Economics at **Sonoma State University** (SSU) in California has entered a partnership in wine business with the **University of Jinan Quancheng College** in China's Shandong province. The study exchange will allow students from Penglai Wine College to pursue SSU's online certificate in wine business management and enroll in the Global Wine MBA program. **Cornell University** of Ithaca, New York, has

Deaton Wins Nobel

The 2015 Nobel Prize in economics was awarded in October to Angus Deaton, who has conducted extensive research in the areas of consumption, poverty, and well-being. Deaton is the Dwight D. Eisenhower professor of economics and international affairs at the Woodrow Wilson School of Public and International Affairs at Princeton University in New Jersey. The award carries with it a prize of 8 million Swedish krona (about US\$979,000).

According to the Royal Swedish Academy of Sciences, which selects the prize winners, Deaton's work revolves around three central questions: How do consumers distribute their spending among different goods? How much of society's income is spent, and how much is saved? How do we measure and analyze welfare and poverty? In his 2013 book, *The Great Escape: Health, Wealth and the Origins of Inequality*, Deaton traces the great innovations in science and technology that have contributed to the well-being of nations—but points out that, because many of these inventions are available only to the wealthy, they have contributed to global inequality. He also examines how economic growth currently operates in nations such as the U.S. and India, and discusses how to address continuing inequalities.



announced that its online learning group, eCornell, has partnered with *Fortune* magazine to launch an online business education certificate program titled "Mastering 21st-Century Business Strategy." The program consists of six courses that cover topics such as competitive advantage and profitability, strategic positioning in markets, mergers and acquisitions strategy, supply chain threats and opportunities, and game theory in business strategy.

Oxford University's Saïd Business School in the U.K. and Schwarzman Scholars are partnering to allow their students to complete both the full-time

Oxford MBA and the Schwarzman Scholars-**Tsinghua University** master's degree in global affairs. Schwarzman Scholars is a one-year immersion program in Beijing, China, designed to educate the next generation of global leaders. As part of the collaboration, students apply independently but simultaneously to both programs. If they're accepted, students will start the Oxford MBA upon completion of their master's degrees as Schwarzman Scholars.

In another collaborative effort, the Saïd Business School and Jala Group's CHANDO brand have announced a new scholarship to support Chinese women undertaking the Oxford MBA program. The Oxford-Chando Scholarship for Women will provide partial funding for outstanding female candidates attending the program during the 2015-2016 and 2016-2017 academic years.

The Haub School of Business at **Saint Joseph's University** in Philadelphia, Pennsylvania, is now offering its executive master's of food marketing program to associates of Ahold USA and one of its retail divisions, Giant Food Stores, at the company's support office in Carlisle, Pennsylvania. Students have the option of also attending regular program classes in Philadelphia or online.

Gold Medal for Design

BizEd's 2015 redesign took top honors in the 2015 Ozzie Awards hosted by Folio: magazine. *BizEd* won in the category of association/nonprofit publications with six or more annual issues. The magazine also received an honorable mention for overall design. Since the January 2015 issue, *BizEd* has been designed by 2COMMUNIQUE of Albany, New York.

The Ozzie awards recognize excellence in magazine and website design across all sectors of the industry; the accompanying Eddie awards honor editorial work. A panel of 300 judges considered 2,800 entries across 33 categories.



Global bank Citi and The Wharton School of the **University of Pennsylvania** in Philadelphia have announced the formation of the Citi Wharton Global Wealth Institute. The new institute is part of a three-year executive education initiative that will reach the Citigold, Citigold Private Client, and Banamex global advisory network; it will launch in December on the University of Pennsylvania's campuses in Philadelphia and Beijing. The participants will comprise Citi's top-performing relationship managers and financial advisors. Beginning in 2016, additional sessions will be taught in Latin America and Europe with further locations to be announced.

GRANTS AND DONATIONS

Mark S. Ain and his wife, Carolyn, have made a multimillion-dollar commitment in support of entrepreneurship education at the **University of Rochester** in New York, bringing their total

support of the university to US\$5 million. In recognition of the Ains' collective philanthropy, a campus center will be renamed the Ain Center for Entrepreneurship.

The Bank of America Charitable Foundation recently donated US\$1 million to **Georgetown University** in Washington, D.C. Half of the gift is dedicated specifically to the Global Social Enterprise Initiative (GSEI) at Georgetown's McDonough School of Business.

Food service industry leader Regynald G. Washington has given a US\$1 million endowment to the Cecil B. Day School of Hospitality Administration at **Georgia State University's** J. Mack Robinson College of Business in Atlanta. The school's graduate program will be named the Regynald G. Washington Master of Global Hospitality Management.

The family of Robert M. Wood is providing a gift of US\$1 million to the **Arkansas State University** College of Business in Jonesboro. The gift will go toward enhancing the college's new sales leadership center, which will be named after the donor. The center will provide a laboratory environment for students and area professionals and will include two practice environments—a boardroom and individual sales-presentation settings.

OTHER NEWS

Emerald Group Publishing has unveiled a new magazine, *Research Focus—Business & Management*, aimed at faculty, students, and librarians at business schools. The 88-page magazine takes an in-depth look at business and management research in North America. Additional content is available in the digital edition at www.emeraldgrouppublishing.com/bizfocus. 



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DEAN, COLLEGE OF BUSINESS ADMINISTRATION Gulf University for Science and Technology (GUST) Kuwait

Gulf University for Science and Technology (GUST) seeks a Dean for the College of Business Administration. Founded in 2002 as the first private university in Kuwait, GUST is a four-year, coeducational, liberal arts institution offering eleven undergraduate and six graduate degree programs. In 2012 Dr. Donald Bates assumed the presidency of GUST, which is founded on the USA higher education model with English as the administrative and instructional language. The university, which has a dual-enrollment agreement with the University of Missouri-St. Louis, has responded to the region's growing desire for Western-style education. GUST is committed to providing a distinctive education emphasizing a liberal education foundation, proficiency in the English language, and fluency in the latest computer technologies. The GUST student body of 3,400 is served by a faculty of 154, the majority of whom have earned one or more degrees from North American institutions. The university graduated its first class of 400 students in June 2007; a new campus was inaugurated in Spring 2008. English is widely spoken and understood throughout Kuwait, with two thirds of the country's residents from around the world.

The university consists of two colleges: **The College of Arts and Sciences (CAS)** includes the Departments of Computer Science, English, Humanities and Social Sciences, Mass Communications, and Mathematics & Natural Sciences with two new fully accredited Master's degrees in Education and Computer Science starting in Fall 2015 through its agreement with UML. **The College of Business Administration (CBA)**, which has a faculty of 60 and was accredited by AACSB in 2014, consisting of the Departments of Accounting and Management Information Systems, Business Administration, Economics and Finance, and a Master of Business Administration program. Additional information is available at www.GUST.edu.kw.

Leading candidates will hold a Ph.D. and all lesser degrees in a business related field from a professionally accredited institution; a record of teaching, scholarship, and service that qualifies for an appointment as a full professor; significant experience in an academic setting as Dean or Associate Dean of Business; and experience with AACSB and regional accrediting agency standards and processes. International/regional experience is a plus, but not required. Compensation, which is free of Kuwait taxes, is competitive with AACSB salary levels for comparable business program and is complemented by an attractive benefits package. The position is available beginning January 2016.

Korn/Ferry International is assisting in this search and invites confidential inquiries, nominations, and applications. Applications should be submitted in English to GUSTdean@kornferry.com and include a current CV and letter explaining interest and relevant experience.

John Kuhnle, Managing Director—Global Education, Washington, DC
Elizabeth Dycus, Senior Consultant—US, dycuse@kornferry.com
Inga Walter, Principal, Dubai-UAE, inga.walter@kornferry.com





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Please note that an appointment to posts advertised will be dependent on University approval, together with the terms of the employment control framework for the higher education sector.

REACHING OUT TO CUBA

As U.S.-Cuba relations thaw, business schools must do more to remove academic barriers between the two countries, say Bruce R. Magid, dean, and Alan Hassenfeld, co-chairman of the board of overseers, at Brandeis International Business School in Massachusetts. “U.S. schools,” they argue, “must work that much harder through aggressive promotion and scholarships to successfully attract and enroll qualified Cuban students.”

► SEE “PURSUING BUSINESS EDUCATION DIPLOMACY” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.



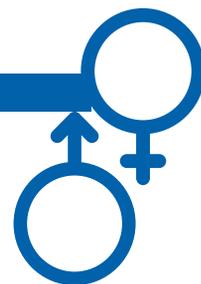
U.S. workers think they're “very proficient” in using workplace technology.

► FROM A 2014 HARRIS POLL—SEE “ARE YOU READY FOR THE FUTURE OF WORK?” ON PAGE 20.

GENDER SUCCESSION

Hiring a new CEO whose gender differs from that of the previous one can disrupt the CEO succession process and hurt company performance, say Yan “Anthea” Zhang of Rice University's Jones Graduate School of Business in Texas, and Hongyan Qu, an assistant professor at the Central University of Finance and Economics in China. One way to minimize the disruption? Appoint an internal candidate who's a woman.

► READ MORE IN “GENDER BENDER AT THE TOP” ON PAGE 14 OF THIS ISSUE.



INNOVATION WELCOME

How can you promote innovation in a rigidly structured environment that isn't open to new ideas? That's the challenge for complex, monolithic organizations like the U.S. military. The U.S. Air Force Academy in Colorado Springs, Colorado, created a two-course innovation capstone to act as an “idea factory” within the Air Force's larger bureaucratic system, says Brigadier General Andrew Armacost. See “Disciplined Innovation” on page 56 of this issue.

DEANS OF THE FUTURE

5%

of deans at U.S.-based AACSB-member schools came to the post from corporate or other nonacademic positions.

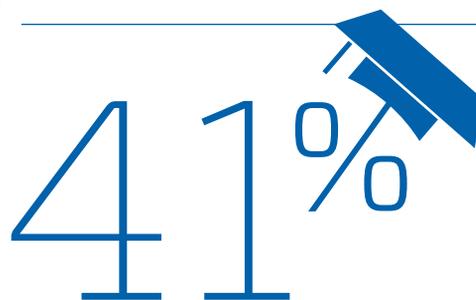
► FROM SURVEY BY EXECUTIVE SEARCH FIRM WITT/KIEFFER—READ MORE IN “WHO WILL KEEP BUSINESS SCHOOLS IN BUSINESS?” AT WWW.BIZEDMAGAZINE.COM.

ONLINE ROI

\$2,707,200

That's how much revenue a school could expect to earn from its undergraduate program the first year it offered online classes. The figure comes from Chaman L. Jain, a professor of economics and finance at St. John's University's Tobin College of Business in New York. Jain applied U.S. Department of Education data to a hypothetical school with 20,000 students. He estimates that the same school also could generate US\$1,322,400 from grad students in the first year.

► READ “A BUSINESS SCHOOL'S ROI FOR ONLINE ED” IN THE FEATURES SECTION AT WWW.BIZEDMAGAZINE.COM.



of EMBA students receive no funding from their employers.

SEE “EMBA STUDENT PROFILE” ON PAGE 12.

SABBATICAL INSIGHTS

“Many administrators would agree that with endless meetings to attend, competing goals to meet, daily fires to extinguish, and shrinking budgets to manage, they are likely to neglect their spiritual intelligence in the rush to get things done. But a strong spiritual intelligence is one of the most important components to leading a rich and meaningful life, defined by honesty, integrity, reflection, and legacy,” says Hema A. Krishnan of Xavier University in Ohio.

► READ HER OP-ED “FROM FACULTY TO ADMINISTRATION—AND BACK AGAIN” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.



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AACSB International's First Century

► To read more about AACSB's history and centennial celebration, including details about its Visioning Initiative for the future and the schools recognized for their "Innovations That Inspire," visit the association's dedicated website at www.aacsb.edu/about/history.

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

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

A photo of the author is also required.

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

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Blast to the Past

WHETHER WE'RE AWAITING the release of the latest Apple Watch or debating the use of artificial intelligence, it often seems like we're barreling into the future on a high-speed bullet train, leaving the past far behind. But I was heartened—and even a little relieved—by the number of articles I've read in the last year about people saying “enough already.” As our lives grow increasingly complex and interconnected, some are choosing to revert back to simpler, less distracting times. The author of a November 28, 2015, article in *The New York Times* called this phenomenon “analog fever.”

That same article noted that a growing number of music lovers are preferring vinyl records to streamed music—with vinyl record sales up 220 percent since 2000. Many television viewers are canceling their pay-TV subscriptions in favor of over-the-air and a la carte programming. According to a survey by Publishing Technology, millennials aren't just reading more books in print; many also prefer to shop in physical bookstores, which has spurred Amazon, the arbiter of all things online, to open its first, yes, *brick-and-mortar bookstore* last November. Elsewhere I've read that some people are trading their smartphones for far-less-distracting flip phones. In 2014, sales of smartphones fell by more than 5 percent, while sales of so-called “dumb phones” rose by nearly 6 percent. It seems that some are choosing to overcome their technology addictions and take a more balanced approach to living in the digital age.

Such a re-embracing of the past seemed particularly significant as we prepared this special issue, in which all of our features touch on how business education has evolved over the last century. In one article, we describe the evolution of AACSB's accreditation standards from their roots in 1916; in another, we tell the story of business education through a timeline of historical artifacts contributed by many of AACSB's founding schools. In addition, business school deans from nine countries reflect on the history of their markets, while outspoken educators like Rotman's Roger Martin, Stanford's Jeffrey Pfeffer, and Harvard's Rosa-beth Moss Kanter suggest paths for business schools as they head into the next 100 years.

Finally, we asked J.-C. Spender of Kozminski University to serve as this issue's historian. In “The Past Is Present,” he provides an analysis of business education from its origins through today. His conclusion? That since the field's beginnings, all business school administrators and faculty have faced a similar challenge: to define their overarching purpose.

The year that marks AACSB's centennial seemed like the perfect time to reflect and realize that amidst the dizzying pace of change, history still has valuable insights to offer today's educators. Of course, no matter how many people renew their love of record turntables, bookstores, and flip phones, we'll never again live, work, teach, or learn like it's 1999. Even so, it's worth taking a moment to slow down to consider the ideas and innovations of the past, so that we can more deliberately take the best of them with us into the future.

A handwritten signature in black ink that reads "Tricia Bisoux". The script is fluid and cursive.

Tricia Bisoux
Co-Editor



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calendar

March 14–15

**Curriculum Development Series:
Supply Chain Management**

Fayetteville, Arkansas

Focused on an increasingly vital area of business, this seminar will incorporate discussion, activities, meetings with executives, and facility tours to prepare attendees to design supply chain management programs that meet the needs of business.

March 14–15

**Curriculum Development Series:
Data Analytics**

Amsterdam, The Netherlands,
and Singapore

Educators from both of these markets will explore this rapidly evolving field, via analysis of employers' expectations regarding students' data analytics skills and discussion of strategies to create effective data analytics programs.

April 3–5

**AACSB International Conference
& Annual Meeting**

Boston, Massachusetts
#ICAM2016

This year, AACSB's largest annual gathering of educators and business leaders will explore the theme "Renewing Our Purpose. Empowering Your Potential." Inspired by AACSB's 100th anniversary, ICAM will emphasize how b-schools can innovate to meet the expectations of business and society. Plenary speakers will include Don Tapscott of the World Economic Forum, who will address society's increasing technological interconnectedness, and Tali Sharot, neuroscientist and visiting professor at MIT, who will discuss her research into the behaviors that shape people's decisions and beliefs.

April 18–22

**Curriculum Development Series:
Globalizing the Business**

Curriculum (April 18–19)
Experiential Learning (April 20)
Critical Thinking (April 21–22)

Tampa, Florida

In back-to-back seminars, faculty will have opportunities to develop their teaching in three areas of



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

the curriculum: incorporating global concepts; integrating project-based learning; and encouraging individual inquiry, problem solving, and reflection.

May 29–31

Asia Pacific Accreditation Conference

Singapore
#AsiaPacific

Attendees will explore the AACSB accreditation standards, delve into challenges facing Asia Pacific-based business schools, and share solutions with their regional peers. Sessions will cover topics such as faculty engagement, strategic innovation, financial strategies, and the impact of research. Gerard George, dean of Singapore Management University, will serve as conference chair.

May 29–31

**Accreditation Conference:
Europe, Middle East & Africa**

Istanbul, Turkey
#AACSBemea

Designed for educators from schools at all stages of accreditation, this conference is designed to enhance attendees' understanding of AACSB's accreditation standards and offer opportunities to build relationships with other schools in the region. GERALYN McClure Franklin, dean from United Arab Emirates University, will serve as conference chair.

ALSO CONSIDER:

April 7–8

**European University Association
2016 Annual Conference**

Galway, Ireland

The National University of Ireland will host this event on "Bricks and clicks for Europe: building a successful digital campus." Visit www.eua.be.

April 26–27

Colloquium on Accreditation

Jounieh, Lebanon

This event will focus on the theme "Accrediting Business Schools: A Necessity or a Trend?" It will be hosted by Holy Spirit University of Kaslik, sponsored by EFMD and the Arab Society of Faculties of Business, Economic & Political Sciences, and supported by AACSB. Visit webapp.usek.edu.lb/forms/ws/abs/.

May 12–13

**Higher Education Institutions
Conference 2016**

Split, Croatia

This event on "Innovation for Competitiveness in Higher Education" will include speakers Tom Robinson, AACSB's president and CEO; Susan Cox, Australian ambassador to Croatia; and Sue Cox, EFMD's academic VP and dean of Lancaster University Management School. Visit uniconference.com.



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Students Are Set On Sustainability

THE ENVIRONMENT MATTERS MORE IN CAREER CHOICES

HR PROFESSIONALS WHO THINK job candidates aren't paying attention to their companies' environmental practices should think again: A new survey finds that the vast majority of business students—96 percent—believe businesses should take a leading role in addressing climate change. At the same time, 64 percent do not believe that businesses have done enough to solve the world's environmental challenges.

These are just two results from a survey conducted by Yale University in New Haven, Connecticut, in collaboration with the World Business Council for Sustainable Development

(WBCSD) and the Global Network for Advanced Management. The survey asked more than 3,700 students at 29 leading business schools in 25 countries about their stance on the role of business in addressing issues related to environmental sustainability. Here are a few of its other findings:

84 PERCENT of students reported that they would choose to work for companies with good environmental practices.

67 PERCENT want their future jobs to incorporate environmental sustainability in some way.

44 PERCENT would choose jobs with companies that had better environmental practices over those whose practices lagged behind—even if it meant accepting lower salaries.

■ **19 PERCENT** would refuse to work for companies with bad environmental records, regardless of the salary offered.

The students also indicated that they believe that profit and purpose are not mutually exclusive and that measures to protect the environment will drive economic growth, create jobs, and make companies more competitive in their industries.

“The role of business in society is changing. Business leaders need to understand the complex nature of sustainability issues and integrate solutions for social and environmental challenges, with the need for good financial results,” says Peter Bakker, president and CEO of the WBCSD. The survey indicates that today’s students are “demanding action on environmental sustainability,” he adds. “If business schools and business can deliver against this call for change, the necessary transformation toward a sustainable future will clearly be much more impactful.”

An overarching finding from the survey is that 92 percent of these students believe that the world already is seeing the impact of climate change. They want to start addressing these challenges during their business school programs:

64 PERCENT also want business schools to integrate issues of environmental sustainability into their core curricula.

61 PERCENT want business schools to hire more faculty and staff with expertise in sustainability.

These results send a clear message to business schools as they consider the content of their curricula for the 21st century, says Edward Snyder, dean at Yale. “Worldwide, today’s business schools are being called on to act by the very people we’re training as leaders,” he says. “It’s incumbent upon us to prepare our students for the world not of the last generation, but the next.”

▶ [Download the report, “Rising Leaders on Environmental Sustainability and Climate Change” at \[cbey.yale.edu/risingleaders\]\(http://cbey.yale.edu/risingleaders\).](#)

WHY TRACKING IS MORE PRODUCTIVE, LESS FUN

IS IT SUCH A GREAT IDEA to obsess over your Fitbit? New research from Duke University’s Fuqua School of Business in Durham, North Carolina, shows there are hidden costs in using gadgets to track how much we eat, sleep, and exercise. Fuqua’s Jordan Etkin found that while measuring prompts us to do more, it can make us enjoy activities less—and do less of them once we stop tracking output.

Etkin conducted six experiments to determine how measuring affects an individual’s enjoyment of certain tasks. In the first, 105 students spent ten minutes coloring simple shapes. Those who were told as they worked how many shapes they had completed were more productive. However, they colored less creatively and reported enjoying themselves less than the group whose output was not tracked.

In a second test, 95 students were asked to record their thoughts for a day while they walked—one group was offered the option to wear pedometers and check them regularly; another group wore pedometers with the display covered and told they were only testing how comfortable it was. Those who chose to track their steps walked farther but reported less enjoyment than the second group. In a tweaked version, where participants could choose whether or not to check their pedometers, those who opted to check walked farther but enjoyed it less.

Etkin replicated these results when participants completed reading tasks. Groups in one experiment read passages that described reading as either fun or educational; only some participants in each group were told how many pages they read as they went. Those prompted to think of reading as educational enjoyed the task no less as a result of tracking. However, those prompted to think of reading as fun, who also tracked their progress, found reading less enjoyable. In another study, those who could choose to track their reading were less likely to want to continue reading after a set time period had elapsed than those who didn’t.

The findings show that it’s important to be mindful about what we track and why, Etkin notes, because those who “self-select” into using trackers could hurt themselves in the long run.

“We’re curious creatures, and we find tracking information very seductive, even for enjoyable activities,” she says. “We need to measure increased productivity against our underlying enjoyment. For activities people do for fun, it may be better not to know.”

“The Hidden Cost of Personal Quantification” is forthcoming in the *Journal of Consumer Research*.



Elite MBAs Pay Off

ACCORDING TO A SURVEY of 85 business schools in the U.S. and Canada by QS Quacquarelli Symonds, individuals who have earned MBA degrees from full-time programs at these schools see, on average, a US\$500,000 return on their investment over a ten-year period and a \$2.6 million ROI over a 20-year period. Their average salary post-graduation is \$91,417 (compared to \$52,723 pre-graduation). That's \$30,000 more than that of other master's graduates. Eighty-five percent of full-time MBAs at these schools surveyed are employed within three months of graduation.

To come to these findings, the survey relied on four primary metrics: the return on investment after 10 years, the ROI after 20 years, the period required to pay back the initial investment, and the salary bump after graduation. It included 90 schools from TopMBA's Global 200, a list of business schools the site has compiled based on surveys of more than 5,600 recruiters and more than 7,100 academics.

However, does this high ROI lead to more students pursuing MBA education? Yes and no, says Mansoor Iqbal, a higher education specialist with QS Quacquarelli Symonds who focuses on business education.

On the one hand, he says, undergraduates increasingly view an advanced business qualification as a way to secure an advantage before they enter the job market. On the other hand, managers already in the workforce do not want to take time off from their jobs to seek full-

Full-time MBA graduates see ROIs of **\$500,000** over a ten-year period.

time education, making part-time programs more appealing. In today's market, more students "expect to choose how and when they study," Iqbal says. Both trends are driving the popularity of flexible part-time and online programs, as well as those that allow students to enroll in graduate business programs directly after they complete undergraduate study.

"Our numbers are showing that there is a growing interest in alternative programs, particularly pre-experience master's courses. We're also seeing a growing interest among applicants in part-time formats—everything from online MBA programs to EMBA programs—while

the full-time MBA has suffered a slight decline in popularity," says Iqbal.

But while full-time MBA programs are not seeing the same growth as other models, elite, full-time MBA programs still remain the "pinnacle of business education," Iqbal adds. The survey also suggests that many employers still value the skills and experience MBAs bring to the table—of employers surveyed, 84 percent want to hire MBA graduates. In addition, 51 percent are looking for graduates with master of management degrees, and 44 percent want those with master's degrees in accounting. Worldwide, the demand for MBAs has grown at an annual average rate of 15 percent since the QS Global Employer Survey began in 1990.

