

GOING PUBLIC

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