"The full-time MBA is still by far the most popular format," says Iqbal. "As our ROI report reveals, an MBA at a good school still offers the strongest returns."

► From the "QS Return on Investment Report—North American Full-Time MBA 2015." QS Quacquarelli Symonds is a higher ed technology company and creator of TopMBA.com. Download the report, after registration, at www.topmba.com/why-mba/publications/qs-north-american-business-school-roi-report.

SETTLING THE SCORES

According to a September 2015 survey by Kaplan Test Prep, **90 percent** of **222 business schools** in the U.S. and Great Britain allow applicants to submit scores from the GRE entrance exam instead of the GMAT. That's up from **85 percent** in 2014 and up considerably from just **24 percent** in 2009. Among admissions officers, **42 percent** reported that more applicants submitted GRE scores in 2015 than in 2014.

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The Value of Experience

AT A TIME WHEN many companies value the outlooks of younger workers, baby boomers could find themselves marginalized in the workplace. But a report from Ashridge Business School in the United Kingdom emphasizes that companies that discount the knowledge and experience of older workers could be hurting their own performance.

The report is based on a survey of more than 2,000 workers over the age of 50, as well as HR directors. It finds that workers 50 and older, who by 2020 will make up one-third of the working population, are living longer and plan to work longer. Like their younger counterparts, they remain ambitious, seeking meaningful work and opportunities for

growth. Even so, the survey finds that HR departments often focus career development efforts on younger workers, while directing older workers to retirement and financial planning resources.

To help baby boomers thrive, the report suggests that employers ask them to serve as advisors and nonexecutive directors and speak with them about their career aspirations. It also recommends that employers offer boomers more opportunities for training and development that will help them work toward new roles, such as becoming mentors to less experienced workers.

“If [baby boomers] are not stimulated and engaged at work, the knock-on effect on the motivation levels of others could be enormous,” says research fellow Carina Paine-Schofield, co-author of the report with Ashridge associate Sue Honoré. “Organizations also need to think about how the way they perceive and manage older workers impacts on recruitment and their brands.”

“Don’t Put Baby (Boomers) in the Corner: Realizing the Potential of the Over-50s at Work” is part of a series of reports on the intergenerational workforce. Request a copy of the report by email at research@ashridge.hult.edu.

FLAGGING THE NEXT STOCK CRASH

Researchers at the University of California Berkeley’s Haas School of Business have developed a new system designed to help investors actively avoid stock market price crashes. Based on 14 years of stock data, the system incorporates warning flags that researchers identified by studying variables associated with stock price declines. When a company receives three or more flags, it is significantly more likely that its stock price will crash, according to co-authors Richard Sloan, a professor with the Haas Accounting Group; B. Korcan Ak, a PhD candidate at Haas; Steve Rossi, an analyst at RS Investment; and Scott Tracy, a portfolio manager.

The researchers studied stock return data between 2001 and 2014 involving publicly traded companies with market capitaliza-

tions of at least US\$100 million. After finding that about 70 percent of market crashes occur after earnings announcements, they rated each stock to determine which companies should be assigned crash flags. They identified five key variables: unusual trading volume, high short interest, large accounting accruals, extreme valuations, and high growth expectations. Stocks in the top quintile on at least three of these variables were at higher risk for a price crash.

“We suggest that stocks with three or more flags be carefully examined before investors continue to hold them,” says Sloan.

► **“Navigating Stock Price Crashes” is available at ssrn.com/abstract=2585811.**

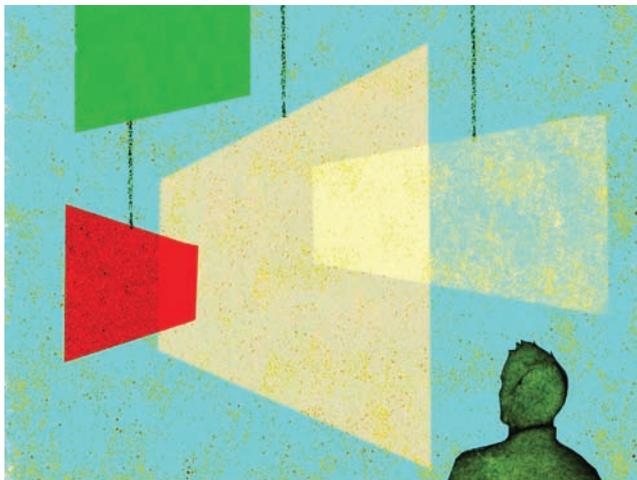
Setting the Scenario

IS THERE A BETTER WAY to approach research in complex fields that study topics such as migration patterns, food insecurity, and climate change? Yes, according to academics from the University of Oxford in the U.K. They believe scenarios can help identify unmet research needs, broaden fields of inquiry, and make connections between different disciplines.

For their paper, the researchers define “scenarios” as narrative constructs that imagine equally plausible futures. Scenarios are more commonly used as planning tools to explore possible future contexts in different markets.

Incremental and discipline-bound research won’t produce the challenging questions needed to address “the complex and interlinked problems facing the world,” says Rafael Ramirez, a senior fellow in strategy at the University of Oxford’s Saïd Business School. “Research on the future of international migration, for example, tends to rely on projections with today’s conditions as a starting point. Scholars never ask, ‘What effects might developing technology have on migration?’ or ‘Under what circumstances do people stop trying to adapt to environmental changes and decide to emigrate instead?’ Using scenarios can help researchers identify and consider these surprising and apparently unconnected influences.”

Ramirez worked with co-authors Malobi Mukherjee of the Oxford Institute of Retail Management at the Saïd School; Simona Vezzoli of the International Migration Institute in Oxford’s Department of International Development; and Arnoldo Matus Kramer, a member of the 100 Resilient Cities network and climate-change consulting group Ithaca Environmental. They discuss their findings in “Scenarios as a scholarly methodology to produce ‘interesting research,’” which appeared in the August 2015 issue of *Futures*.



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Gender and Competition

MANY COMPLEX FACTORS contribute to the pay gap between men and women business leaders. According to 2014 figures, only 6.5 percent of the CEOs with the highest salaries were women; moreover, their salaries were nearly 10 percent less, on average, than those of their male peers. The co-authors of a recent working paper say that men's self-selection into more competitive careers explains a significant part of that discrepancy.

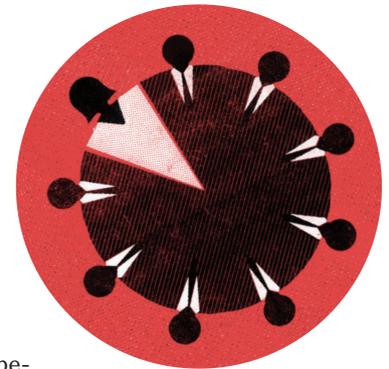
Ernesto Reuben of Columbia Business School in New York, Paola Sapienza of the Kellogg School of Management at Northwestern University in Evanston, Illinois, and Luigi Zingales of the University of Chicago Booth School of Business in Illinois conducted an experiment once used by researchers at the University of Pittsburgh in Pennsylvania. They asked a group of Chicago Booth MBA students to complete simple math equations. However, the participants could choose one of two scenarios: They could earn US\$4 per correct answer, or they could earn \$16 per correct answer—but only if they outperformed their peers. In this experiment, men were twice as likely as women to choose to compete for the higher payout.

In a subsequent analysis of Chicago Booth career data, the researchers found that individuals who had been previously identified as competitive in an experiment two years

before were more likely to self-select into high-paying industries at graduation and remain in those industries long-term; moreover, women were more likely to choose jobs in low-competition fields such as marketing than in high-competition fields such as finance and consulting. The researchers further point out that the measures business schools use to admit students—such as the GRE and GMAT—do not measure applicants' taste for competition, noting that “There is no relation between taste for competition and industry before participants started their MBA.”

Because this experiment was limited to Chicago Booth students, the researchers would like to see future research that examines gender difference and competition in different student populations, cultural contexts, and academic disciplines.

► [Download the working paper “Taste for competition and the gender gap among young professionals” at \[ssrn.com/abstract=2677298\]\(https://ssrn.com/abstract=2677298\).](https://ssrn.com/abstract=2677298)



Students ‘Like’ Adaptive Learning

Maybe it's not so terrible that students are constantly checking their “likes” on social media platforms such as Facebook and Instagram. Seeking instant feedback could be a significant asset when it comes to studying with the help of technology, according to “The Impact of Technology on College Student Study Habits,” McGraw-Hill Education's third annual survey on study trends.

According to the report, 87 percent of college students say that having access to data analytics regarding their academic performance can have a positive impact on their learning experiences. The survey also focused on adaptive learning technology, which asks students to answer questions related to the material and then

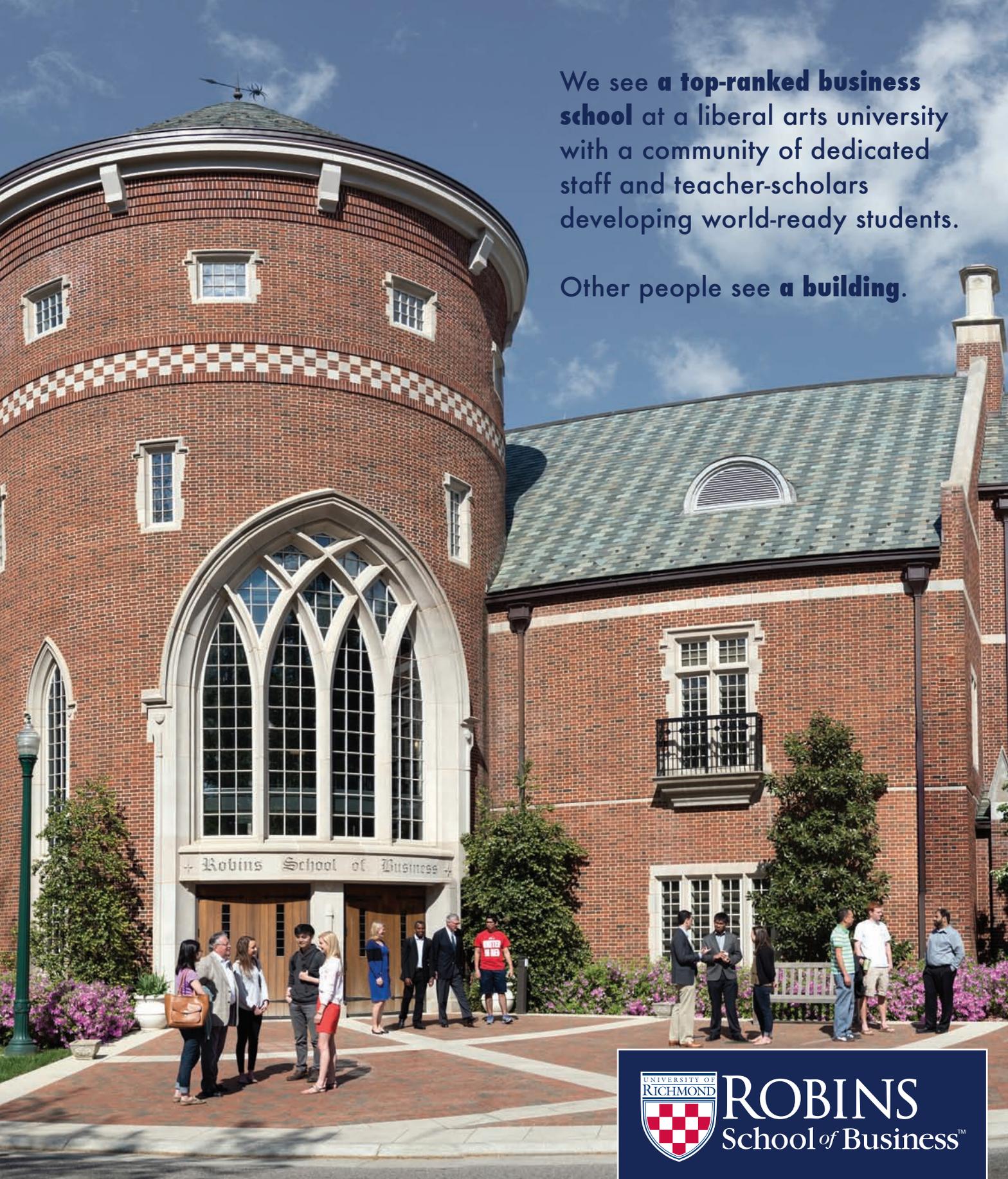
presents personalized feedback to help them study more efficiently. Seventy-five percent of students using adaptive learning technology report that it is very or extremely helpful in allowing them to retain new concepts; and 68 percent report that it makes them more aware of previously unfamiliar concepts. Eighty-four percent of students using adaptive learning technology indicate a moderate or major improvement in their grades.

Studying with technology also increases their engagement with course materials (according to 77 percent of respondents), professors (64 percent), and fellow students (50 percent). Additionally, 67 percent of students say technology makes them feel better prepared in class. While more

students are turning to mobile devices while they study, laptops still rule: 86 percent of students report using laptops often or all the time; 57 percent of students report using smartphones as frequently. And 85 percent agree it would be impossible to study in their preferred spaces if not for one of those devices.

The study includes responses from 2,657 college students enrolled in U.S. institutions; it was fielded by Hanover Research. [►](#)

► [See an infographic with highlights from the study at \[www.mheducation.com/content/dam/mhe/corporate/press_releases/digital-study-trends_infographic-fall-2015-final.jpg\]\(http://www.mheducation.com/content/dam/mhe/corporate/press_releases/digital-study-trends_infographic-fall-2015-final.jpg\).](http://www.mheducation.com/content/dam/mhe/corporate/press_releases/digital-study-trends_infographic-fall-2015-final.jpg)



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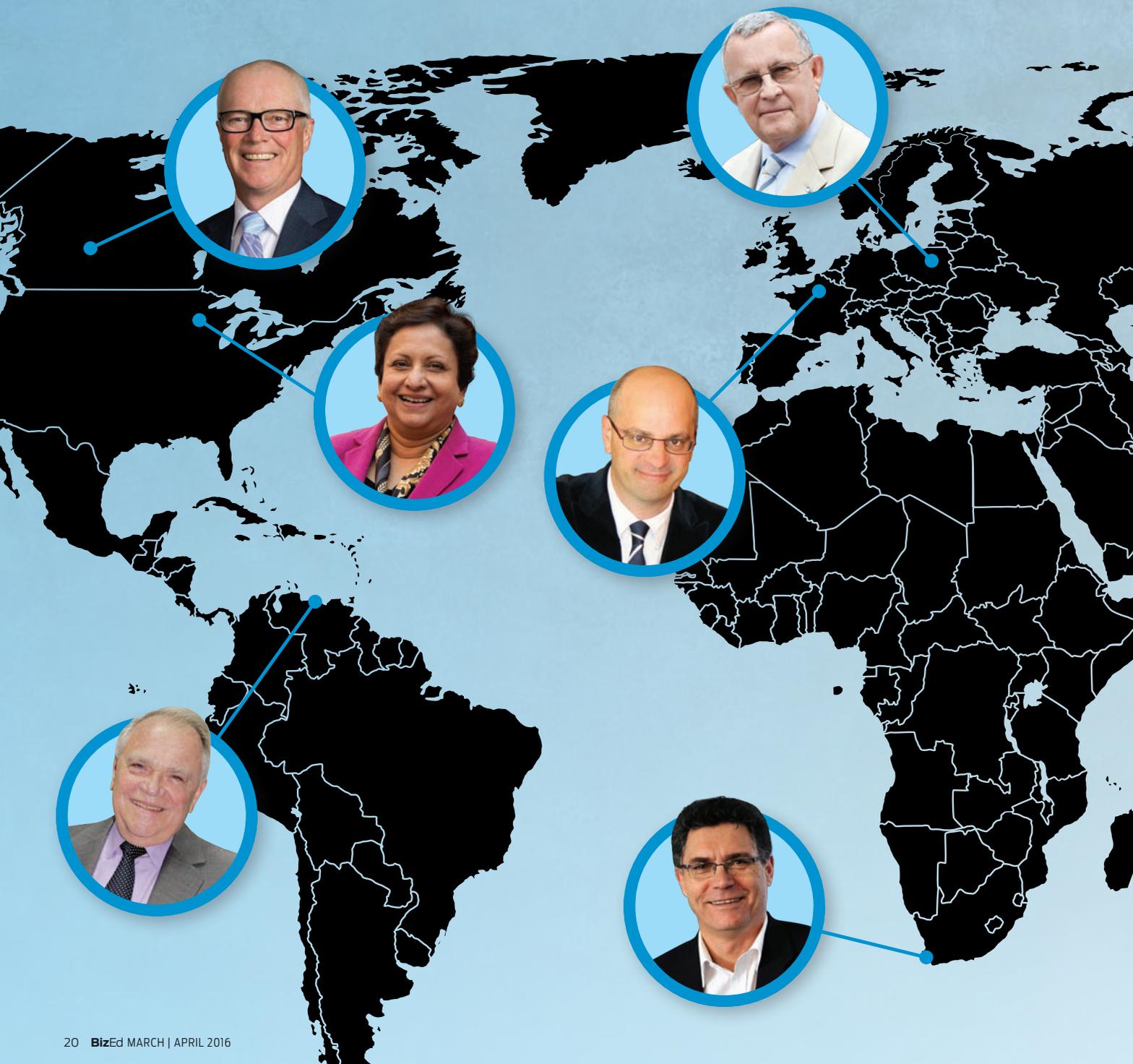


A CENTURY OF BUSINESS EDUCATION

IN 1916, LEADERS FROM 17 U.S. BUSINESS SCHOOLS gathered to discuss forming an association dedicated to improving management education. That organization would become AACSB International. The original minutes from that meeting survive to this day, reproduced in the art above and on our cover. This April, business educators from more than 50 countries will convene to celebrate the association's 100th anniversary at its International Conference and Annual Meeting in Boston. As Tulane University's Ira Solomon puts it in this issue, their mission "remains the same: to respond to the most pressing needs of business with innovative programs that address the critical issues of the day."

In the following pages, we talk to deans and historians, champions and critics, who explore the industry's evolution over the past century—and speculate where it might go in the next 100 years.

THE VIEW FROM THE WCO



ORLD

Nine b-school deans and administrators offer their perspectives on a century of management education: how we got here, where we are now, where we're going next.

AS AACSB INTERNATIONAL celebrates its centennial, *BizEd* wanted to take time to appreciate the rich, varied, and dynamic landscape of management education around the world. We invited nine deans to write essays that answered one or more of the following questions: How has management education developed in your region of the world? What has been the distinctive journey of your school? How has accreditation shaped your strategy? And, of course, What do you see ahead for the next 100 years of management education?

Their answers are thoughtful, surprising, and hopeful, as they take a close look at their schools' situations or step back to survey the industry as a whole. One theme stands out: Management education always has evolved to reflect the business needs of the current moment—and it is already poised to adapt to changes on the horizon.



‘BUSINESS IS OUR CLASSROOM’

At the Carlson School, we are about to celebrate our 100th anniversary. During that first century, our path to maintaining a successful business program was relatively clear: We would match high-quality students with high-quality faculty and house them in a high-quality facility. Everybody agreed that the higher the quality of these three components, the more successful the program.

Over the next 100 years, the formula will be more complex. At both the undergraduate and graduate levels, students are demanding learning experiences that are more hands-on, customized, varied, and in-depth. In fact, the term “learning experience” has taken on a whole new meaning. Today’s students are active participants who learn by doing; they want to develop deep understanding by working on real-life, high-impact projects. To make this possible, business schools have to be more flexible. We have to reach out across disciplines and sectors to coalesce industry with academia. We have to think of business as our classroom.

I see five trends now affecting the Carlson School, and I expect these trends will shape business education well into the future:

Students have more experience—and higher expectations. Freshmen are coming into four-year business schools with a good idea of where they want their careers to lead. Even as high schoolers, many have been exposed to entrepreneurial opportunities. And many of them decide on their majors long before their junior or senior years. To accommodate this new generation of learners, many business schools have started to position core courses earlier in the curriculum and to expose students to the business world from the get-go.

Businesses want to hire students who can think critically and exercise good judgment. Business schools

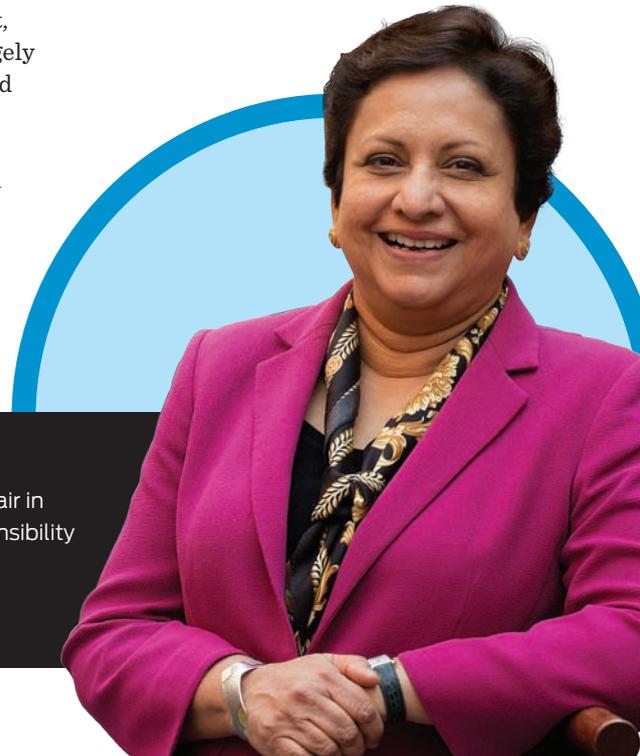
must impart not only excellent analytical skills, but also soft skills in areas such as reflection, introspection, presentation, and teamwork. Recruiters and employers are not looking for order takers. They want employees who have the knowledge, drive, and confidence to be able to deliver when they’re facing “leadership moments.” They want new hires who can step up to take a project forward or who are comfortable working on complex problems in diverse global teams and ambiguous environments. Students only develop skills in critical thinking, analytics, team building, and cultural sensitivity through courses that provide hands-on experience or live cases that have real deliverables.

Students are hungry for more input in terms of career preparation and support. On the one hand, they are demanding more individualized curricular and extracurricular opportunities for leadership development, experiential learning, and international exposure. On the other, they’re looking for more structured career guidance and support. In the past, business career centers were largely geared toward MBA programs and standardized career paths. But today, schools must offer tailored career advising and support at all levels, often in close conjunction with regular student advising.

Graduate students require programs with value-added components. To stay relevant

today, the traditional two-year MBA must provide customization, convenience, and truly career-enhancing experiences. One reason is that, in many industries, employers want new hires who have backgrounds and knowledge in their particular fields. Another reason is that many students are looking for “bespoke” experiences, so they want to create their own dual degrees and custom specializations. Consequently, business schools must reach out across disciplinary boundaries to offer deeper material in fields such as agriculture, tech, energy, healthcare, and financial services.

Students want business programs with convenient options in terms of timing and delivery. There has been explosive growth in the number of programs offering online courses, compressed formats, and on-demand continuous education, and these options are becoming critical differentiators in graduate business education. In addition, many students are seeking degrees that are more specific than an MBA and that can be earned earlier in their



SRILATA ZAHEER

Dean and Elmer L. Andersen Chair in
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Minneapolis

careers. For instance, both students and employers have shown strong interest in one-year “pre-experience” MS programs in areas such as business analytics, finance, and supply chain management. We expect to see this trend continue.

Trends such as these guarantee that, on both the graduate and undergradu-

ate levels, business education will remain highly dynamic for years to come. Schools hoping to preserve their mantle of quality will have to become much better at collaborating with business partners and with other academic disciplines if they are to deliver the graduates that tomorrow’s business needs.

years, our progress stemmed from the political stability of the nation and the fact that democratic governments placed great importance on the availability of both free universal public education and private education. But ever since Hugo Chavez was first elected president in 1998, the economic, political, and social climate has deteriorated, resulting in a significant brain drain for the country. Many of the business professionals who have left are IESA graduates. While we are pleased that they are able to compete successfully in the global village, many of us believe IESA must play a new role in the future. We must help educate the next generation of leaders who will reconstruct Venezuela’s public and private institutions once the current political leadership changes.

We believe we have other critical tasks in the years ahead. For instance, international employment trends indicate that the majority of tomorrow’s jobs will be in services rather than in the traditional agricultural or industrial sectors. We recognize that many of our future graduates will be more interested in self-employment than in working for large corporations—where jobs will be very scarce, in any case. Consequently, IESA is placing more importance on entrepreneurship, family business, and social leadership.

We also will need to develop our strategy for e-learning. Because it provides free or low-cost education over the Internet, e-learning poses a challenge to IESA’s business model. At the same time, it offers new opportunities for both academic and executive education programs, and we know IESA will need to manage this new way of communicating knowledge to be successful in the future.

Therefore, to maintain our position in local and international markets, we will do what we have always done: evolve with the changing needs of our industry, our business leaders, our civil servants, and our nation.

EVOLVING WITH THE MARKET

GUSTAVO ROOSEN

President

Instituto de Estudios Superiores de Administración (IESA)
Caracas, Venezuela



IESA was established in 1965 in the oil-producing nation of Venezuela. The school’s founders created the private, nonprofit institution to establish a source of business talent that would facilitate the country’s development as it profited from the oil industry. As oil prices rose, both the private and public sectors of Venezuela expanded, and the school’s growth followed the growth of the economy.

IESA was among the first schools in the region to address both private and public management and to require core faculty members to possess PhDs. From the beginning, knowledge-based research has formed a key part of the educational process in both academic and executive education programs, and professors have contrasted global trends with local realities.

Originally, the school offered two-year daytime academic programs that focused solely on general management topics. Over time, these evolved to academic and executive education programs that were taught mainly at night and increasingly on

weekends and that included more specialized studies for the financial and marketing departments of private enterprises.

Without a doubt, one very important factor that has allowed IESA to achieve and maintain high academic standards has been the accreditations we earned from AACSB in 2004, AMBA in 2005, and EQUIS in 2008. Faculty, students, alumni, donors, and business executives all place great value on the accreditations. Because the market also values these accreditations, we are able to maintain the premium pricing we must charge to guarantee financial stability, since the school does not receive public funding.

Nonetheless, we see challenges ahead. During the school’s first 30

‘WE HAVE SOMETHING TO SAY’

Africa is a large continent with widely different traditions and a huge variety in levels of business education. Therefore, it is almost impossible to predict what factors will have the most significant impact on the future of management education in this region. However, while cognizant of the dangers of oversimplification, I can still see a number of imperatives ahead as African business schools look to the future:

Management education in Africa must rapidly expand via technology.

The need for management education in Africa is immense. We have a billion people, but only a handful of credible learning institutions. Fortunately, in critical areas, Africa’s communication development has leapfrogged traditional trajectories. For instance, fixed telephone lines were quickly surpassed by mobile phone technology, which is already in use for marketing, banking, medical care, and basic education. Africa is leading the world in mobile finance.

In the absence of other learning infrastructure—such as buildings and well-trained staff—management education can be rapidly expanded via mixed-mode delivery that utilizes existing and future communication networks. But to make that work, it is imperative that public and private sectors partner in investing in broadband technology.

Management education in Africa will have to include a strong focus on public management, not just the traditional focus on the private sector.

State-owned enterprises control large parts of African economies in the areas of electricity, commodities, transport, infrastructure development, health, and education. A professionalized public service workforce is a precondition for ensuring that, in fact, each available

PIET NAUDE

Director
University of Stellenbosch Business School
Stellenbosch, South Africa



tax dollar works for the public good. To this end, it is essential that management education offers training in crucial skills such as logistics, project management, and financial management.

Management education in Africa will have to unlock the entrepreneurial potential of the continent’s people.

If we want to decrease unemployment in a sustainable manner, we cannot only rely on state-driven initiatives. We have seen that such initiatives are mostly short-term—and when they are longer-term, they normally add to the wage bill without bringing about concomitant growth in productivity.

But Africa can escape the trap of being a mere subsistence economy if governments and businesses—especially small and micro businesses—work together. They must reduce red tape and provide adequate funding, from both traditional and nontraditional sources, to educate anyone who wants to learn business skills. Business educators in Africa will have to understand that they must offer this basic business training alongside more prestigious degrees like the MBA.

Management education in Africa must focus on building social and ecological capital.

African democracies—where they are established—are young and often unstable. There are regions where peace is difficult to attain. Business leaders must understand that they have a co-responsibility for increasing the social capital of the continent. No one except arms dealers will profit from war in the long term.

Business leaders also must be aware of their responsibility toward the environment. A large part of Africa is still heavily dependent on agriculture.

Climate change and environmental destruction are having devastating effects on Africa’s people. Therefore, scarce and life-giving resources like forests, water, and clean air must be preserved as far as possible. The temptation is to blame industrialized nations for the current state of affairs. But we as Africans have to demonstrate that economic development can happen without a destructive effect on the planet. We can capitalize on our rivers, wind patterns, and levels of sunlight to become world leaders in alternative energy generation.

Management education in Africa must build the courage to develop distinctive approaches that are steeped in African traditions and philosophies.

Most of Africa suffered under colonization from 1885 to 1950. Colonial education systems prevail to this day and have suppressed Africa’s development of its “own voice.” Concepts like Ubuntu (the sense that we all are connected), holism, and vitality are rich resources for reinterpreting dominant paradigms about the individual, the community, trust, and patterns of exchange.

This is not a plea for a sectarian “Africanism,” but simply an acknowledgment that Africans need to take their place in the global world of management education to challenge and enrich what has been developed thus far.

We have something to say.

A PLATFORM FOR COLLABORATION

Management education, once rooted in the 19th century and steeped in strict market capitalism, has undergone a paradigm shift—as has business itself. Following the 2008 financial crisis and the sensationalized media scandals on questionable leadership, business leaders have realized they can no longer be solely profit-driven. They also must ensure that their practices have a resoundingly positive effect on their communities. To that end, business leaders look for ethics, sound decision-making skills, and cultural sensitivity in their budding managers.

As a consequence, management educators have had to rethink their curricula and determine how to shape a learning experience that will champion values and ethics alongside technical skills. One way has been through adding ethics education. For instance, the Aspen Institute for Business Education noted that 79 percent of universities required ethics classes in 2011—a sharp contrast to the 34 percent who required them in 2001.

But to escape a repeat of the management troubles of the past, the business education of the future must create leaders who can think outside the box and give back to society. This is why collaborations across the public and private sectors must flourish. Institutions no longer can stand alone. One sector's practices can—and must—inform the other. Together they will create policies that will stimulate inclusive economic growth.

In the developing Asia-Pacific region, we have a particularly strong need for leaders who not only *are* good, but *do* good, and do it well. Asia needs entrepreneurial leaders who are dedicated to creating a powerful, positive, and sustainable impact in societies.

At the Asian Institute of Management, we know that we must stay faithful to Asian values and principles as we train the next generation of leaders who will shape our diverse economies and industries. Over the years, we have graduated more than 42,000 students from all over the world, helping them develop a well-rounded perspective on how to effect sustainable solutions and empower their communities to manage growth.

We are working to strengthen our flagship MBA program as we respond to the needs of the 21st-century business environment. We have initiated international study tours and internship programs with various partners to bolster our students' knowledge, expose them to other cultures, and immerse them in different ways of thinking and doing.

We also are giving our MBA students opportunities to take electives with students from our

Zuellig Graduate School of Development Management (ZSDM). Taking a threefold approach to change, the ZSDM encourages students to change themselves as individuals, change their organizations as institutions, and change their society to make a better world. The ZSDM offers a master's in development management (MDM) that immerses students in projects for both the public and private sectors. For instance, through the international field review, students travel to another Asian country to study selected development projects and assess field results versus project design. MDM students also participate in a rapid area assessment where they visit far-flung provinces in the Philippines that have suffered displacement and economic devastation as a result of natural disasters or armed conflict.

AIM also fosters stronger ties with the government and various communities, particularly through our School of Executive Education. In 2015, we concluded the first leg of our Science and Technology Entrepreneurship Program, which trains innovators to bring their lab research to market. It is run in partnership with the Philippines' Department of Science and Technology and the U.K.'s Royal Academy of Engineering.

We envision AIM as a platform for various collaborations that not only will produce inspiring impact, but also will sustain it. In addition, we want AIM to be a place where students—whether in business or development—learn that making the right decisions can make all the difference.

We believe that if the leaders we produce are defined by their integrity, intelligence, innovation, impact, and inspiration, then both our leaders and their communities will have a myriad of opportunities. If we continue to balance the bottom line with responsible stewardship, we can sustain this proverbial bright future for generations to come.



JIKYEONG KANG

President, CEO, and Dean
Asian Institute of Management (AIM)
Manila, the Philippines

STABILITY AND IMPACT

As we mark AACSB's 100th anniversary, there couldn't be a better time for me to reflect on the future opportunities for business education. In a happy coincidence, the Alberta School of Business also celebrates its centennial in 2016. We have reason to be proud of a 100-year-old business school in a province that celebrated its own centennial just 11 years ago. Like many other institutions, we evolved from a local and narrowly focused professional school to a globally competitive and research-intensive business school. Even so, I believe the most important century of business education in Alberta is the *next* one.

I predict that the upcoming decade of management education will be characterized by significant challenges and important responsibilities. Two issues, in particular, are top of mind at our school.

The first is achieving financial stability. The government of Alberta faces growing fiscal challenges—as what government does not?—which means our public universities must become more financially independent. This has led us to put more focus on revenue generation, including the development of more cost-recovery programs such as specialized master's degrees. We've successfully created a master's of finance program and are close to launching one for accounting.

The second issue is delivering relevance and impact. Both are being demanded by multiple stakeholders, including governmental bodies, the private sector, students, and alumni. In response, the Alberta School of Business has targeted four focus areas, including entrepreneurship, leadership, international business, and energy and the environment. These areas resonate with Alberta's economy and build on existing expertise, while fulfilling the calls for the school to provide relevance to the marketplace.

JOSEPH DOUCET

Dean and Stanley A. Milner Chair Professor
Alberta School of Business
University of Alberta
Edmonton, Alberta



While it is clear that business schools are well-positioned to respond to both of these challenges, I argue that we also are well-positioned to lead our entire universities in responding. And I think how well we do so will be one key to our future success. Indeed, while it might be tempting for business schools to think of ways they can grow their share of revenue at the expense of other units within a university, I've always taken the proverbial approach of "growing the size of the pie." Let me illustrate with two simple examples.

■ At the Alberta School of Business, we have made entrepreneurship programming one of our focus areas. While students within the business school show a great deal of interest in entrepreneurship classes and experiences, so do students in other programs. Early on, we made the strategic choice to open up many of our extracurricular entrepreneurship learning opportunities to students from across the university. And guess what? This has dramatically increased interest in our entrepreneurship programming, the vitality of our events, and the support of alumni and donors, who are thrilled that we are developing opportunities across faculties and programs. I believe that by offering entrepreneurship programming across the university, we will be more successful in terms of both student achievements and financial results.

■ We also have made general plans to expand our undergraduate teaching. Presently, most of our undergraduate courses are closed to nonbusiness

students—because, in our university's financial model, tuition dollars do not follow students. But the fact that we can't accommodate demand for business courses severely limits the potential growth of our student numbers, and it also limits the additional value we could provide to students in many other majors.

We believe that if we can increase opportunities for business minors across the university, not only will we provide great benefits to students, but we also will benefit other programs by enhancing their relevance. As students from other programs become more marketable, we expect that the university as a whole will become more attractive to other potential students, thus growing the pie for everyone. Like many changes in university structure and practices, this will be easier said than done. However, we believe this change can fundamentally alter the value proposition for many programs, and thus for our university.

Breaking down silos is not a new goal. However, today's challenges of revenue generation and societal relevance make it a more pressing goal for business administrators and faculty. I believe this is one area where business schools can and should lead as they plan their curricula for the future.



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STRENGTHENING CONNECTIONS

Over the past 50 years, business schools have been among the most successful higher education institutions in Indonesia. In the fields of economics and business management, they have provided essential leadership preparation for Indonesia as a developing country. Moreover, management education has played a pivotal role in providing social uplift and triggering an entrepreneurial spirit in our society.

Yet despite this success, management education has faced mounting criticism, fueled in part by a series of economic crises in our country during the past two decades. One of the major criticisms of business education focuses on the gap between the theory taught in schools and the competencies needed in the workplace.

At the same time, business schools are under enormous pressure from stakeholders and external environmental forces—i.e., the rapid trends of globalization and technological innovation—to accommodate changes in the business world. Many observers are calling for business schools to enhance the quality of education they provide.

These criticisms and challenges have provided a future direction for FEB UGM, which is committed to being the best in the nation at delivering education in business and economics. One way we have shown that commitment is by pursuing an appropriate performance measurement—that is, by earning AACSB accreditation in 2014.

Accreditation has dramatically changed our school and brought us multiple benefits. First, undergoing the accreditation process required us to internalize our mission, develop our strategic plans around that mission, and make sure our mission is clearly articulated in our learning goals and objectives. We have transformed our economics and business education programs to ensure

level of meaningful engagement across multiple sectors. This collaboration enhances the expertise of everyone in the school—from students to faculty to staff—and helps the school realize the full potential of everyone on campus.

Today, FEB UGM is seeking more ways to strengthen its relationship with the business sector and play a larger role in regional economic develop-

We need to embrace adaptive thinking, develop industry networks, understand how innovation works, under resource constraints, and keep up with the technology that is underpinning institutional and learning changes.

that we are preparing well-rounded employees and future leaders. We also have committed to preparing leaders who operate across borders and who have the entrepreneurial mindset to create innovative organizations.

Second, earning AACSB accreditation has helped us improve relationships between the school and its stakeholders, including donors, industry representatives, business partners, and the companies that employ our graduates. For instance, we have increased collaboration with businesses to improve the

ment. For instance, FEB UGM has established a faculty advisory board whose members guide the school on curriculum choices that will provide a better quality of education to our students. The school also has become secretariat of the ASEAN University Network for Business and Economics. In these ways, FEB is indicating its commitment to advance management education both on our campus and in the wider community.

The future of business and economics education will unfold in a complex landscape. We know we will need to embrace adaptive thinking, develop deep and meaningful industry networks, understand how innovation works under resource constraints, and keep up with the technology that is underpinning institutional and learning changes. But we are confident that we can find the right balance in this landscape and align ourselves with the latest developments in the marketplace.



WIHANA KIRANA JAYA

Dean
Faculty of Economics and Business (FEB)
Universitas Gadjah Mada (UGM)
Yogyakarta, Indonesia

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‘TRAINING THE FIRE BRIGADE IN THE MIDST OF FIRE’

Prior to World War II, management education in Poland, as in other Central European countries, existed in two forms. The schools of engineering, also known as the polytechnics, focused on production management, while the schools of commerce focused on microeconomics and finance. Both were influenced by French and German schools of thought.

After the war, when the Soviets imposed the communist system, Western management education was eliminated from institutions of higher learning. But communism evolved and eventually lost its grip on Eastern Europe. By the late '60s and early '70s, elements of modern management education reappeared in Poland. Around that time, state universities created the first schools of management and founded departments of management and organizational studies.

The American influence played a key role in this process. During the '70s, top U.S. universities offered a large number of post-doctoral scholarships to young Poles specializing in management and economics. After the fall of communism, these individuals helped guide Poland's transition to a market economy and contributed to the building of management education. As a Senior Fulbright Scholar at Carnegie Mellon University in 1971 and 1972, I was among the academics who brought Western management ideas back to Poland.

Then, in 1993, I was among those who helped launch Kozminski University. We defined it as a "broad-profile full-fledged business school" that offered education at the bachelor's, master's, postgraduate, and doctoral levels. Among the many programs we offered were management, finance, economics, public administration, business law, business sociology, and psychology.

The precursor of Kozminski University had been the International Business

School, a commercial provider of management training. IBS was an initiative of a group of academics from state universities who had been trained in Western schools, primarily in the U.S., and who were looking for new opportunities created by capitalism. Through IBS, they offered the first executive MBA in Poland as early as the fall of 1989, immediately after the collapse of communism. This program is still offered by Kozminski University today.

From our inception—first as IBS and then as KU—we were an international school. We were always bilingual, speaking both Polish and English, and we were always aimed at international markets. Today, we have more than 60 nationalities on campus, we cooperate with more than 200 international partners, and we offer several double diploma degrees with other universities. We also send our students abroad on a massive scale and host large numbers of international exchange students.

As of today, more than 3,000 students have graduated from the program and gone on to transform Polish companies as entrepreneurs, CEOs, and top management team members. Currently, the university is educating a second generation of entrepreneurs, more than half of whom come from entrepreneurial families. The total number of KU graduates since 1993 is close to 40,000.

I am well-positioned to look back on the school's evolution, since I was the CEO of the International Business School, I have been

rector of Kozminski University from the beginning, and I currently serve as the university's president and chairman of the board of trustees. However, I myself am bewildered by the speed and dynamics of the changes we have experienced. From the very beginning, we had to face the challenge of explosively growing demand from Polish businesses; later, we also saw demand from other emerging economies, including the Ukraine, Belarus, India, and China. More recently, we have seen increasing interest from Western students as well.

To meet this demand, we have needed agility and speed. We have had to train the fire brigade in the midst of the fire. We started offering programs in management at the bachelor's and post-graduate levels, and we rapidly added new programs. We acquired new degree-granting rights for master's, doctoral, and habilitation degrees, which are higher degrees awarded to those who already have doctorates. At the same time, we worked to constantly improve our position in domestic and international rankings.

Over the years, we gained accreditation from AACSB, EQUIS, and AMBA,

ANDRZEJ K. KOZMINSKI

President
Kozminski University
Warsaw, Poland





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and I believe these accreditations contributed to the shape and speed of our evolution in many ways. First, they helped us meet international standards and strengthened our global orientation. Second, they reinforced the international aspects of our faculty research, directing it toward international publications, conferences, projects, and impact. Third, these accreditations helped us improve our program as we incorporated standards and processes such as assurance of learning. Finally, accreditation allowed us to actively participate in international communities of other accredited schools, where we continue to learn best practices, initiate new partnerships, exchange ideas, and look for inspiration.

The future of management education will be shaped by big challenges that are already clearly visible on the horizon. Foremost among them is the fact that widespread demand for training will grow exponentially in emerging economies such as Africa, Asia, South America, and the Middle East. State-of-the-art business schools are currently lacking in these regions, and it will be some time before they are present. Building capacity in these markets represents both an opportunity and a challenge for established business schools.

But there are other issues we must wrestle with. For instance, quality management education is too expensive for the bulk of new potential students; much of management research is not relevant for practice; and too many management education programs are still dominated by functional disciplines. In order for management education to thrive over the next century, we must address these issues. We must become agents of change for our industry—and for ourselves.

‘NO TAILLIGHTS TO FOLLOW’

ARFAH SALLEH

Dean

SULEYMAN TAN ENG TONG

Chief Operating & Finance Officer

Putra Business School

Serdang, Malaysia



Located in a tiny building within a vast 3,000-acre campus, Putra Business School (PBS) abides by its charter “to nurture leaders who subscribe to human governance as embedded in whole persons.” We believe that the recent proliferation of corporate scandals stems from the fact that companies have stopped focusing on the human elements of business, and we want to return business to its role of enabling societal well-being. All of us, from teachers to students, do our utmost to comply with this philosophy. We know there are no taillights to follow; we must go with what we feel is right.

PBS had its genesis in 1987, when business classes were first taught through the Faculty of Resource Economics and Agribusiness at Universiti Pertanian Malaysia. Over the years, the Graduate School of Management (GSM) took over responsibility for teaching business courses, and we became an AACSB member in October 2006. The following year, a Cabinet decision was made to restructure GSM into an autonomous institution. This decision was put into effect in 2011 when the Putra Business School Foundation was set up to administer PBS, the novated GSM. In 2012, we were accredited by AACSB International.

Today, PBS provides home-grown content based on Eastern philosophy and wisdom traditions that are common in our multiracial culture.

Our principle of human governance underpins everything from our teaching curriculum to our operations management. It’s not easy to elaborate on what we mean by this. We believe in emphasizing ethical conduct through teaching frameworks that recognize humans as spiritual beings with souls. We want to shift the prevailing business perspective from *humans are resources for the economy to humans are trustees of resources*.

Most important, we raise questions about how we now do things, how we model our behavior, and how we teach. As we have interacted with more established universities, we’ve learned that these questions often have not been raised before—but they strike a chord with those who will listen.

We have been able to participate on AACSB’s Committee for Issues in Management Education and the 2020 Committee, groups that seriously debate the future of business and business education. We like to think that—as we raise our voices in venues ranging from conferences in Singapore to board meetings in Florida—we are helping shape the way business leaders are nurtured and taught. We see ourselves as being on a journey, riding on the shoulders of giants, as we set out to correct many wrongs that have plagued business for decades. We are a little school, but we want to make big strides into a brighter future for business.

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FOLLOWING A DOUBLE TRAJECTORY

Throughout the 20th century, management education has been shaped by two major trends. The first is a progression toward increased academization—that is, the rapprochement of university operations and the growing importance of research. As academies, business schools can focus on more rigorous methodology and promote more transdisciplinary studies among the social sciences, hard sciences, and math. Provided this progression is controlled, increased academization is a positive development.

The second trend is a tendency for both academics and practitioners to look at the bigger picture so they can better understand the impact of business on society and how managers should account for that impact. This means that business education now encompasses more subjects as it becomes increasingly transversal and interdisciplinary.

In the 20th century, management education has grown in terms of both breadth and depth. While each type of growth is positive on its own, the challenge for business schools today is to make these two tendencies compatible—in other words, to provide students with a broad vision that is rooted in rigorous academics as well as in concrete practices.

At the ESSEC Business School, we aim to follow this double trajectory by providing students with diverse experiences and interactions. We have assembled a professorial body that is increasingly international. We continue to internationalize our programs with the ambition of being present on every continent, but we also want to help our students better understand local business and managerial particularities. We have increased the presence of women

JEAN-MICHEL BLANQUER

Dean and President
ESSEC Business School
Paris, France



on our campus to the point that they account for half of our student body and one-third of our faculty.

We connect our school to the surrounding economy and the larger society through initiatives such as our apprenticeship program. In that program, launched in 1993, students are guided by an ESSEC tutor and a professional expert as they alternate their time between attending classes and acting as paid apprentices at one of our partner companies. In another outreach initiative, we are training manager-engineers through our alliance with our sister institution, Centrale-Supélec, a graduate school of engineering.

Our accreditation processes have accompanied and sometimes even stimulated these developments. Becoming the first AACSB-accredited business school outside the Americas has encouraged ESSEC to recruit more international faculty, develop research activities, and promote our social involvement. Our goal is to bring together international teaching practices into a French-English cocktail and position ourselves as a top international school.

For the future, we believe that management education must absorb all the consequences of the transformations of

the 20th century and place itself at the practical and intellectual crossroads of our time. Our responsibility is to think of the 21st century in terms of great economic and intellectual paradigms as well as in terms of the concrete managerial challenges our students will face once they graduate.

These challenges include guiding companies as they internationalize, understanding entrepreneurial dynamics, dealing with companies of varying sizes, and developing their own careers. Just as important, we want our graduates to understand their key roles in the development of enterprises, the stewardship of the economy, and the creation of value in business. I believe, if business schools can teach students to see the big picture, they can train graduates to be prepared for this complex future.



A LOOK AHEAD

Among all these diverse observations, a few trends become clear. B-school leaders recognize the need for educational approaches that are cross-disciplinary, experiential, and customized—that take advantage of the efficiencies of today's technology—and that provide students with desirable skills such as critical thinking and problem solving. Business

educators also want to make sure that their schools are turning out the kinds of graduates who are needed by their particular regions and who understand the enormous impact that business can have on their communities. Business always has been deeply entwined with society, and that relationship will only grow closer and more complex in the decades to come. **D**

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Joseph A. DiAngelo Jr. '70
Dean, Erivan K. Haub School of Business

THE PAST is PRESENT

Management education has always striven to inculcate a culture that is both practical and responsive to society's needs. Every tension the industry has experienced in its past continues to affect it today—and will reverberate into its future.

BY J.-C. SPENDER ILLUSTRATION BY STEPHANIE DALTON COWAN

Management education is a product of its time—and always has been. Business schools are not free-standing educational enterprises or academic accidents; they are educators' thoughtful responses to particular questions posed by the wider socioeconomy. They are reflections of society itself, and their future is society's future viewed through a business educator's prism. We see this truth more clearly when we examine forces that have shaped the industry thus far.

One illustration can be found in the 2007 book *From Higher Aims to Hired Hands*, written by Harvard's Rakesh Khurana. In this important book, Khurana divides management education into three periods. In the first, the late 19th

century, management education arose as business sought practices that would balance public benefit against personal gain. In the second period, after WWII, management education was reframed as a science and became the property of management academics rather than of practicing managers. In the third period, beginning in the 1970s, neoliberal economic thinking "colonized" academic thinking and prioritized shareholder return. As a result, management education became the property of a small subgroup of rationalist economists rather than of theorists of broader disposition.

Khurana concludes that our industry's focus shifted from business' social duty to organizational efficiency to



0.005
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113 -0.001
202 -0.005
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shareholder return. The lesson we need to learn is that business schools should rebalance the curriculum away from theory and quantitative analysis toward greater attention to social duty; as they operate now, business schools are no longer responding appropriately to today's socioeconomic challenges.

Khurana's analysis is powerful, but I see our industry's history differently, and this leads me to different conclusions. Business schools have not merely shifted rhetoric from 19th-century moralizing to modernity to a narcissistic post-modernity; each change was a response to the events and political philosophies of the day. The evolution of management education can be viewed as a series of responses to tensions that have been aspects of our field for decades—particularly the tensions between freedom and order in the socio-economy and in the workplace.

Though management education did not originate in the U.S., the American model now dominates worldwide. One reason is that many 19th-century European schools were set up to train public administrators, while American schools were established to train private sector managers. As the private sector has become more significant in almost every economy, the influence of U.S. thinking has grown. A second reason is that many

its management education practices around the world.

ESTABLISHING ORDER

The first period of American business education was marked by recovery from the Civil War (1863-1865).

Immigrants were flooding into the country. The nation was extending its territory in both the West and the South, and the North's economy was turning from agriculture toward manufacturing and trade. To help agriculture and industry move on from traditional methods and absorb the developing sciences, Illinois businessmen formed the Industrial League, which helped push through the 1862 Morrill Land-Grant Act. The Act, the first in a series, provided states with federal land they could sell to establish public state universities for "farmers and mechanics." Eventually 76 schools were founded.

In 1875, Joseph Wharton was executive director of the Industrial League. He was also one of the country's leading steel and nickel producers—and a monopolist whose pro-tariff and anti-free-trade politics separated him from many U.S. economists and politicians. He believed business should interplay with government to establish a new social order that reflected not only the politics and morals of the recovering nation,

personal values were formed. He funded the Wharton School of Finance and Economics in 1881 on those principles. Other schools soon followed.

During this first period, management education was part of a nationwide search for an industry-friendly social and political order. It grew along with the anti-trust movement, which resulted in legislation such as the Interstate Commerce Act in 1887, the Sherman Act in 1890, and the Clayton Act in 1914. Through these acts, the electorate pushed back against the robber barons and capitalists whose self-interest was served by industrialization. At this point, business education's goal was to create a better society rather than greater profit. But this would change.

THE RISE OF SCIENCE

In management education's second period, beginning in the 1890s, science and measurement became central to analyzing social and business organizations. Led by West Point, engineers began to model businesses as rationally designed "engines" that transformed scarce inputs into marketable outputs in a competitive economy. This led to the theory of scientific management, which became internationally influential around the end of the 19th century. It helped shape notions of management planning and organization that remain familiar today. Efficiency was the watchword.

The move toward a scientific view of the workplace also had the effect of instrumentalizing business education, teaching students to view firms as logical mechanisms whose components could be measured and compared using scientific methods. The cultures, values, and histories of particular firms and industries became irrelevant arcana. Researchers began the search for business's "invariants," the unequivocal definition or "theory of the firm" for which we are still searching today.

As management was reframed as a science, the demand for business gradu-

MANAGEMENT EDUCATION EVOLVED THROUGH A SERIES OF RESPONSES TO TENSIONS THAT HAVE BEEN IN OUR FIELD FOR DECADES.

European schools of commerce were independent and lacked the resources and legitimacy of the American schools set up within universities. A third reason is that, after World War II, the U.S. was the dominant global power and could export both its business techniques and

but also the logic of its industry. Thus, business education should be rigorous, but meshed with social concern and practical morality—a higher purpose than vocational education. It followed that business education belonged at the university level, where character and



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QUICK TAKE

Business education in the U.S. can be broken into four major periods:

- 1.** The post-Civil War era. Business leaders advocated for education that would help modernize both agriculture and industry.
- 2.** The transition from the 19th to the 20th century. Science and measurement became the watchwords; efficiency was the goal.
- 3.** The post-WWI era. Social unrest led to greater emphasis on labor relations.
- 4.** The post-WWII era. The “science of management” became the goal, and rigor replaced relevance.

ates expanded rapidly, reflecting the new realities of business: the extending size and geographical reach of many firms; increasingly complex production, distribution, and control technologies; and the search for more effective ways to maintain order within the firm and the socioeconomy. Businessmen hoping to increase the local supply of trained managers donated funds to establish new business schools, and the number of those schools increased rapidly.

The curricula covered accounting, economics, statistics, and scientific approaches to management. There was less discussion of morality and more discussion of business metrics and analyzable systems. But the steady society-wide turn toward a culture of numbers was at odds with the older, more socially oriented approach to business. Tension grew between two views of management—either as an exercise in order creation and control or as a system that provided a context for socially responsible and fulfilling work—and administrators had to learn to manage these tensions.

THE HUMAN FACTOR

Management education’s third period reflected further changes in U.S. society. After WWI, efficiency was pushed aside by national anxiety about social unrest, which had been sparked by factors as diverse as the spread of Marxism, the Russian Revolution in 1917, and the class experience of WWI trench warfare. Labor organizations such as the Knights of Labor, the American Federation of Labor, and the Industrialized Workers of the World (the Wobblies) evolved into major political forces challenging business logic as the source of social order.

In this context, many politicians, business academics, and managers hoped for a “science of the workplace” that would supplement what was known about incentives and wage systems and alleviate the growing conflict between workers and owners. They began a new discipline—industrial psychology—which held out the possibility of a rig-

orous theory of the workplace, whether based on extrinsic or intrinsic rewards. This ushered in a softer era of managerial education, labeled the human relations (HR) movement. Management educators seeking order in the workplace were already balancing first-period moral leadership with second-period command-and-control approaches. Now they embraced psychology-based HR management as well. The mix was sophisticated, and handling it became more a matter of managerial culture than calculation.

The Depression and WWII also precipitated the end of the old social order in which moneyed elites provided both political and business leadership. Business schools began to claim that anyone who was appropriately motivated could learn business leadership, not just wealthy owners or entrepreneurs who could create great enterprises. This created additional tension over whether leadership should be taught as a calling that would further social aims or as a personal enterprise that would help leaders win against their competitors.

Psychology played a significant role in the selection of personnel and leader-

ship training during WWII, and managers adopted many of the techniques developed during the war. No longer did consultants focus narrowly on managing tangible assets and mastering the practical skills of accounting, production, and logistics; they helped develop and deploy HR management programs as well.

But even as the HR movement gained traction, the pursuit of a rigorous science of management gathered new strength, bolstered by operations research (OR) techniques learned during WWII. The RAND Corporation, especially, showed U.S. businesses how to make use of computers and the OR techniques that had proved so effective for the military. Business leaders everywhere were eager to apply these to peacetime management problems. Schools like Wharton, the University of Chicago, and Carnegie Mellon brought mathematical business modeling to new levels. Rigor was the watchword now. Command-and-control-oriented researchers began to look deeper into the firm’s structures and systems. Individuals and resources were redefined as nodes within logical networks of rational decision making.

During this period, the U.S. also began exporting its management education model overseas. Until now, European business schools largely had followed their earlier traditions, where instruction in commerce was both delivered at the university level and oriented toward public policy. This began to change as private sector schools began to multiply and complement the older university programs. In France, local chambers of commerce established elite business schools called *Écoles Supérieures de Commerce*. In Germany, where merchants and manufacturers were considered to be of a lower class than those who attended research universities, local businessmen established vocational schools, *Handelshochschulen*, that offered broad curricula. Many of these eventually evolved into degree-granting institutions or were absorbed into local universities.



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The U.S. model shaped European management education after 1947, through the Marshall Plan's United States Technical Assistance Productivity Program (USTAP). It provided funds to help Europe re-industrialize, as long as recipients adopted American management methods and ideology. USTAP funded some 24,000 European managers to visit the U.S., tour plants, attend business schools, and learn U.S. management. Large numbers of foreign students were attracted to U.S. schools, which also helped globalize the U.S. model.

THE TIPPING POINT

At the end of WWII, business schools in the U.S. and Europe were embracing a shared fourth-period model that layered quantitative analysis over human relations, organizational modeling, and social purpose. It defined a managerial culture justified by the long-sought “science of management” and the hope that it would transform managerial thinking and analysis into a true discipline. Business schools became professional schools, able to stand beside the university's older professional schools, particularly medicine and engineering.

The impact of this fourth-period managerial culture was heightened by the 1959 Carnegie and Ford Foundation reports and the funding that followed. Analysis was prized over personal judgment. Business schools began to hire young academics with proven quantitative research skills, displacing seasoned managers with only stories to tell.

If the first period of management education was about social aims, the second about firm efficiency, and the third about human relations, the fourth presumed that goal-oriented rigor should be prioritized over practical relevance. The new paradigm was rapidly institutionalized through the rising number of academic journals, and even more so through changes in faculty hiring. Professors now earned their status through academic publication, not their classroom performance or their grasp of manage-

rial practice. But given the astonishing growth in student numbers, schools were convinced they were on the right path.

Inevitably, tensions escalated between those b-school departments centered on hard mathematical models and those centered on softer psychological, sociological, and historical methods. At the same time, a cadre of economists was anxious to advance the political impact of their theories that focused on the firm as a purely economic entity. They promoted the view that management education should focus on maximizing shareholder return. Other difficult-to-measure performance criteria were sloughed off, leaving the firm defined by its tangible capital and ROI. But with this step, business educators legitimized the notion that good management might mean dissolving the firm to improve shareholder return, without concern for the social costs to employees who lost their jobs or to communities that lost employers.

During this transition, universities began to hire new kinds of b-school deans—entrepreneurial business developers rather than the disciplinary leaders or institution builders of earlier decades. Most schools initially were funded privately to serve local needs; now deans were rewarded for fundraising, especially from local firms and alumni. Resources were poured into improving placement services and student facilities, ushering in an era of business schools as career launching pads.

MORE TENSIONS

As business schools shifted their orientation toward shareholder return in the late 1960s, different questions about the role of business emerged. But the earlier questions did not disappear—rather, the business school's curriculum expanded. This threatened an internal disorder famously labeled as “more than a problem in organizational design” by Carnegie Mellon professor Herbert Simon in 1967.

The tensions also were exacerbated by the way management research was being conducted. Some scholars researched at a macrosocial and macroeconomic levels; some at the level of the firm; and some at the level of its components, including its employees, technologies, customers, and capital, whether tangible or human.

Methodological disputes arose at each level. At the macro level, those who presumed society to be an efficient market contested those who considered business firms to be part of an institutionalized capitalist society. At the firm level, some focused on rational analyzable systems, networks, and structures, while others looked at firms as communities with profit-oriented cultures, histories, and politics. At the component level, some researchers considered specific tangible resources and their scarcity, while others turned their attention to entrepreneurial individuals and their innovations. The resulting 3x2 matrix laid out underlying tensions that are disruptive today, causing even more discord than the academic tensions between disciplinary silos.

Tensions also reflected how schools were “infected” by their local context—the politics of host universities, the special interests of local business communities, and the competitive environment of the management education industry itself. Most modern universities are not underpinned by some kind of cohering logic, such as a professional practice or a shared religious faith; they are deliberately opened to impact from the political and social movements of the day, from women's rights to environmental causes.

These external tensions can be exacerbated by events in the business world. Even though economists “did not see it coming,” critics were quick to blame business schools for events like the fall of Enron and the economic collapse of 2008—at the very least, they suggest-





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ed that business schools had given their graduates insufficient tools to deal with such calamities. This rang especially true because most schools had excised economic history and corporate law from their curricula.

PRESENT AND FUTURE

Today management education is marked by heterogeneity, with a long heritage of conflicting philosophies piling up to shape its anxious state. Not only have schools expanded the number of subjects and methods they cover, but many faculty members are incentivized to use their research and class time to further their own professional interests.

Schools no longer spell out an overarching managerial culture that integrates their offerings into a model of effective and contextualized managerial practice—students must work this out for themselves. The central part of the student experience has become managing the heterogeneity of topic and method, and the staggering workload that follows. Their challenge has become survival, not learning.

Even so, there seems to be no limit to the number of students interested in management education. About a quarter of all college students now study some aspect of business, viewing it as their key to social mobility. Business schools no longer treat management education as an academic discipline, but as a ladder that offers able young people a path into today's financial elite.

This forces an existential question: What is the proper role of the business school? To help students master an established discipline? To train them to be more effective managers? Maybe—but there is no agreed-upon body of practical knowledge or intellectual discipline, and little research that connects the curriculum to managerial effectiveness. If business schools exist merely to acculturate graduates and help them climb the socioeconomic ladder in an increasingly inequitable society, then their principal role may be as “fin-

ishing schools.” In that case, they might serve their customers better by abandoning the idea of teaching management as a science; instead, they should prepare students to dress, talk, and behave as prospective members of the top echelon of the private sector.

In this situation, students will not choose a school based on what it can teach—perhaps neither they nor their employers care—but on its reputation. This means that the school's most significant product is its reputation among employers. Reputation is difficult to measure, and business academics chose long ago not to do so. This opened the door to nonacademic ranking systems developed by journalists, who saw an importance in management education that academics did not and captured the spirit of the age by making rankings seem scientific. With the advent of *U.S. News & World Report's* first ranking in 1987, management education may have entered a fifth era in which reputation is more important than curriculum.

LESSONS LEARNED

This conclusion may seem dismissive and cynical, but that is not what I intend. I believe we have yet to clarify what makes our industry so successful, and so to grasp what makes the acculturating experience so valuable. We cannot do that if we misconstrue today's managerial culture and the place of the business school within it, holding on to bygone academic myths. Two things are clear: Management education always evolves to suit changing times, and it has always struggled to articulate its purpose.

A century ago, management educators were probing for answers about business's social duty appropriate to their time. Some of their questions are still relevant today: How should we resolve the tension between theory and practice? Should schools be managed as profit centers or acculturating institutions? Should schools teach students to emphasize shareholders' short-term

interests or enable them to assess the social, political, and ecological impacts of business? What value does business education add to students' lives?

But social changes and the unintended consequences of how we addressed yesterday's questions generate fresh ones: Should deans focus on the nonacademic criteria of the rankings or pursue more university-like aims? Will new modes of pedagogy—such as online programs, MOOCs, or flipped classes—be adequate to schools' objectives? Should management education in India, China, and the emerging economies be based on the U.S. model? How should business schools, especially in the U.S. and Europe, respond to the rising political concerns about inequality?

Since the mid-19th century, management education has been shaped by the hope that business could be run according to a science of management. This science has yet to emerge in ways that have radically informed managerial practice. So perhaps it is time to re-imagine managing as a culturally contingent art form—perhaps the most crucial art within democratic capitalism. No educated person would expect art to be reducible to a science.

We still lack empirical confirmation of how management education contributes to our students' professional skills, their employers' competitiveness, or the economy at large. We have serious work to do, and a better sense of our history will surely help—whichever of its stories we choose to tell. ▣

*J.-C. Spender lives in New York and is Research Professor at Kozminski University in Warsaw, Poland. His recent book is *Business Strategy: Managing Uncertainty, Opportunity and Enterprise*. A companion piece about individuals and institutions that shaped management education is online at www.bizedmagazine.com/2016/2/features/Brief-History-of-Management-Education.*



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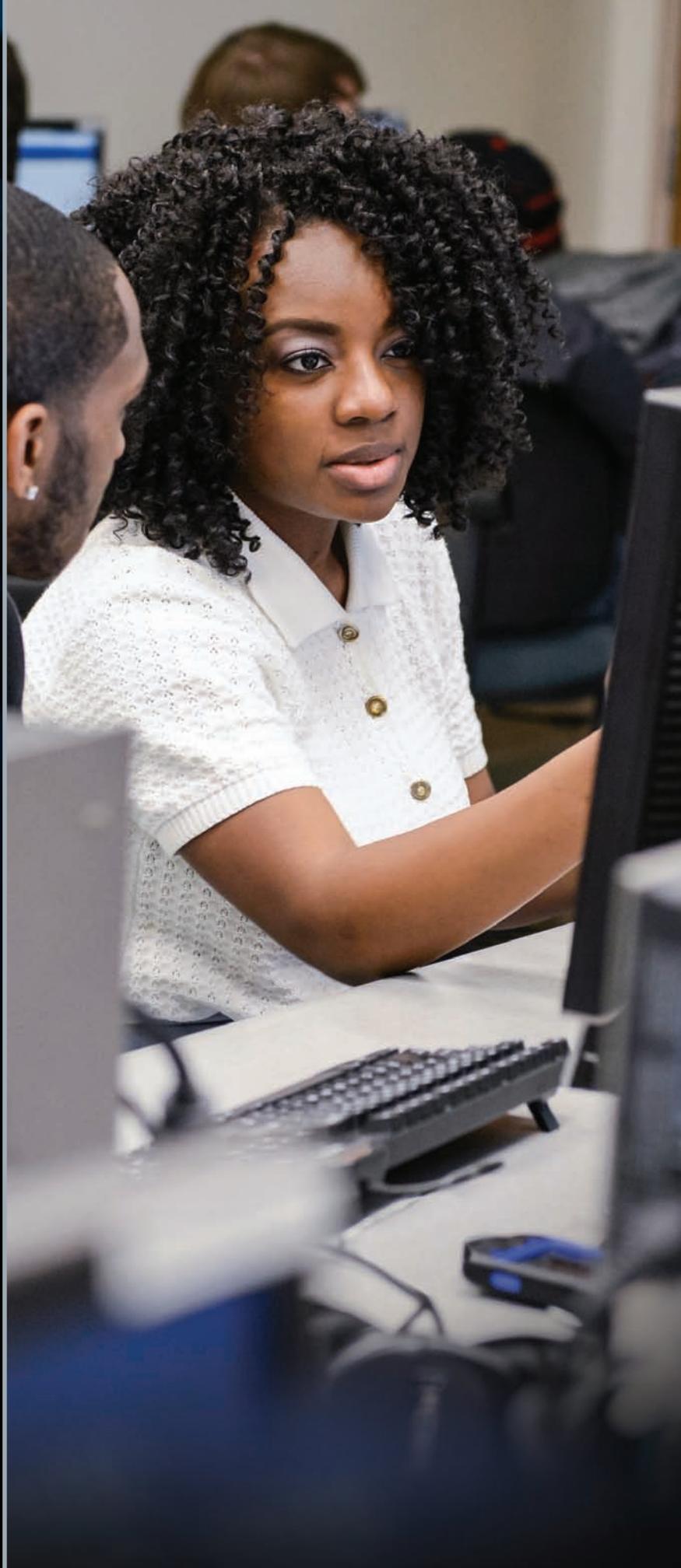
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STARTING POINT

How did AACSB's founders envision their industry? What issues were the most controversial through the years? The conversations, concerns, and course corrections that contributed to the creation of AACSB's accreditation standards.

IN 1900, TEXTBOOKS IN BUSINESS DISCIPLINES were scarce, advertising was taught in psychology departments, and the term “marketing” was not yet in common academic use. Only a few business schools existed, including the Wharton School of Finance and Commerce at the University of Pennsylvania, opened in 1881, and schools at the University of California and the University of Chicago, both opened in 1898. At the time, business schools had not yet determined a common objective or format for business education.

In the years leading up to World War I, businesses grew more complex, and their leaders began pressing academia to pay more attention to business disciplines. Public interest in business education escalated—between Wharton's founding in 1881 and the United States' entrance into WWI in 1917, 30 new business schools were founded. Between 1917 and 1928, 46 more opened, until the Great Depression stalled the industry's growth.

That was the historical backdrop of the first years of AACSB International. On June 16, 1916, representatives from 17 universities came to the University of Chicago to attend an invitation-only meeting convened by E.F. Gay, Leon C. Marshall, and A.E. Swanson—deans from Harvard University, the University of Chicago, and Northwestern University, respectively. Those attending discussed forming an association of business schools that would focus on “the improvement of collegiate education for business,” which they called the American Association of Collegiate Schools of Business. Fourteen schools became founding members, including Harvard, Chicago, Northwestern, Columbia, Dartmouth, New York, Ohio State, and Tulane universities, and the universities of California, Nebraska, Pennsylvania, Pittsburgh, Texas, and Wisconsin. Colorado College, the University of Michigan, and the University of Cincinnati signed on later that same year.

The founding deans knew that by aligning their programs, they could serve the needs of business more effectively than they could by going it alone. What follows are milestones in the evolution of AACSB, its accreditation standards, and the industry since the association's 1916 beginnings.

1917

1919

AACSB's provisional executive committee sets the first minimum standards for undergraduate business programs. These standards require member schools to accept only students who have completed at least 14 units of high school courses, to employ at least three full-time doctorally qualified professors, to pay faculty salaries high enough to ensure educational quality, and to focus at least 40 percent of the undergraduate courses on topics related to commercial trade or economics. In addition, schools must offer courses in five core disciplines: finance, accounting, business law, marketing, and statistics.

With the intervention of World War I, the newly formed association is unable to hold its first annual meeting until November 1919. At that time, members vote to adopt the new standards for AACSB-member schools. The title of a key presentation is “What Are the Basic Elements and Their Proper Balance in a Business School Curriculum?”

*Adapted from *The History of AACSB International*, Volumes 1 and 2, published by AACSB International.

POINTS

AACSB's membership approves the first substantial change to the 1917 standards, requiring that each member school "shall have been established as a distinct school or college—not as a department of a college of liberal arts—of a college or university."

In November, professors from the University of Michigan and the University of Chicago send letters to faculty teaching management courses, inviting them to a meeting at the University of Chicago to discuss forming an organization to advance the philosophy of management. Attendees at that meeting, held December 28, 1936, call the new organization the Academy of Management.

AACSB begins assigning pairs of individuals to make accreditation visits to the campuses of applicant schools. Previously, only a report from a dean at a nearby member school was required.

At AACSB's annual meeting, held during World War II five months after the bombing at Pearl Harbor, J. Anderson Fitzgerald, AACSB president and dean at the University of Texas, tells members that the conflict could mean that some schools seeking membership could "have some difficulties with reference to some of the standards." Fitzgerald goes on to say, "my idea, with regard to member institutions, would be to maintain our standards as far as we can, and if there are any deficiencies, wink at them until we have peace."

1929

1936

1938

1939

1942

1947

The standards are revised to limit faculty teaching loads to no more than 15 hours per week to assure that no individual professor's politics disproportionately influence a school's curriculum. At the same time, the standards also are changed to make "due allowance...for regional objectives," an early shift toward more qualitative, mission-based standards.

At the 1938 annual meeting, discussion centers on how much emphasis to place on qualitative versus quantitative standards. Some members advocate setting precise minimums in areas such as faculty salaries, teaching hours, and full-time faculty. However, J. Freeman Pyle, dean at Marquette University, refers to such measurements as "rather mechanical," noting that "while our objective is to secure quality instruction by such quantitative standards, we are likely to become so involved in our figures that we will lose sight of the original objective and tend to emphasize the means rather than the end." Pyle specifically questions the value of setting salary minimums, saying, "Many of us probably could name excellent college instructors who are worth twice their present salaries. When I was a student in college, I knew full professors who, I thought, were not worth half of what they were paid."

Pyle will continue to promote standards that allow business schools the freedom to experiment: "Standardizing practice should not be carried so far as to hamper seriously sound experimentation in methodology," he notes, "or to discourage or penalize adjustments in statements or objectives."

The post-WWII era and the G.I. Bill, which offers funds for veterans' tuition, sparks substantial growth in b-school enrollments—and pressure on AACSB to denote quality in collegiate business education. The executive committee suggests revising the standards to require that 50 percent of a school's faculty hold terminal degrees; that maximum teaching loads be decreased to 12 hours per week; that junior- and senior-level undergraduate courses be taught by full-time professors; and that schools have libraries with "adequate" resources in every discipline their faculty teach.

In the midst of AACSB's growing pains, the deans of member schools debate the larger purpose of the organization at its annual meeting. "Is this association to be an agency for deans, or is this to be an accrediting agency? We have been very much confused over this in the past," says AACSB president L.J. Buchan, dean at Tulane University. "The Executive Committee feels that this should be an accrediting agency, and, if it is to be that, the next step in thinking is, how does an accrediting agency work? Can it function by picking out only a few large schools at the top and say they are accredited and others are not?" Buchan references law schools, which "have found they could do more to further education in this country by having more schools in their organization."

A new AACSB committee develops a standard to promote further experimentation in school programs. Members unanimously approve a revision to the standards recommending "that members inform each other and the association's Executive Committee of significant experimental or new programs in (marked) exception to the existing Standards of Membership."

1966

23,000 undergraduate and 6,600 graduate degrees are awarded by AACSB-member schools.

AACSB opens its first formal offices on the campus of Washington University in St. Louis, Missouri.

Members consider changing the number of disciplines schools must teach, and go on to add industrial management and economics to the original five areas set in 1917. At this time, teaching management is viewed as the larger purpose of business education, not as an isolated discipline

The NCA formally recognizes AACSB as the official accrediting body for collegiate schools of business in the U.S.

1948
1949

A group of U.S. college and university presidents establishes the National Commission on Accrediting (NCA), aiming to create a system in which regional bodies accredit all of a school's programs at once. Soon after, the commission calls for AACSB to cease accrediting business schools. AACSB's executive committee agrees, placing a moratorium on its accreditation visits.

1957

Business schools at Harvard, the University of Chicago, Northwestern, the University of Pennsylvania, and Washington University commission the Educational Testing Service to develop the Admissions Test for Graduate Studies in Business (ATGSB), known today as the GMAT. ETS had introduced the Graduate Record Exam, or GRE, to graduate schools just four years earlier in 1949.

AACSB announces that 53 schools will be the first to receive its accreditation for graduate programs.

1961

1963

1966

1967

Eight MBA graduates from the U.S. and U.K. found the London-based Business Graduates Association to raise the public's awareness of the benefits of MBA education. The organization begins accrediting MBA programs in 1983 and changes its name to the Association of MBAs in 1987. By 2015, more than 230 business schools will hold AMBA accreditation.

\$6,000

In 1951, the average salary for a business professor is US\$6,000.

Realizing that regional bodies do not have the capacity to assume the full institutional accreditations, the NCA requests that AACSB and other professional accrediting bodies resume accreditation activities in their disciplinary emphases. AACSB's executive committee agrees, and the NCA plan to transition to regionally based whole-school accreditation never comes to fruition.

The University of Alberta in Canada becomes the first school outside the U.S. to receive AACSB accreditation. The University of British Columbia in Canada becomes the second in 1969.

AACSB enters a period of “appraisal and growth,” according to AACSB president R.F. Patterson, dean at the University of South Dakota. Business schools still are responding to criticism captured in the 1959 Ford Foundation and Carnegie Foundation reports, which called for business schools to improve the image of business education and adopt more rigorous academic standards. In response, the association adopts new standards requiring that full-time faculty teach at least 75 percent of a business school’s programs and that 40 percent to 80 percent hold doctorates, depending on course level. The new standards also call for faculty to be evaluated based on six qualitative criteria: educational background, professional attainment, engagement in curriculum design, research and writing, community service and business contacts, and professional development.

Members debate how to measure these criteria, with some arguing that the required percentages are too high; others, that they are too low. Even so, these standards offer schools greater flexibility to adopt more individualized approaches—another step toward mission-based standards.

The European Foundation of Management Development is founded to support business schools in Europe. EFMD will hold its first conference in Barcelona in 1972 and launch its EQUIS accreditation program in 1997. In 1999, HEC Montreal in Canada will become the first school outside Europe to earn EQUIS accreditation. By 2015, EFMD will have accredited about 145 institutions and have more than 800 members.

The issue of mission-based standards looms larger. AACSB’s Long-Range Planning Committee describes the matter as “a ticking time bomb” for the association, stating in its report that “Our basic conviction is that as we develop a more effective service orientation to our members ... in the future the interpretation of our standards and services should probably be more related to the missions of the school.”

1969 1971 1974 1976 1978
1970

The Graduate Business Admission Council is created. It will change its name to the Graduate Management Admission Council in 1976.

Clark Atlanta University becomes the first of the historically black colleges and universities (HBCUs) in the U.S. to earn AACSB accreditation. Howard University will become the second in 1976.

Membership approves the “five-year rule,” in which schools that achieve undergraduate accreditation must do the same for their master’s-level programs within five years or else lose their undergraduate credential. This rule represents “a movement toward accrediting the institution rather than individual programs.” Later in the decade, this rule will be revised to require schools to seek accreditation for both undergraduate and master’s programs simultaneously.

The standards are amended to require that students be exposed to international business, a step that is met with “minor resistance” from some who argue that students at schools in some regions do not need such exposure. “If you start adding items such as the international dimension requirement, then other fields, other aspects of management culture, come immediately to the forefront, such as computer orientation,” says Paul Garner, AACSB’s president in 1964–1965. “There wouldn’t be an end to them.

Shortly after the international requirement passes, the Academy of Accounting Historians proposes adding a business history requirement. Membership votes down the proposal.

1967
AACSB begins accepting nonaccredited schools and nonacademic organizations as members.

2000

AACSB embraces a global strategy and officially changes its name to “AACSB International: The Association to Advance Collegiate Schools of Business.”

The standards are adjusted to require schools to demonstrate ways they pursue diversity in their programs.

ESSEC in France becomes the first school outside North America to earn AACSB accreditation.

AACSB starts a candidacy program for schools interested in pursuing accreditation under the new standards. Advisors work with candidacy schools to conduct self-assessments and determine their readiness to meet the standards. Peer review teams are retrained to evaluate criteria specific to each school rather than “accreditation boiler-plate” criteria appropriate for all schools.

In response to criticism that the accounting standards are too restrictive (as of 1989, only 72 accounting programs have earned the accreditation), they are changed to recognize different approaches to teaching. References to specific courses such as financial and managerial accounting are removed, and faculty are evaluated based on experience and portfolios of work. The standards will be revised again in 2004 to add qualitative criteria such as student placement and to link content more strongly to regulatory requirements.

AACSB officially adopts the name “AACSB International: The Association to Advance Collegiate Schools of Business.”

Spurred by the AACSB-commissioned 1988 report by Lyman Porter and Lawrence McKibbin, which emphasized the need for differentiated school missions, AACSB implements mission-based standards that require schools to state clear missions and allow them to leverage their academic strengths. The new standards recognize a wider range of intellectual contributions, including applied research, cases, and textbooks, and establish two new categories for faculty: academically qualified (AQ) and professionally qualified (PQ). They also acknowledge the growing importance of ethics, sustainability, and corporate social responsibility; and they set guidelines for doctoral business education.

While many members believe the 1991 standards will encourage greater diversity and strategic planning, some are concerned about the difficulty the standards present, describing them as “too vague” and open to “secretive and unwritten” interpretation. Others are concerned that the new standards could be the AACSB’s way to open up the accreditation process to smaller schools that might otherwise pursue accreditation from the Association of Collegiate Business Schools and Programs (ACBSP), created in 1988. The ACBSP will later become the Accreditation Council for Business Schools and Programs.

AACSB stands down from its previous stance and ratifies a separate accounting accreditation—with Ole Miss among the first to receive it. Others call to add “specialty accreditations” in other disciplines such as finance, insurance, and marketing, but accounting is the only one to gain traction.

Debate about creating a separate accounting accreditation—ongoing since the early 1950s—heats up. AACSB, the American Institute of CPAs (AICPA), and the American Association of Accounting each volley to control the process. A sticking point is the distinction between accounting programs that operate under the control of business schools and autonomous schools of accounting, which universities are just beginning to open. AACSB holds that activities of an autonomous school of accounting could jeopardize the accreditation of a business school at the same university. The University of Mississippi is the first to test this boundary with its new school of accountancy, which opens in June 1978. The AICPA takes a stand: If AACSB is not willing to offer separate accreditations for accounting programs, the accounting profession will take on that task itself.

1991 1992 1993 1997 2000

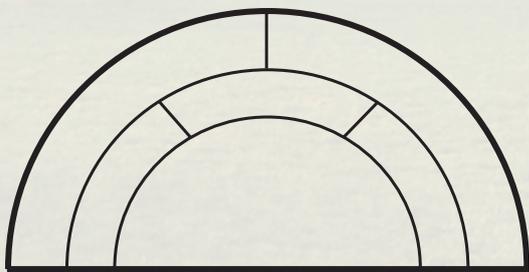
1978

1980

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The Spears School of Business is an AACSB accredited business school.

After AACSB's Blue Ribbon Committee (BRC) on Accreditation completes a three-year review of the 1993 standards, AACSB revises them to emphasize strategic planning and continuous improvement. It also reduces the years between accreditation and reaccreditation from ten to five, in response to the rapid evolution of management education, accelerated by the impact of the Internet, globalization, for-profit competitors, and a shortage of doctorally qualified faculty. AACSB also introduces its assurance of learning standard requiring schools to show that their students are meeting learning objectives.

The BRC announces new mission-based standards. Standards are reduced in number from 21 to 15 and now emphasize efforts in the areas of innovation, impact, and engagement. To acknowledge that different missions require different faculty portfolios, the 2013 standards expand faculty categories from two (AQ and PQ) to four: scholarly academics, scholarly practitioners, practice academics, and instructional practitioners.

"With these standards, we're trying to foster innovation," says AACSB's chief accreditation officer Bob Reid in "15," an article in *BizEd's* March/April 2013 issue. "If the standards are too prescriptive and too quantitatively driven, we will only create barriers to innovation. There are different missions and models, which schools can choose to execute in different ways."

2003

2013

2016

214,000

undergraduate and

89,000

graduate degrees are

awarded by AACSB

member schools in 2006.

Schools have adapted well to the 2013 standards, says Reid, who adds that their biggest challenge has been the requirement that they show evidence of impact. "Schools have to think more about 'What impact do we want to have, how do we want to measure it, and who will document it and tell our story?'" In addition, because the last revisions happened ten years apart, schools have had to make substantial adjustments in a short time. For that reason, AACSB now will review its standards annually to make incremental changes, rather than major changes all at once. "We want to be more proactive in how we adapt the standards to a changing environment," Reid says.

AACSB's next priority is its Visioning Initiative, which identifies future opportunities for business schools—the association will be presenting its new Vision and Mission Statement at its International Conference and Annual Meeting in Boston in early April. Tom Robinson, AACSB's president and CEO, notes that it will be especially important for AACSB to engage more fully with organizations, schools, and students to align business education more closely with practice. "We must encourage and accelerate innovation, so that we can amplify the positive impact business schools continue to have on business and society."

2014

323,000 undergraduate and 217,000 graduate degrees are awarded by AACSB-member schools.

TRENDS IN AACSB MEMBERSHIP SINCE 1916

	# of U.S. schools	# of schools outside U.S.	# of accredited schools	# of accredited schools outside U.S.
1916	17	0	17	0
1929	40	0	40	0
1944	55	0	55	0
1966	70	0	70	0
1951	106	0	106	0
1967	293	2	126	2
1980	411	23	147	2
1970	563	50	217	2
1990	661	79	272	2
2000	656	160	390	19
2010	670	510 / 73 countries	593	120
2015	655	780 / 90 countries	746	230

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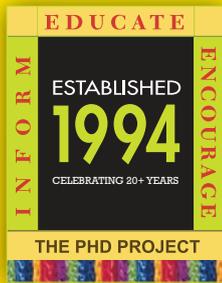
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What led business schools outside the U.S. to become first in their markets to seek AACSB accreditation? Five deans describe their schools' journeys before and after accreditation and share the goals they've set their sights on next.

GROWTH & PROGRESS

BY TRICIA BISOUX

FOR MOST OF THE 20TH CENTURY, business school accreditation was an American phenomenon that stemmed from AACSB's founding. (See "Starting Points" on page 46.) It wasn't until the 1970s and '80s that EFMD in Belgium and AMBA in the U.K. introduced their accreditations; all AACSB members were U.S.-based until 1968, when the University of Alberta in Canada became the first school outside the U.S. to earn accreditation. Thirty years later, ESSEC in France became the first school outside the Americas to earn the credential. (Read essays by deans from both schools in "View from the World" on page 20.)

What inspired the first international schools to pursue AACSB accreditation? What impact did it have on their programs? Deans at schools in the Netherlands, Australia, Egypt, and the United Arab Emirates explain what accreditation has meant to them so far—and what they hope to see from the association in the future.

PHILOSOPHICAL SHIFTS

In the late 1990s and early 2000s, many schools outside the U.S. were not just facing increasing global competition, but also growing pressure from their universities to transform their programs. While the schools featured here each had unique motives for pursuing global accreditation, they also shared a few underlying common goals:

TO UNIFY THEIR PROGRAMS. Before the School of Business at the American University in Cairo in Egypt earned its accreditation in 2006, its departments of management, accounting, and economics did not function as one school, but as three. Each department had its own mission, vision, and objectives, and each acted independently from the other two, explains dean Karim Seghir. “The AACSB accreditation process helped the school’s leaders cultivate a culture of ‘One School’ with a common mission and played a key role in aligning the offerings of the departments,” he says. “This led to more collaborations in teaching, research, and outreach between the three departments and a better utilization of our resources.”

TO FULFILL RESEARCH-DRIVEN AMBITIONS. In 2000, the College of Business and Economics (CBE) at the United Arab Emirates University (UAEU) was the first business school in the Middle East to earn AACSB accreditation. It did so primarily to fulfill goals set for it by the larger university, says CBE dean GERALYN MCCLURE FRANKLIN.

“WE FOCUSED ON RECRUITING, RETAINING, AND MOTIVATING FACULTY TO PERFORM AT THE LEVELS NECESSARY TO MAINTAIN HIGH-QUALITY TEACHING AND RESEARCH. THIS EFFORT CONTINUES TODAY.”

—GERALYN MCCLURE FRANKLIN OF UAEU



“Prior to our interest in AACSB accreditation in the mid-1990s, we were a teaching-oriented institution,” Franklin says. “With the university’s interest in global accreditations for key programs, our emphasis shifted to include teaching and research. As a result, the CBE focused on recruiting, retaining, and motivating faculty to perform at the levels necessary to maintain high-quality teaching and research. This effort continues today.”

TO GROW GLOBALLY. When Rotterdam School of Management (RSM) at Erasmus University in the Netherlands became the second AACSB-accredited school in Europe in 1998, its goals were twofold, says dean Steef van de Velde: to become more research-driven and to increase its global visibility. The school placed greater focus on its research center, now the Erasmus Research Institute of Management, which brought together scholars from RSM and the Erasmus School of Economics. By achieving AACSB accreditation, says van de Velde, the school also aimed to bring more attention to its internationally focused

programs, including its international MBA program launched in 1985.

TO ASSURE LEARNING OUTCOMES. Aligning their programs with AACSB’s assurance of learning (AoL) standard, introduced in 2003, has represented one of the biggest hurdles for these schools—but according to these deans, it also has yielded substantial benefits. Seghir admits that AUC’s faculty and staff had to be convinced of assessment’s value. Today, however, the school has developed a “culture of assessment and continuous improvement,” Seghir says. “Our stakeholders perceive assessment and continuous improvement as a journey rather than a destination.”

UQ Business School at the University of Queensland in Brisbane—the first AACSB-accredited school in Australia—had similar difficulties putting AoL standards in place for its accreditation in 2003, says Andrew Griffiths, dean and chair in business sustainability and strategy. But he stresses that “the implementation of assurance of learning—the linking back to the mission and strategy of a research-intensive business school—has created new opportunities for innovation adoption and experimentation.”

At the University of Sydney Business School, which became the second AACSB-accredited school in Australia in 2004, a central challenge was to create a more intentional approach to curricular revision. Before the early 2000s, incremental changes to

“WE FIND IT MORE AND MORE IMPORTANT TO BE ADAPTABLE IN A CHANGING MARKET.”

—STEEF VAN DE VELDE OF ERASMUS UNIVERSITY



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degree programs were made largely by individual faculty who relied on often minimal feedback from students and graduates. Adopting AoL practices has helped the school approach curricular revision more systematically, says dean Gregory Whitwell.

“Program learning outcomes are now targeted from the first unit of study and are pursued right across the degree,” he says. “Each program now has a capstone that integrates all that students learn and provides an appropriate place to capture evidence of achievement.” Aligning the school’s programs with the AoL standard also helped faculty overcome another challenge before it had even presented itself. In 2011, Australia’s government mandated that all Australian higher education programs adopt AoL protocols. The business school already had its processes in place, ahead of the rest of the university.

PLANS UNDERWAY

These deans note that their schools now are positioned to push ahead with new initiatives. Their plans share common themes, including experimentation with new technology, expansion into the global market, and greater engagement with business leaders and policymakers.

For example, with the foundation for its global programs firmly in place, RSM now plans to expand into other global regions. Its leadership also wants to do more to leverage the school’s location in Rotterdam, home to the busiest port in Europe, to support its research and curriculum. In the next few years, RSM’s faculty also will explore the possibilities of blended learning platforms to provide students with more flexible learning options. “We find it more and more important to be adaptable in a changing market,” says van de Velde.

Digital technologies will be the next big focus for UQ Business School, says Griffiths. “Technology can provide us with opportunities to enhance our strengths not only in face-to-face delivery of programs, but also in how we conduct and communicate our research.”

The University of Sydney Business School now has a new strategy designed to position the school as “socially conscious and committed to making people’s lives better and helping business be a force for good,” says Whitwell. “We must construct our programs so that our students are forever questioning the notion of ‘business as usual.’ We ourselves must use the same approach in looking critically at what we do. Part of our research and public policy agenda must be to question the status quo and, where we judge change to be necessary, be advocates for alternative approaches.”

With business and society paying more attention to technology and conscious capitalism, many business schools—particularly those in emerging markets—will be focusing more on solving economic problems in their own



“HOW DO WE ENCOURAGE OUR FACULTY TO LOOK UPON THEIR ROLES DIFFERENTLY? HOW DO WE ENCOURAGE THEM TO INVEST TIME AND ENERGY INTO NEW MODES OF TEACHING?”

—GREGORY WHITWELL OF THE UNIVERSITY OF SYDNEY

regions, says Seghir. For the AUC School of Business, that means addressing one of the most pressing challenges facing its region: unemployment. To that end, the school now coordinates the activities of the recently established African Academic Association on Entrepreneurship (AAAE). The consortium of schools includes the AUC, the Univer-

sity of Stellenbosch and the University of Cape Town in South Africa, ESCA Ecole de Management in Morocco, Lagos Business School in Nigeria, and Strathmore University in Kenya.

AAAE’s goal is to develop teaching and research that focus on entrepreneurship, family business, small business management, innovation, and startups; it also will promote student and faculty exchanges, joint research, joint programs, and other collaborations among its members and other institutions in Africa and worldwide. “A sustainable and viable solution to this rising challenge of unemployment is a well-directed entrepreneurship ecosystem,” says Seghir.

WHAT’S NEEDED NEXT

These deans have recommendations for AACSB and other global accrediting bodies, as these organizations draft revisions to their accreditation standards and chart their courses for the future:

PROVIDE MORE EXAMPLES OF BEST PRACTICES. The growing emphasis on ethical decision making, experiential

learning, and online education will require changes to the accreditation standards, says the University of Sydney’s Whitwell. “How do we encourage our faculty to look upon their roles differently? How do we encourage those who believe their primary responsibility is research to invest time and energy into new modes of teaching?” he asks.

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-College of Business Dean Brenda Flannery

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“Students also are demanding more opportunities for experiential learning. In schools such as ours, with very large total enrollments, it is a challenge to implement scalable models for experiential learning, both in terms of delivery and assessment of learning outcomes. We would appreciate guidance, exemplars, and the sharing of solutions to these sorts of challenges.”

STRENGTHEN TIES TO BUSINESS AND GOVERNMENT. As AACSB develops its international strategy, Seghir notes that business schools in emerging markets would like to see the association collaborate more with the world’s ministries of higher education and other governmental institutions. Partnerships with policymakers are greatly needed “to identify and tackle the challenges that business schools in the Arab region and Africa are facing,” says Seghir. “These business schools face major challenges when it comes to funding. AACSB could help by getting schools closer to funding agencies that focus on emerging economies.”

Franklyn of the UAEU says that she, her leadership team, and her accreditation committee believe it will be crucial for associations like AACSB to reach out beyond the business school community. “We feel emphasis is needed on engagement with the private and public sectors,” she says. She believes that such engagement will help business schools not only have more say in policy decisions, but also better highlight the

“WE HAVE CULTIVATED A CULTURE OF ‘ONE SCHOOL’ WITH A COMMON MISSION. THIS HAS LED TO MORE COLLABORATIONS IN TEACHING, RESEARCH, AND OUTREACH AND A BETTER UTILIZATION OF OUR RESOURCES.”

—KARIM SEGHIR OF THE AMERICAN UNIVERSITY IN CAIRO



relevance of their programs, the skills of their graduates, and the real-world impact of their research.

INCREASE AND IMPROVE ACCESS TO BUSINESS EDUCATION. If business schools want to follow through on their promise to grow the global economy, they’ll need to make their programs more accessible, particularly to those in emerging economies, says van de Velde. “The changes we would like to see from industry,” he stresses, “include easier access for those who do not have resources or means to enroll in business education programs.”

CONTINUE INTERNATIONAL OUTREACH. An increasingly complex global landscape for business education means more schools need to belong to a shared community, says Griffiths of UQ Business School. “We would like to see AACSB continue to expand its internationalization agenda, with a continued focus on the innovation and differentiation of business schools,” he says. “In particular, we’d like to see a

stronger focus on industry engagement and industry inclusion as indicators of a business school’s impact.”

FOCUS MORE ON THE SOCIAL GOOD. These deans agree that future discussions about the purpose of business—and business schools—ultimately will need to follow a more socially driven agenda. “The curriculum challenge here is much more than the inclusion of a course on business ethics,” says Whitwell. “A fundamental question for us is: How do we reformulate the curriculum so that all students, no matter what program they may be enrolled in, complete their studies with a new appreciation of what they and business can do to make the world a better place?”

Van de Velde agrees. “We need to steer business education more toward the development of business leaders capable of leading their organizations into a sustainable future.” Griffiths also emphasizes a need for business schools to produce more research into areas such as sustainability, innovation, and the commercialization of technology, in order to provide greater insight into what it will take to solve the world’s “wicked problems.”

As the global community of business schools faces the future, the purpose of business education will be twofold, these deans emphasize: to produce the next generation of business leaders and to be a powerful force driving positive social change. **D**

“ASSURANCE OF LEARNING—THE LINKING BACK TO THE MISSION AND STRATEGY OF THE SCHOOL—HAS CREATED NEW OPPORTUNITIES FOR INNOVATION.”

—ANDREW GRIFFITHS OF THE UNIVERSITY OF QUEENSLAND



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◀ 'A Natural Output'

University of California president Benjamin Ide Wheeler, shown here on his horse Rex in the late 1800s, was instrumental in persuading San Francisco Bay area merchants to support opening the university's College of Commerce. In his address to the local Merchants Association, he urged them "to grab hold of the 20th century—restless, turbulent young fellow as he is likely to be," and spoke of the democratic role of new land grant universities. "The day has passed when the university existed to train men solely in a certain narrow list of vocations either for lives of leisure as gentlemen's sons, or to professions such as the ministry, the law, medicine, and teachers," he said. "The modern university has to do with all that concerns life and the interests of life.

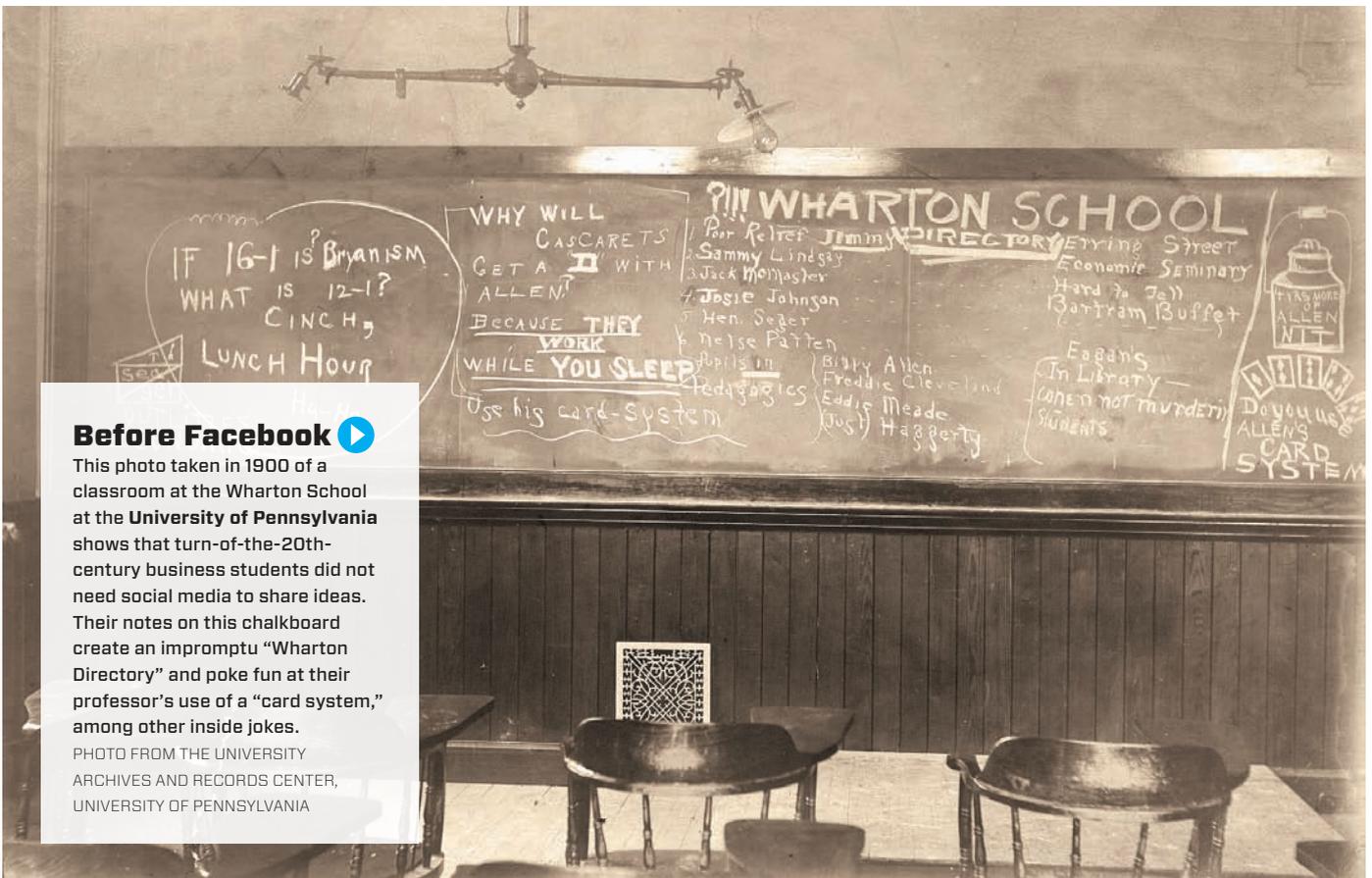
... A college of commerce does not represent any new departure on the part of our university. It is a natural output of the university." Now called the Haas School of Business, the school recently released the book *Business at Berkeley* about the early days of management education.



◀ Land Grant

Cora Jane Flood, daughter of industrialist James C. Flood, donated land and securities to the University of California. At the time, the gift was worth more than US\$460,000 (\$13.2 million in today's dollars). The gift was used to endow its College of Commerce in 1898.

PHOTOS COURTESY OF UC BERKELEY



Before Facebook ▶

This photo taken in 1900 of a classroom at the Wharton School at the University of Pennsylvania shows that turn-of-the-20th-century business students did not need social media to share ideas. Their notes on this chalkboard create an impromptu "Wharton Directory" and poke fun at their professor's use of a "card system," among other inside jokes.

PHOTO FROM THE UNIVERSITY ARCHIVES AND RECORDS CENTER, UNIVERSITY OF PENNSYLVANIA



▲ **Class Uniform**

In 1900, the **Tuck School of Business at Dartmouth** became the first to open a graduate program in business, offering a master of science in commerce. Its first student class, pictured here in 1901, was small and composed of young white American men. Flash forward to the present, when Tuck recently announced that of the 286 members of its class of 2017, 20 percent are minorities, 32 percent are citizens of countries outside the U.S., and a record-high 42 percent are women.

PHOTO COURTESY OF THE TUCK SCHOOL OF BUSINESS AT DARTMOUTH

▲ **Honorable Mention**

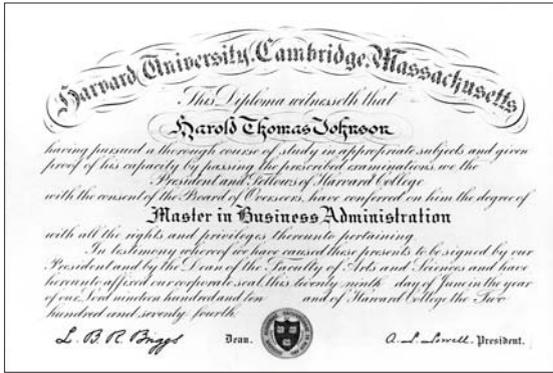
The inaugural members of the business honor society **Beta Gamma Sigma** at the University of Wisconsin, 1907. In 1919, AACSB recognized BGS as the only honorary business society, after which BGS opened chapters only at AACSB-accredited schools.

PHOTO COURTESY OF BETA GAMMA SIGMA

TIME CAPSULE

BY TRICIA BISOUX

WE ASKED BUSINESS SCHOOLS that were among AACSB's first member institutions and other prominent organizations in the industry to dip into their archives and share moments from their histories with us. Together, these artifacts offer a collective perspective on milestones that business education has experienced over the last 100 years.



◀ First Degree

Pictured here is the first MBA diploma in history, awarded in 1910 to Harold Johnson, a graduate of **Harvard Business School**.

IMAGE COURTESY OF HARVARD BUSINESS SCHOOL

A 'Delicate Experiment' ▶

When **Harvard Business School** was founded in Boston, Massachusetts, in 1908, it was described by the university as a “delicate experiment,” one that included fewer than 100 students, all of them male and mostly from the United States. Pictured here is Harvard’s first MBA cohort in 1910. The school did not enroll its first women students until 1963, when it admitted eight to its two-year MBA program.

Today, 41 percent of HBS students are women and one-third are international; the school also now has a strong minority presence on campus. “Diversity in the broadest sense of that word is an essential ingredient in our commitment to educating leaders who make a difference in the world,” says Harvard Business School’s current dean Nitin Nohria. “Accordingly, discussions both inside and outside the classroom reflect many different points of view.”

PHOTO COURTESY OF HARVARD BUSINESS SCHOOL



◀ International Ambitions

In 1914, two international events loomed large in New Orleans, Louisiana: the outbreak of World War I and the opening of the Panama Canal. As a port city located at the mouth of the Mississippi River, the city was well-positioned to benefit both from increased wartime production and expanding trade with South America. Therefore, the New Orleans Association of Commerce partnered with **Tulane University** to establish a school that could provide the city’s business community with the skills necessary to leverage these new international opportunities. The cartoon at left appeared on the front page of the *New Orleans Times-Picayune* on the morning of September 14, 1914, to commemorate the founding of Tulane’s College of Commerce and Business Administration. At that time, Tulane’s inaugural business curriculum included courses in international trade and commercial Spanish.

Now known as the A.B. Freeman School of Business, the school continues its focus on university-corporate partnerships and global management. “Tulane’s business school was established in direct response to the needs of the business community during a time of political unrest, social change, and technological disruption,” says Ira Solomon, dean of the Freeman School. “Today, 100 years later, we’re a much different institution, but I think to some degree our mission remains the same, and that is to respond to the most pressing needs of business with innovative programs that address the critical issues of the day.”

IMAGE COURTESY OF TULANE UNIVERSITY





◀ ‘Street-Car College’

Pictured at left is the first graduating class of the business school at **Washington University in St. Louis** on the steps of Brookings Hall in 1920. At center is the only woman in the class, Margaret Haase Calhoun. In an interview in 1985, Calhoun recalled her student days: “It was a street-car college. Some faculty and out-of-town students lived in McMillan Hall, where there were also sorority rooms...and [the business school’s first home] Duncker Hall was about to be built.” As a sign of the times, Calhoun came from a wealthy family and went on to inherit part of her family’s food importing business, ACL Haase Company. Calhoun later became chairman of the board of the Girl Scouts Council of Greater St. Louis. During World War II, women’s enrollment in the business school increased from 18 to 121.

PHOTO COURTESY OF WASHINGTON UNIVERSITY IN ST. LOUIS



▶ Accounting for History

Shown above, an accounting class is at work at the College of Business at the **University of Illinois at Urbana-Champaign**, circa 1915. That year, economist David Kinley, the director of courses and training for business who later became the university’s president, said “We need to develop in our young men imagination and the spirit of investigation, the capacity and desire for generous leadership, and a high sense of moral obligation to their fellow business men and to the public at large.” That quote is now displayed within an 8-foot-high alcove at the entrance of the College of Business’ Wohlers Hall, serving as a touchstone for the school, says Jeffrey Brown, the dean of the college today. It serves to connect the imagination and spirit of those “early days of penmanship courses and antiquated adding machines to today’s blended courses, online MBA program, and 3D printing lab.”

IMAGE 6150 COURTESY OF UNIVERSITY OF ILLINOIS ARCHIVES



Trailblazer in Economics

When the School of Commerce at the **University of Nebraska in Lincoln** became the College of Business Administration in 1919, Minnie Thoorp England (pictured above at top right) was the only woman among its 423 faculty. In 1906, England had been the first recipient of a doctorate in economics at UNL at a time when many universities limited the number of women admitted.

Her mentor, W.G. Langworthy Taylor, hired England while she was still a doctoral student, and she served as an assistant professor from 1906 to 1921. She was never promoted, even as her peers were elevated to the rank of full professor. She published four articles from 1912 to 1915 on the idea that entrepreneurship encouraged investment swings, which in turn drove business cycles—an idea that would be more fully developed by Joseph Schumpeter, who had read her work. England and her work are largely missing from many histories of economic study, according to Robert Dimand in his chapter in the book *Feminist Economics*.

As World War I grew more heated, several UNL professors voiced their opposition to the conflict, including England. Their perceived disloyalty to the cause attracted the attention of Nebraska's State Council of Defense, which called for their dismissal. Although England was cleared of wrongdoing, she resigned in 1921, at the age of 45. She is considered a trailblazer for women in a male-dominated discipline.

Today, women comprise 33 percent of the CBA's administration and faculty, including its dean Donde Plowman. Women also make up 36 percent of the CBA's student body.

PHOTO COURTESY OF
THE UNIVERSITY OF NEBRASKA

BGS Welcomes Women

The welcome message in this 1933 clipping from the *Beta Gamma Sigma Exchange* newsletter is directed to the female members of the honor society Gamma Epsilon Pi. This followed the change of the BGS constitution that marked its merger with Gamma Epsilon Pi and its decision to allow women in its membership.

IMAGE COURTESY OF
BETA GAMMA SIGMA

To The Members of Beta Gamma Sigma and Gamma Epsilon Pi

Elsewhere in this issue is a questionnaire which you will please fill out and mail. The chapters have already been asked for opinions to be used as a basis for proposed changes in the Constitution of Beta Gamma Sigma. This is an appeal to you to take the time to tell us your views on a vital matter of policy which may become significant in the history of Beta Gamma Sigma.

This is the second issue of the *EXCHANGE* to go to all members of Gamma Epsilon Pi. In behalf of Beta Gamma Sigma I welcome you most heartily. Beta Gamma Sigma will be greater and more useful because you have joined hands and hearts with us. Under the terms of the merger agreement each of you is now a full-fledged member of Beta Gamma Sigma. Congratulations to us and much joy to you!

J. ANDERSON FITZGERALD, Grand President.

Urban Evolution

When **New York University** first opened the doors of its School of Commerce, Accounts and Finance in Greenwich Village in 1900, New York City was in the midst of the greatest wave of immigration in its history. The school's undergraduate program provided professional training for students pursuing careers in business. In 1916, the school launched its graduate business program in New York's downtown business district. That location, shown here in 1941, was called the "Wall Street Division." It was housed at 90 Trinity Place, less than two miles from the school's current home in Greenwich Village. In 1940-1941, the graduate program enrolled 1,196 full-time and part-time students, more than 99 percent of whom attended class in the evening. Course topics included the New York money market, railroad securities, urban land economics, societal evolution, and advertising copy.

When NYU first opened in 1831, its founder Albert Gallatin announced that the university would be "in and of the city" and provide "a system of practical and rational education fitting for all," explains Peter Henry, dean of what is now the NYU Stern School of Business. Henry adds that, "as business and society play on an increasingly global stage, being 'in and of the city'—understanding our comparative advantage not only in terms of location, but also in terms of talent and human potential—is as important today as it was in Gallatin's time."

PHOTO BY A.F. SOZIO



Early Returns

Associate dean James Lorie (shown above in 1960, left) and finance professor Lawrence Fisher (right) founded the Center for Research in Security Prices (CRSP) at what was then the **University of Chicago** Graduate School of Business. The pair collaborated to collect and analyze data from NYSE common stock returns between 1926 and 1960. Their research formed the basis for the CRSP, the first comprehensive database for historical security prices and returns. Today, the CRSP at Chicago Booth provides data for investment managers, as well as scholarly researchers at 470 academic institutions in 35 countries.

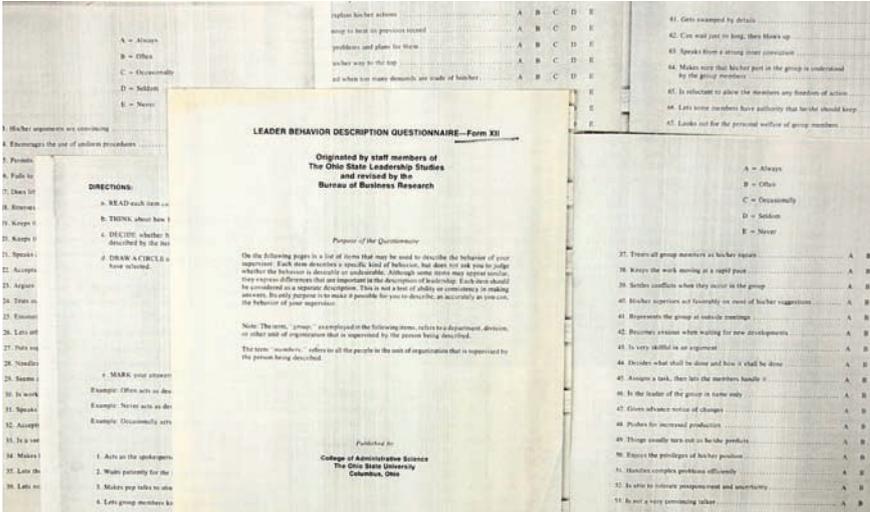
PHOTO COURTESY OF THE SPECIAL COLLECTIONS CENTER, UNIVERSITY OF CHICAGO LIBRARY



1950s Field Trip

In the post-WWII era, business schools did more to provide their students with opportunities to experience real-world business. During the 1950s, **Washington University** began emphasizing internships and group projects for students at local companies, as well as trips farther afield. Shown here are marketing students in 1958 as they prepare to board a plane to visit the original "Mad Men" working on Madison Avenue in New York City. Several such NYC visits were arranged by marketing professor Patricia Schoen, also the wife of Sterling Schoen, who founded the Consortium for Graduate Study in Management.

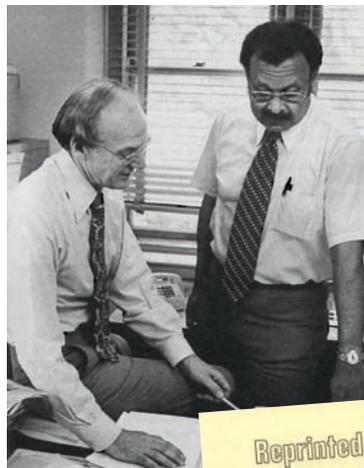
PHOTO COURTESY OF WASHINGTON UNIVERSITY



360-Degree Leadership
 In the 1940s, the Leadership Behavior Description Questionnaire was developed by scholars in the Leadership Studies department at **The Ohio State University**. They included Ralph Stogdill, John Hemphill, Alvin Coons, and Melvin Seeman. Its 1962 revision, shown at left, was published by Andrew W. Halpin and B.J. Winer. Rather than studying leaders themselves, these scholars were among the first to survey subordinates. “The outbreak of WWII spurred government and military branches to advance efforts to identify and study leadership to meet wartime demand,” explains David Greenberger, associate dean at OSU’s Fisher College of Business. The questionnaire asked respondents to rate their leaders on a one-to-five scale for each of 150 statements describing different behaviors. The tool laid the groundwork for current theories, such as the Path-Goal Leadership model, which emphasize matching a leader’s behavioral traits to the working environment.
 IMAGE COURTESY OF THE OHIO STATE UNIVERSITY



Call for Diversity
 This reprint of a 1974 *Businessweek* article (below) highlights the growing attention to the need for greater diversity within corporate leadership. While the article mentions organizations such as the National Association of Black MBAs, its focus is the **Consortium for Graduate Study in Management**, based in St. Louis, Missouri, calling it “the most successful program so far” in the push for diversity.
 Sterling Schoen, a professor of management at Washington University in St. Louis, founded the organization in 1966. The article refers to Schoen’s “missionary commitment to get minorities, including Chicanos, Puerto Ricans, Cubans, and American Indians, into the U.S. power structure.” It also describes him as a tenacious fundraiser. “Schoen is a pest around corporate offices,” said Arthur Singer, a VP from the Sloan Foundation. “They give him money to go away.” That year the Sloan Foundation gave the consortium US\$150,000; other supporters included IBM and GM.
 In 1974, the consortium included Indiana University, the University of North Carolina, the University of Rochester, the University of Southern California, the University of Wisconsin, and Washington University in St. Louis. That year, those six schools graduated 63



Sterling Schoen (at left) with Wallace Jones, associate director of CGSM, in the 1970s

black MBA students—more than had graduated from all U.S. business schools combined eight years earlier. This year marks the 50th anniversary of the consortium, which now includes 18 universities that have graduated more than 8,000 MBA students from minority populations. It will offer membership to 400 more students in 2016. The work of CGSM laid the groundwork for organizations with similar missions, such as The PhD Project, founded in 1994, which has helped more than 1,000 minority students earn their doctorates in business disciplines.
 PHOTO COURTESY OF THE CONSORTIUM FOR GRADUATE STUDY IN MANAGEMENT

The Holistic Teacher
 In 1970, when many faculty were encouraged to advance business research, James A. Graaskamp (at left), a real estate professor at the **University of Wisconsin**, chose to focus on teaching. To honor that legacy, the Wisconsin School of Business now houses the James A. Graaskamp Center for Real Estate. “Graaskamp cared about what students learned, not just from his lectures and countless office hours, but from the whole of their educational experiences. He cared about helping students form ethical mindsets, reach beyond their own aspirations, and develop networks within which they would thrive,” says François Ortalo-Magné, the Albert O. Nicholas Dean. “Graaskamp’s legacy lives on as we shift our educational mission from the traditional emphasis on classroom teaching to a more holistic approach that inspires student learning.”
 PHOTO COURTESY OF THE WISCONSIN SCHOOL OF BUSINESS

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Business Week
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MANAGEMENT
The frantic competition for black MBAs
 Despite efforts of companies and B-schools, the shortage will persist for a long time
 Education—grouping Harvard, Massachusetts Institute of Technology, Wharton, Stanford, Columbia, Chicago, Carnegie-Mellon, Cornell, Berkeley and Dartmouth’s Tuck. It is a maelstrom of recruiting efforts of...



▲ Early Tech

The 1980s mark the decade when business schools began opening their first computer labs, such as the one pictured above from the University of Pennsylvania's Wharton School, circa 1985.

PHOTO FROM THE UNIVERSITY ARCHIVES AND RECORDS CENTER, UNIVERSITY OF PENNSYLVANIA

▲ Collaborative Learning

Business students from the 1980s probably would not recognize the classroom spaces and technology their 2016 counterparts have at their disposal. For example, the Wisconsin School of Business recently unveiled its new collaborative learning classroom, shown above. The redesigned classroom, which will allow students to work in teams at round tables in specially designed spaces, will play a prominent role in the school's new approach to teaching, explains dean François Ortalo-Magné. Instruction will rely more on guided collaboration and encompass five dimensions of learning—knowing, doing, being, inspiring, and networking. Faculty are working with instructional designers to co-create holistic learning experiences throughout the curriculum.

In 20 years, such holistic, student-centric experiences—where “students create meaningful representations of what they know, what they can do, what they value, and who they aspire to be”—are likely to be the norm rather than the exception at business schools, says Ortalo-Magné. He also sees business schools renewing their partnership with the liberal arts. “Business education will be at the core of undergraduate training, preparing all undergraduates to lead fulfilling lives, broaden their perspectives to embrace complex challenges, and thrive in the global market economy.”

PHOTO COURTESY OF THE WISCONSIN SCHOOL OF BUSINESS

Turning to 2016

Even as business educators continue their debates about increasing diversity, adopting new technology, embracing experiential learning, and promoting innovation, it's enlightening to look at the artifacts featured here to gain a glimpse of how past educators viewed these issues in their own times. The next year—and the next 100—will inspire a myriad of new moments, new approaches, and new insights, ready to be captured by the business historians of the future. At *BizEd*, we're excited to see what the industry will become and share the ways business schools are shaping the future. [▶](#)

‘THE WORLD HAS CHANGED’

The market for management training is no longer as certain as it was at the height of its 20th-century success—and business schools should plan their futures accordingly.

BY TRICIA BISOUX

IN “WHAT’S RIGHT—AND STILL WRONG—with Business Schools,” an article that appeared in *BizEd*’s January/February 2007 issue, author Jeffrey Pfeffer noted that business schools were undertaking “serious self-examination.” At the time, business schools were making efforts to re-engage students in academics, through curricular redesigns that integrated more interactive educational experiences and placed more emphasis on critical thinking. But nine years later, business schools’ self-examination has only intensified, as administrators struggle to balance face-to-face with online, global with local, teaching with research, profit with purpose. In 2007, Pfeffer wrote that business schools were “engaging in the sorts of conversations...that can help them redefine and reinvigorate their purpose as business educators.” And schools are engaging in those same conversations today.

We interviewed three prominent and outspoken educators about the issues they believe should drive the 21st-century discussion about the purpose and mission of business education. These professors include Pfeffer of the Stanford Graduate School of Business in California; Roger Martin of the University of Toronto’s Rotman School of Management in Ontario, Canada; and Rosabeth Moss Kanter of Harvard Business School in Boston, Massachusetts. They reflect on pressing issues facing the industry and highlight strategies they think will help business schools stay relevant to 21st-century students and employers.



WE ASKED ROGER MARTIN...

WHAT DO YOU THINK IS THE BIGGEST CONCERN NOW FACING BUSINESS SCHOOLS?

A particular problem is that too many business professors want to study and teach what's convenient—it's as simple as that. It's convenient for finance professors to study and teach finance without considering anything other than financial issues or worrying about how finance interacts with areas such as marketing or operations. They don't ask, "What are the problems that real business executives worry about? How could we make a positive impact on those problems if we studied them in an academically rigorous way?" They don't address these big questions, even though doing so would be enormously helpful to real business people making real business decisions.

They've been able to get away with this because business education was growing—but it's not growing anymore. We have people like entrepreneur Peter Thiel offering students \$100,000 to drop out of college to start businesses.

He's saying, "I went to college, and I can promise you it wasn't necessary for my success." When influential people say things like that, everyone starts rethinking whether an MBA is worth it. Business schools need

to start thinking more about how they can make the lives of businesspeople better. They need to show that they have insights on business' most pressing problems, including the ones that aren't easy to study. Otherwise, we'll see our industry decline.

Martin is Premier's Research Chair in Productivity and Competitiveness, academic director of the Martin Prosperity Institute, and former dean at the Rotman School of Management.

WHAT FACTORS DO YOU THINK HAVE MOST CONTRIBUTED TO THE CURRENT STATE OF BUSINESS EDUCATION?

Part of the problem is how we reward faculty. Last year, I published three *Harvard Business Review* articles and a book, and my research rating for that work was “below average.” That rating doesn’t bother me, but other professors are punished for publishing in practitioner-oriented journals like the *Harvard Business Review*. The No. 1 imperative for business faculty is to publish in refereed journals that speak exclusively to other academics. Directing work to non-academics is considered to be worse than doing nothing at all.

Another part of the problem is how we fund research. In the sciences, research is funded by government agencies and big foundations, but in business, research is paid for primarily by tuition. That means business students are paying to support research that is not designed to benefit their learning in any way. At the same time, some business professors are paid roughly twice as much as professors in other disciplines, like psychology, because business schools have been rich and they’ve bid up professors’ salaries. People didn’t notice this when business schools only had to open their doors and the students would come. But that ended sometime around 2009 when applications to American business schools started dropping, and schools started ramping up their foreign student admissions dramatically to make up for it. Business schools have not yet adjusted to the fact that their core market is turning its back on them.

The MBA has a super-high cost structure, and at least half of that cost goes to research that has value to society but not to students sitting in class. That’s why we have the Peter Thiels of the world saying they

don’t actually need this degree; they can succeed on their own or in a different way. For business schools, that is an existential threat. We all need to recognize that the world has changed.

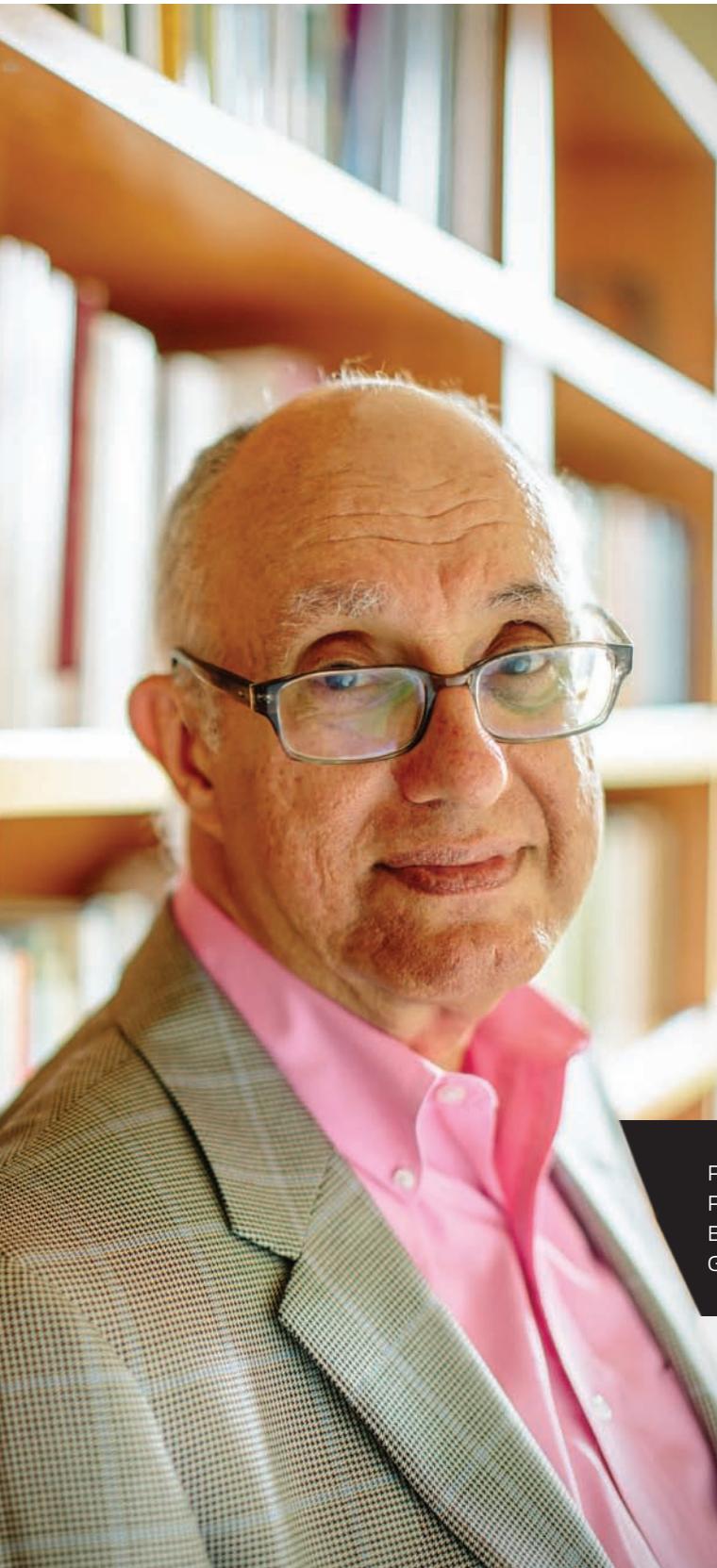
IF YOU WERE TO DESIGN AN MBA PROGRAM FOR THE FUTURE, WHAT WOULD IT LOOK LIKE?

In business education, we often think that if we teach students some finance, some marketing, some strategy, they’ll be able to solve business problems. That’s just not true. As Peter Drucker said, there are no finance problems, there are no operations problems, there are no tax problems—there are only business problems. Do we teach students how to solve business problems? No, we do not.

So, if I could design an MBA program from scratch, honestly, I would call it the “not-the-MBA.” I’d tell students to go get their MBAs as cheaply and quickly as possible and then come to my program to “activate” their MBAs. In the first semester, I would teach only philosophy, which is the underlying theory of how people work, and physics, which is the underlying theory of how things work. Business is the integration of people and things—if students don’t understand how people and things work, they won’t be successful in business. Next, I would teach them design, leadership, and an integrative theory of management, so they learn how to think, how to put together all the pieces of the puzzle.

Finally, I would hire only non-tenured faculty, who would be free from the requirement to speak exclusively to other academics. I would hire brilliant non-academics who each have a theory about what’s necessary to be a successful leader, creator, and innovator in the world of business.





WE ASKED JEFFREY PFEFFER...

WHAT DO YOU THINK BUSINESS SCHOOLS GET RIGHT?

Business education has done a fabulous job of marketing itself—and I don't say that to be facetious. The fact that we now have more than 200,000 MBAs graduating each year is a result of very effective marketing. Business schools also have developed fabulous courses and important research, and they've contributed in important ways to the development of the social sciences.

Unfortunately, business schools don't do enough to promote their research. I once served on the compensation committee of a publicly traded company. We were on a call with its compensation consultant to discuss what stock options we should give the CEO. Several days before, I had read a new study from a professor at Penn State showing how stock options can lead CEOs to engage in risky behavior. I asked the consultant whether he had read the research, and he said no. So I asked him if he would like me to send him a copy of the study—and he said no. After the meeting, I asked my colleagues whether we should get a new compensation consultant who was the least bit interested in research. They also said no. Any doctor who did not read the latest research in his field would have zero patients. This lack of interest in research is an enormous problem in business.

WHAT ARE YOUR BIGGEST CONCERNS ABOUT BUSINESS EDUCATION?

Business schools face two different problems. The first is that, according to AACSB, there are now 13,000 providers of business education, some of which have been under tremendous government fire for delivering inferior products. Of these 13,000 providers, only 5 percent to 10 percent are accredited. What percentage of law and medical schools are unaccredited? I know it's not 90 percent. We can argue that law and medical schools must be accredited because of licensing requirements, but

business schools still have an "anything-goes" attitude with respect to enforcing standards. We have no quality control.

The second problem is that many of our full-time MBA students believe they're at school to drink and party, rather

than work. The business school culture is different from the cultures in engineering, law, and medicine, where students are more focused on academics. I've talked to many deans about this problem, and none of them know what to do about it. Many are closing their eyes, hoping that a catastrophe won't happen while they're still dean.

Business students' lack of concern with the academic aspects of the program is nothing new. Twenty years ago at Stanford,

Pfeffer is the Thomas D. Dee II Professor of Organizational Behavior at the Stanford Graduate School of Business.

for example, a student named Scott Dunlap created the “Free Rider Home Page,” a website that allowed students to share answers so they didn’t have to read the cases. One day, in my human resource management class, Scott asked me why I didn’t like the site. So I told him: “Someday when you’re older, God forbid you have a cardiac event. I want you to picture the following scene: You’re wheeled into the emergency room, and the attending physician looks down at you and says, ‘Wow, you’re Scott Dunlap. You’re a hero.’ And you’ll look up and ask, ‘Why?’ And he’ll say, ‘You created the Free Rider Home Page—that’s how I got through medical school!’”

Scott looked at me and said, “The difference is that in medicine decisions can mean life and death, but what we learn in business school is basically irrelevant.” The fundamental problem is that many business students still believe that—that’s still where we are. People have not been willing to address it.

In many ways, I blame this situation on the popular idea that we should view students as customers. We have not been willing to say to our students, as medical schools have, “These are the standards we’ve set, these are the skills you must learn.” We have not developed a common set of criteria for evaluating what our students learn, so that we do not send them out into the world to do damage because they didn’t learn the material.

WHAT WOULD YOU MOST LIKE TO SEE BUSINESS SCHOOLS DO IN THE FUTURE?

I would like to see business schools become more like other professional schools. I would like them to enforce standards—both ethical standards, so that there are consequences when people behave badly, and academic standards, so that business is perceived as a serious intellectual and

Kanter is the Ernest L. Arbuckle Professor of Business Administration and the chair and director of the Advanced Leadership Initiative at Harvard Business School.

academic discipline. I would like the business school community to do what the medical school community started doing more than 100 years ago and police itself in a better way. I’d like to see organizations such as AACSB and EFMD do more to enforce standards in the industry.

As part of this, I think more schools should be willing to throw people out for bad behavior. They wouldn’t have to throw too many people out before everyone learned the lesson. But in many cases the universities won’t allow the business schools to do so. The problem starts with the university.

In her 2006 book *University Inc.*, Jennifer Washburn argues that universities have lost their souls, and I think that’s also true for business schools. They’ve become commercial enterprises, and issues of standards and values have been subordinated to money. When we evaluate the quality of business schools by talking about how much we raise our graduates’ salaries, we separate business schools from other professional schools.

WE ASKED ROSABETH MOSS KANTER...

WHAT CURRENT TRENDS DO YOU THINK WILL HAVE THE MOST IMPACT ON BUSINESS SCHOOLS IN THE FUTURE?

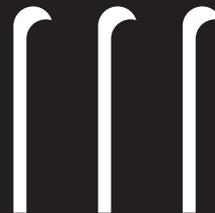
The MBA became very popular after World War II, because an MBA degree seemed to lead directly to jobs. But when I look ahead, I think business schools at the middle and bottom of the market are going to have trouble surviving. Many skills taught in MBA programs now can be taught at the undergraduate level or online, so employers may not jump to hire people who have MBAs from less distinguished schools.

However, employers will still want to hire people with fundamental skills in areas such as finance and statistics. They’ll still want people with leadership skills. So the question will be, where will students learn these skills? Established companies will be willing to outsource

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a certain amount of training, so I think customized programs represent a growing market for business schools.

That said, employers also are turning to training companies and consultant firms, which raises the question of whether online or for-profit degree providers will substitute for university-based business schools. That means that business schools will need to look for other ways to strengthen their programs.

BUSINESS SCHOOLS NEED TO FIND MORE WAYS TO BE RELEVANT AT MOMENTS WHEN PEOPLE ARE SEEKING OUT BUSINESS EDUCATION.

We also can be sure that, as the future of work shifts online, more education will be delivered online. Strengthening the online component will be an important part of business schools' survival. As online education grows, we might not need as many full-time faculty, but we will need more coaches, guides, and facilitators. The advantage is that, once a school has an online course in place, that course can reach millions of people.

WHAT KINDS OF STRATEGIES WILL HELP BUSINESS SCHOOLS STRENGTHEN THEIR POSITIONS IN THE MARKET?

One way is to reach out to other disciplines on campus. Harvard, for example, is deepening its ties with engineering and the applied sciences, the life sciences, and the law and medical schools. We now offer joint degree programs, including an MD/MBA, a JD/MBA, and a public policy/MBA degree with our Kennedy School of Government. Driving these relationships is the idea that universities have many different sources of in-depth content knowledge; when we combine that knowledge with business education, we help ventures get started.

In addition, the best schools will do more to put students in teams and get them out into the field. At Harvard, we're about to send 900 students to more than 20 countries to do two-week projects;

when they come back, they'll work in small groups to start small businesses and have those businesses evaluated. Such experiential learning—whether it's starting a business, going to a foreign country, or going to a company and doing a project—will always be a component of the best education.

I'm also seeing schools push education to earlier in students' lives. I know of at least one graduate business

program considering adding an undergraduate business degree, which I think is a very smart move. I'm also very excited about the new "six-year high school" model, where students graduate after six years with a high school degree *and* an associate degree in a STEM field from a community college. We first saw this approach in 2011, when IBM introduced the program—called Pathways in Technology, or P-Tech—in several New York City public schools in Brooklyn. Some students have graduated with both degrees in four or five years, and they're already working in STEM fields with high salaries. This model now has been adopted at about 40 high schools around the U.S. with different corporate partners. Pushing education earlier in the cycle is a reinvention of education.

Similarly, we're seeing schools push business education to later in life—one example is Harvard's Advanced Leadership Initiative, which I lead and co-created with two Harvard Business School colleagues, including our current dean. It's a universitywide program for accomplished top leaders moving into their next years of service. It's not an exed ed program; rather, just like the six-year high school, it's a total reinvention.

A few years ago, we had Peter Thiel offering to pay young people with entrepreneurial talent not to go to col-

lege, but that's not the right choice for everyone. Business schools need to find more ways to offer courses that their universities don't already have. They need to find more ways to be relevant at moments when people are seeking out business education.

WHAT DO YOU THINK THE NEXT TEN OR 25 YEARS WILL BE LIKE FOR BUSINESS SCHOOLS?

Right now, higher education is between models; we have to evolve by experimenting. I think the next ten years will be a period of intense questioning, and many unique and innovative models will emerge. Schools with energetic faculty who are willing to experiment with new types of online models, internships, experiential education, educational delivery, and field-based projects will be the ones that lead and stay relevant.

Even if business schools don't have the resources to create new programs or send every student overseas, they can seek out opportunities for experiential education in their local environments. I once consulted with a small business school in an area with industries focused on social and environmental concerns—industries that young millennials are interested in. I asked the school's leaders why they weren't doing more to connect students and faculty more directly to those industries. It doesn't cost a lot for schools to take advantage of the connections that are already available to them.

The next few years will be an exciting time for business schools that want to lead these changes. But it also will be a time of great insecurity, especially for schools that have cut their faculty and use more adjuncts. Schools of all sizes and reputations can take advantage of today's trends to reinvent themselves. But it's going to require imagination. 

► For information about Harvard's Advanced Leadership Initiative, visit www.advancedleadership.harvard.edu. To read more about the P-Tech six-year high school program, visit www.ptechnyc.org.



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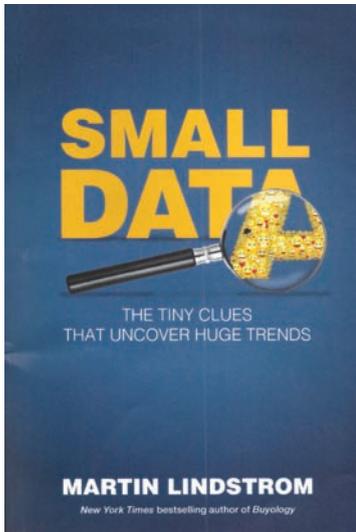
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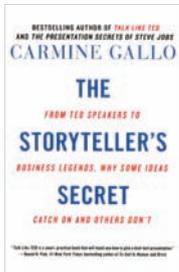
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SMALL DATA

More business experts are analyzing massive amounts of aggregated data to uncover trends and consumer buying patterns, but brand consultant Martin Lindstrom thinks that big data obscures the big picture. As someone who interviews consumers, examines household refrigerators, and goes through trash seeking minute clues about how people live, Lindstrom believes that the individual experience can provide marketers with crucial information about customer preferences. For instance, he relates how studies relying on big data predicted that LEGO would be left behind as young digital natives preferred to design virtual mansions online instead of building structures with toy bricks. But interactions with children who enjoyed mastering complex physical challenges convinced Lindstrom and LEGO executives to invest even more heavily in their core product—leading LEGO sales to exceed US\$2 billion. Through these and other stories, Lindstrom provides convincing evidence that small data is just as crucial as big. (St. Martin's Press, US\$25.99)

THE STORYTELLER'S SECRET

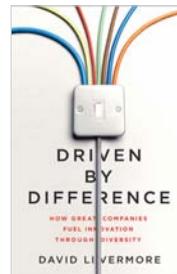


A great idea will only prosper if the person who has it can inspire others to believe in it. Journalist and communications coach Carmine Gallo believes there's one sure way to do that: Tell a compelling story. Gallo does just that, spinning tales about successful businesspeople from Starbucks CEO Howard Schultz to Facebook COO Sheryl Sandberg, before sifting through the tales

for the useful lessons. For instance, he analyzes the career of TV producer Mark Burnett, who launched such megahits as "Survivor" and "The Voice," and concludes that Burnett exhibits the essential trait of optimism. Gallo goes on to quote neuroscientist Solomon Snyder, who discovered that scientists who have made the greatest breakthrough discoveries all possessed an optimism so great it qualified as audacity. "Successful storytellers believe in the strength of their ideas," he concludes. And they persuade others to do the same. (St. Martin's Press, US\$15.99)

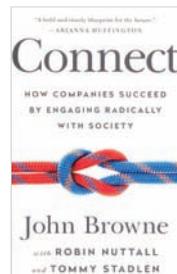
DRIVEN BY DIFFERENCE

While many studies show that diverse teams lead to greater innovation, the benefits of that diversity can be squandered if leaders don't have the "cultural intelligence" (CQ) to ensure that all voices are heard, writes David Livermore of the Cultural Intelligence Center. Livermore identifies four capabilities that people with CQ possess: the drive to adapt cross-culturally; the knowledge to understand intercultural norms and differences; the strategy skills to plan around different cultural expecta-



tions; and the ability to act appropriately. Why is CQ so important? If a team has low CQ, Livermore says, it doesn't matter if it's diverse; the minority members won't speak up to offer their insights. Only when diverse teams have high cultural intelligence—when all members feel their opinions are valued—will businesses reap the rewards of diversity. (AMACOM, US\$27.95)

CONNECT



Throughout the long history of commerce, business often has been at odds with society, as unscrupulous robber barons and profiteers exploited workers and devastated environments. Lord John Browne, former CEO of BP, believes that, to avoid the abuses of the past, companies have to "engage radically" with stakeholders by "being brave enough to embrace genuine openness, farsighted enough to make friends before

they need them and to communicate in a language that exudes authenticity rather than propaganda." Browne and his two co-authors—Robin Nuttall of McKinsey and Tommy Stadlen of Polaroid—first offer a historical perspective, relating hair-raising tales about bloody clashes between workers and business owners in sites as diverse as Zimbabwe and Pennsylvania. But they also share stories about companies such as Cadbury and Hershey, who made worker satisfaction a central tenet of their operations, and BP, which succeeded in volatile markets when



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This \$5,000 award recognizes practices that are easily adapted to any business discipline and promotes the importance of business education innovation among a broader faculty audience.

The Providence College School of Business extends its thanks to panelists from the following institutions: Bentley University, Boston University, Clark University, Creighton University, Gongaga University, University of Iowa, Merrimack College, and Northeastern University.



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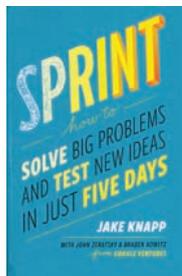
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it engaged with indigenous populations. (That was long before the Deepwater Horizon oil spill, which occurred after Browne's time at the helm and which he references in the book.) The authors admit that the relationship between business and society has been "intermittently dysfunctional for over 2,000 years"—but with this book, they show that they think it can be fixed. (Public Affairs, US\$27.99)

SPRINT



Have a new product you want to test or a tough problem you want to solve? Try the fast, focused, five-day "sprint" outlined by Jake Knapp, John Zeratsky, and Braden Kowitz of Google Ventures. They lay out a precise blueprint for how to assemble a team and how to progress from Monday's discussion of the challenge at hand to Friday's test of a prototype in the presence of real consumers. The authors recommend the compressed format because the looming deadline forces team members to solve a single, critical challenge and "shortcut the endless-debate cycle" companies often fall into as they try to determine where to pour their resources. The book is full of fun but instructive stories about service robots and coffee obsessives, as well as a wealth of details about running a successful sprint. For instance, the ideal team has seven members; iPhones and other devices should be banned from the room; and the best snacks to have on hand are apples, yogurt, and nuts. The book will make you want to prototype a new offering even if you don't already have one in mind. (Simon & Schuster, US\$28)

PLATFORM REVOLUTION



The business Goliaths of the future won't be those that launch a new product or efficiently streamline a production process. They'll be the companies that excel at bringing together communities of people with ideas or services to exchange. In other words, they will be masters of the platforms that enable people to interact. For instance, Facebook produces no content and Airbnb owns no real estate; but because they help people communicate and find places to sleep, they're worth billions. Exploring what platforms are and how they can fail are co-authors Geoffrey Parker, who will leave Tulane for Dartmouth this summer; Marshall Van Alstyne of Boston University; and industry analyst Paul Choudary. For instance, they explain that platforms rely on positive network effects—the more users there are, the more value there is for each user; the more value there is, the more users join. But this virtuous cycle can quickly turn vicious if value evaporates and users flee. Not surprisingly, the authors

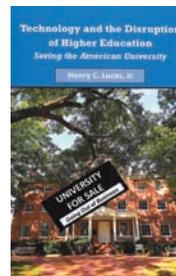
predict that platforms can be designed to disrupt any industry—including education—that relies on a flow of information between parties. They write, "Digital connectivity and the platform model it makes possible are changing the world forever." (W.W. Norton, US\$26.95)

THE MARKETING REVOLUTION IN POLITICS



Since Dwight Eisenhower's successful run for the U.S. presidency in 1952, politicians have been borrowing marketing tactics from big business. But the politician who has really changed the game is Barack Obama, who engaged in "the most advanced use of micro-targeting techniques that had ever been witnessed in a political campaign," writes Bruce Newman of DePaul University. Newman explores the similarities between marketing a product and marketing a candidate—for instance, both types of campaigns need to retain loyalists while attracting new believers. They also must create a marketing concept, use technology strategically, and develop a unique brand identity. Of course, there are key differences as well. A president has to react almost daily to highly volatile and changing market conditions, while product marketers might face crises once or twice a year. But the two spheres have been studying each other for decades now, and Newman shows what business can learn from the master strategist currently in the White House. Timely and intriguing. (University of Toronto Press, US\$32.95)

TECHNOLOGY AND THE DISRUPTION OF HIGHER EDUCATION



Henry Lucas of the University of Maryland isn't the first to point out that universities are as vulnerable to wholesale disruption as the music and publishing industries, but he certainly lays out the case in a pretty convincing fashion in this self-published book. He also considers the potential disruption within the context of a whole continuum of pressures facing higher education, from rising tuition rates to shrinking state support to changing faculty roles. He believes that MOOCs, hybrid courses, and other technology-enabled learning systems are generally great for students: They push students to take more responsibility for their learning, help them develop critical thinking skills, are less expensive, and fit seamlessly into their schedules. But disruptive technology is a mixed bag for universities themselves. While it will prove transformational for the universities that successfully adopt it, he predicts, those who resist incorporating it into their long-term strategies could fail completely. And soon. (Create Space, US\$18.94) [D](#)

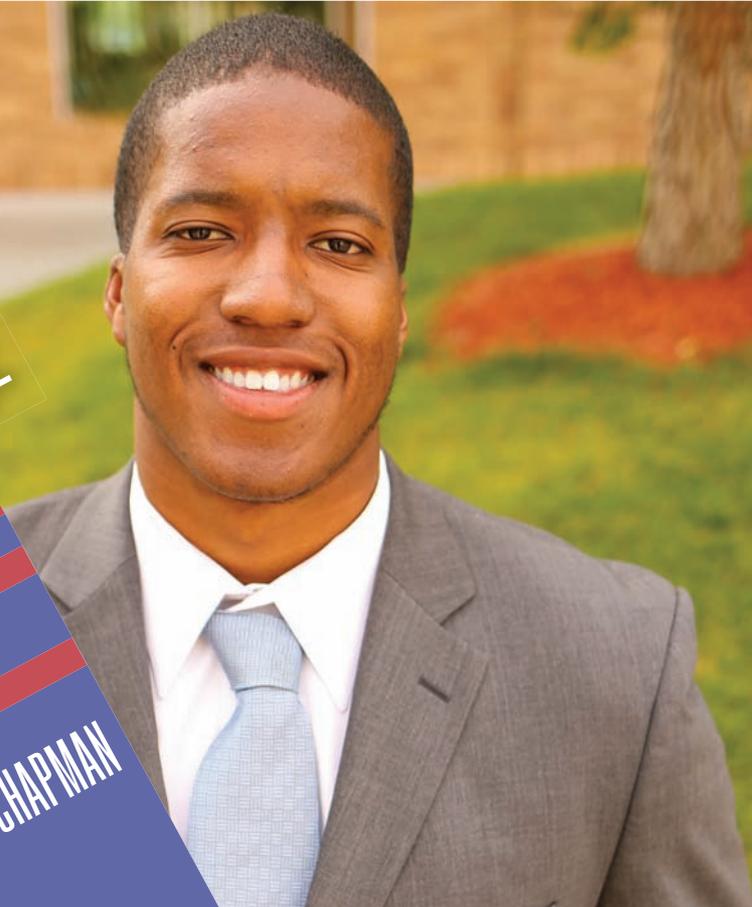
taking bold steps

The Argyros School at Chapman University provides MBA and undergraduate students with the career resources needed to obtain quality jobs after graduation. Taylor Carter '15, utilized these resources by attending the 'Walk Down Wall Street' course and being part of the Hoag Center for Real Estate and Finance's James Financial residency program. The skills obtained in these programs and in the classroom led Carter to an internship and subsequent Financial Analyst position at NASDAQ.

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\$100M for FSU

GIFT ENDOWS NEW STANDALONE ENTREPRENEURSHIP SCHOOL

FLORIDA STATE UNIVERSITY in Tallahassee has received US\$100 million—the largest gift in its history—from Jan Moran and The Jim Moran Foundation. The gift will be used to establish the standalone Jim Moran School of Entrepreneurship. While entrepreneurship courses currently are taught in the College of Business, courses at the new school will be available to all FSU students.

A significant portion of the gift will continue to fund the Jim Moran Institute for Global Entrepreneurship, which is administered by the College of Business. Like the new school, it is named for automotive dealer and philanthropist Jim Moran.

The Moran School of Entrepreneurship will be run by FSU business professor Susan Fiorito. It will be organized across five major focal areas: arts and humanities, STEM studies, business, allied health, and applied disciplines such as law, education, and social work. The undergraduate entrepreneurship programs currently housed in the College of Business will be moved to the school, which will award both bachelor of science and bachelor of art degrees; it also will offer a redesigned, interdisciplinary minor. The Jim Moran Institute will relocate to the new school's building.

The school is scheduled to launch in August 2018. During the intervening time, its interdisciplinary curriculum will be created by FSU faculty and the 28 entrepreneurs-in-residence who are embedded in 12 of FSU's 16 colleges.

EXAMINING INNOVATION

What's the "big shift" that could be disrupting business for years to come? How will business school leadership evolve in the next decade? What can business schools do to improve their revenue streams, create a data analytics program, or promote innovation in a resource-constrained economy?

These and other topics were presented at AACSB International's annual Deans Conference, based on the theme "Innovations that Inspire" and held January 31 through February 2 in Miami, Florida. The first plenary speaker, John Seely Brown of Deloitte's Center for the Edge, discussed the "big shift" in a talk titled "From Scalable Efficiency to Scalable Learning in a White Water World." Sally Blount, dean of Northwestern University's Kellogg School of Management, covered "The Leadership Imperative" in the conference's second plenary. Other sessions focused on recruiting talent, developing financial models, and managing cross-disciplinary partnerships.

Special coverage of the event—including Q&As with the plenary speakers and write-ups of session discussions—can be found at www.bizedmagazine.com/special-coverage/aacsb-deans-conference-2016. Follow tweets by conference organizers and attendees at #AACSBdeans.

Audencia Group Renames, Reorganizes

IN JANUARY, AUDENCIA GROUP ANNOUNCED the launch of its new strategic plan, #Audencia2020, which outlines its goals for the next five years. As part of its new strategy, the school has changed its name from the Audencia Nantes School of Management to Audencia Business School to bolster the international visibility of the institution, which has sites in Nantes and Paris in France and in Beijing, China.

In addition, it will combine research and academic functions into one department. The new department will be managed by André Sobczak, who has been research director of the school since September 2011. “By bringing together Audencia’s research and academic arms, we will be able to strengthen the synergies between research and teaching,” says Sobczak.

As part of #Audencia2020, the school plans to increase the size of its student body from 3,100 today to 4,700 and the size of its faculty from 101 to 140. It will launch new PhD, EMBA, BBA, and MSc programs, as well offer new fully digital courses. Its leaders also plan to increase the percentage of its international students from 25 percent to 45 percent and allocate more funding for startups and open innovation.

Finally, to enhance its faculty’s research activity, Audencia Business School will open a joint multidisciplinary research lab with its partners Ecole Centrale de Nantes, a school of engineering, and ensa Nantes, a school of architecture. The lab will focus on urban development, big data, marine business, and emerging topics such as the circular economy. By 2020, the school plans to self-finance at least 50 percent of its faculty research.

MASTER’S AT MINERVA

The Minerva Schools at Keck Graduate Institute is now offering a 30-credit master’s in applied arts and sciences. The school offers an alternative university education program, which takes students from its base in San Francisco, California, to London, Seoul, Bangalore, and other locations. The program allows students in the undergraduate program to pursue a BA or BS concurrently with a master’s degree, or to extend their studies for one or two semesters.

“Minerva is able to offer an integrated master’s program in part because our undergraduate curriculum does not offer introductory courses,” says Stephen Kosslyn, dean of the Minerva Schools. “All of our courses for the BA/BS are offered at the upper-division or graduate level in terms of content, rigor, and standards of performance. Minerva students can accelerate quickly into our master’s program if they choose to do so.”

Tuition for the master’s in applied arts and sciences is US\$15,000 over the undergraduate tuition of \$10,000 per year. Students in Minerva’s Class of 2019 will be able to apply for the master’s program during the 2017–2018 academic year.

NEW APPOINTMENTS

Peter Rodriguez has been named dean of Rice University’s Jones Graduate School of Business in Houston, Texas. He is currently senior associate dean for degree programs and chief diversity officer at the University of Virginia’s Darden School of Business in Charlottesville. On July 1, he will join Rice, where he will serve on the Jones School faculty in addition to acting as dean. Rodriguez succeeds **William H. Glick**, who has been dean for the past 11 years. Glick will return to the faculty.

Darlene Brannigan Smith has been named executive vice president and provost of the University of Baltimore in Maryland. Smith most recently was professor of marketing in the University of Baltimore’s Merrick School of Business; she also served as the Merrick School’s dean from 2008 through 2013. Smith, who has taught at UB since 2005, began her new position on January 20.

In October, **Bernadette Birt** began her term as chair of the 2015–2016 Executive MBA Council (EMBAC) Board of Trustees. Birt is executive director of the MBA for Executives San Francisco program offered by the Wharton School of the University of Pennsylvania in Philadelphia. Birt was elected to the EMBAC Board of Trustees in 2013 and served as the 2014 co-chair of the EMBAC Conference in Los Angeles.

Deborah Crown has been named dean and professor of management at the Rollins College Crummer Graduate School of Business in Winter Park, Florida. Since 2011, Crown has served as dean of the College of Business and professor of strategic leadership at Hawaii Pacific University in Honolulu. Crown

begins her term on July 1, succeeding interim dean **Thomas McEvoy**.

HEC Paris in France has announced two new appointments. **Jacques Olivier** has been elected the new dean of faculty and research after directing the school's flagship master in finance program for eight years. He takes over from **Pierre Dussauge**, whose term ended December 31. **Andrea Masini** has been named dean of the school's MBA program, taking over from **Bernard Garrette**, whose five-year mandate also ended in December.



Deborah Crown



Andrea Masini



Jacques Olivier

COLLABORATIONS

Washington State University (WSU) in Pullman and the **Zurich University of Applied Sciences** (ZHAW) in Switzerland have launched a double master's degree program aimed at professionals seeking leadership positions in technology-driven multinational corporations. Cohorts of Swiss and U.S. students studying together for the duration of the program will spend the first year in Switzerland at ZHAW and the second year in the U.S. at WSU. Students will earn degrees from both universities.

The American Bankers Association and the **University of Maryland's** Robert H. Smith School of Business in College Park will deliver two new executive education programs addressing anti-money laundering techniques and fraud management. The five-day programs aim to help financial crimes professionals cultivate the skills necessary to develop programs designed to combat money laundering and fraud. The faculty is composed of experts from

regulatory and government agencies as well as the private sector.

NEW PROGRAMS

The Haas School of Business at the **University of California Berkeley** is taking several approaches to strengthening entrepreneurship support for its students. It will provide US\$100,000 in seed funding for Haas student startups in the coming year; it also will enhance its offerings for both MBA and undergraduate students who wish to learn more about entrepreneurship. As a way of integrating entrepreneurial thinking throughout the Haas student experience, the school has launched a new umbrella organization called the Berkeley-Haas Entrepreneurship Program.

Warwick Business School (WBS) at the **University of Warwick** in the U.K. has unveiled several

new programs, including a doctor of business administration degree for senior executives. During the part-time program, which will take four to five years to complete, participants will conduct a research study that will help them solve an issue relevant to their organizations. WBS also is launching a new international executive development program in partnership with the University of Cape Town Graduate School of Business in South Africa. The weeklong course on global and emerging market dynamics will be taught in London in September. In addition, WBS has created a new EMBA with a finance specialization for executives.

The Robert B. Willumstad School of Business at **Adelphi University** in Garden City, New York, is offering an MS in supply chain management for the first time this spring. The 36-credit program includes an integrated capstone. It accepts up to six credits of prior applicable coursework and allows students to complete their work on either a full- or part-time basis, in as little as one year.

NEW CENTERS

L'ÉSEG School of Management in Lille, France, is investing €50 million (about US\$54.5 million) in the construction of a new building at its Paris campus. The new building, which will be 8,000 square meters (about 26,250 square feet), will open in September 2017. It will feature lecture theaters, classrooms, offices, a cafeteria, and a trading room, and it will accommodate nearly twice the number of students and staff that the present campus can.

The **University of Illinois at Urbana-Champaign** and Capital One jointly opened the Capital One

THE ART OF SELLING

The College of Business Administration at **San Diego State University** in California recently opened its new 3M Sales Lab designed to let students practice their presentation skills through the use of video technology and live feedback. It also will serve as a resource for College of Business faculty and students conducting research in various sales-related fields.



Illinois Digital Campus Lab in the on-campus Research Park, which is already home to innovation centers for multinational corporations and publicly traded firms. The lab will focus on research and experimentation in data science and data technologies, as well as on infrastructure automation. Undergraduate and graduate students at the University of Illinois will work in the lab year-round.

HONORS AND AWARDS

In November 2015, five schools received honors from the Global Consortium of Entrepreneurship Centers (GCEC), which includes more than 200 member centers. The Entrepreneurship & Innovation Center at the **University of Florida** received the GCEC's Center of Entrepreneurial Leadership Award. The Center for Innovation and Entrepreneurship at the **University of Mississippi** and the Hunter Centre for Entrepreneurship and Innovation at the **University of Calgary** both received the consortium's Emerging Entrepreneurship Center Award, which recognizes achievements of centers less than five years old. The Dingman Center for Entrepreneurship at the **University of Maryland** received the award for Outstanding Contributions to Venture Acceleration. The award for Exceptional Activities in Entrepreneurship Across Disciplines went to the Center for Innovation & Entrepreneurship at **Northern Kentucky University**. The Entrepreneurship Teaching and Pedagogical Innovation Award went to the Lowth Entrepreneurship Center at the **University of Tampa**.

OTHER NEWS

INSEAD of Fontainebleau, France, has established the Soraya Salti Social Impact Scholarship Fund to promote the development of young female entrepreneurs from the Middle East, South Asia, and Africa. The scholarship gives social entrepreneurs an opportunity to participate in the INSEAD Social Entrepreneurship Programme. INSEAD alumnus Waleed AlBanawi, founder and chairman at JISR Partners, instituted the fund in honor of his late partner, Soraya Salti, former president and CEO for Middle East & North Africa at INJAZ Al-Arab.

Yale University in New Haven, Connecticut, has launched a pilot program to put a price tag on the use of carbon by tracking the emissions of 20 prominent buildings on campus. Among those that will be included in the experiment is the

School of Management's Evans Hall. Yale University emits roughly 300,000 tons of carbon dioxide a year. In 2005, the school pledged to reduce its primary greenhouse gas emissions 43 percent below 2005 levels by 2020, and it remains on track to meet this goal.

To make it easier for international applicants to finance their full-time MBA degrees, the Simon Business School at the **University of Rochester** in New York is offering a new no-cosigner International Student Loan Program for students entering this fall. The program, created in partnership with Elements Financial and Credit Union Student Choice, will make educational loans available to international students who cannot qualify for standard private loans due to the lack of a U.S. cosigner. Student loans range from US\$1,000 to the full cost of tuition. There is a streamlined application process for loan consideration; both Elements

and the University of Rochester provide customer support during the loan application process.

IMD of Lausanne, Switzerland, will publish a new series called *In the Field*, which will translate its faculty's research to an audience of practitioners. Each issue will feature case studies that highlight management implications of the many challenges that organizational leaders face. The first *In the Field* focuses on how large decentralized companies can strengthen customer relationships and build customer loyalty, through the perspective of a new chief marketing officer at global life sciences company Royal DSM; the second focuses on how companies can serve low-resource business customers in emerging markets efficiently and profitably, as represented in the launch of a new infant warmer by GE Healthcare India's Maternal Infant Care division. These and upcoming issues will be available at www.imd.org/research/publications/In-The-Field.cfm. 

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School/Department Statement:

The Thunderbird School of Global Management at Arizona State University is one of the pioneers in global business education with both graduate students and executives, and recently added undergraduate teaching to its programs. Our world-renowned faculty representing six continents, and our distinctive student body representing countries across the globe, embody the value that the school places on diversity of thought, developing a global mindset, and effective, ethical management. The Thunderbird School of Global Management delivers excellent quality and is highly ranked for academics, research with impact, and student outcomes.

For additional information regarding ASU and the Thunderbird School of Global Management, please visit <http://about.asu.edu/> and www.thunderbird.edu/.

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EARLY B-SCHOOLS

The first purpose-built school of commerce was probably the Escola do Comércio, founded in Lisbon, Portugal, after a 1755 earthquake. Around this time, management education was also sprouting up in Europe and elsewhere: The first university chairs in Administrative (Cameralist) Science were appointed in Germany in 1727 and in Sweden in 1750. In Moscow, the Practical Academy opened in 1804; in Paris, the ESCP was founded in 1819 as a standalone school. Schools of commerce also were founded in Vienna and Budapest in 1856 and in Venice in 1868.

SEE "A BRIEF AND NON-ACADEMIC HISTORY OF MANAGEMENT EDUCATION" BY J.-C. SPENDER IN THE FEATURES SECTION OF WWW.BIZEDMAGAZINE.COM. IT IS A COMPANION PIECE TO "THE PAST IS PRESENT," WHICH APPEARS ON PAGE 36 OF THIS ISSUE.

323,000

The number of undergraduate degrees awarded by AACSB member schools in 2014. 217,000 graduate degrees were awarded by member schools in the same year.

READ MORE IN "STARTING POINTS" ON PAGE 46.



HOW AN ECONOMY EMERGES

"Africa can escape the trap of being a mere subsistence economy if governments and businesses work together. They must reduce red tape and provide adequate funding to educate anyone who wants to learn business skills. Business educators in Africa will have to understand that they must offer this basic business training alongside more prestigious degrees like the MBA," says Piet Naude, director of Stellenbosch Business School in South Africa.

SEE "THE VIEW FROM THE WORLD" ON PAGE 20.

LONG-TERM ROI



The payback that the average American MBA student can expect over 20 years after earning the degree, according to QS Quacquarelli Symonds.

FROM "ELITE MBAS PAY OFF" ON PAGE 12.

RESEARCH & REWARDS

"Too many deans have outsourced the promotion process to the editors and reviewers of prestigious academic journals," say Richard Watson of the University of Georgia and Stefan Seidel of the University of Liechtenstein. How can they reclaim this important function? Among other actions, they must reward practically relevant research; require faculty to publish in both academic and practitioner journals; assess the value of the article itself, not the reputation of the journal; and direct funds toward practically relevant research. If deans don't take such steps, the authors warn, they risk "creating conflicts between the research they reward most highly and the research that supports their missions."

▶ READ THEIR OP-ED "CRISIS OF PURPOSE" IN THE "YOUR TURN" SECTION AT WWW.BIZEDMAGAZINE.COM.

EMBRACE EVOLUTION

"I think the next ten years will be a period of intense questioning, and many unique and innovative models will emerge. Schools with energetic faculty who are willing to experiment with new types of online models, internships, experiential education, educational delivery, and field-based projects will be the ones that lead and stay relevant."

HARVARD BUSINESS SCHOOL'S ROSABETH MOSS KANTER IN "THE WORLD HAS CHANGED" ON PAGE 70.

THE PLIGHT OF THE DINOSAUR

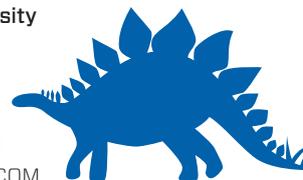
"Dinosaurs are getting younger. When I reflect on all my experiences as dean, from the double-edged sword of greater decision-making powers to the need to balance an ever-fluctuating set of priorities, everything somehow funnels back to this observation. ...What struck me during my deanship was the speed at which we all risk becoming 'out of date' in a world in which the rate of transformation is arguably unprecedented," says Martin Binks, former dean of Nottingham University Business School in the U.K.

▶ READ HIS OP-ED "REFLECTIONS OF AN EX-DEAN: COMPLACENCY IS A DINOSAUR'S GREATEST ENEMY" IN THE "YOUR TURN" SECTION AT WWW.BIZEDMAGAZINE.COM.

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FROM "STUDENTS ARE SET ON SUSTAINABILITY" ON PAGE 10.



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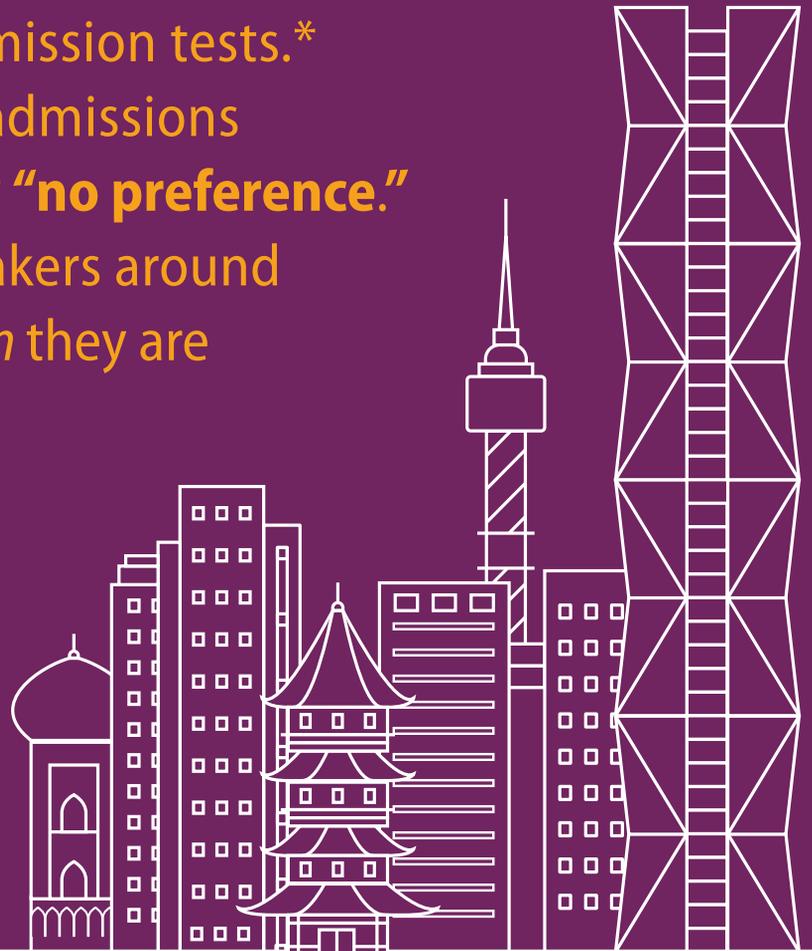
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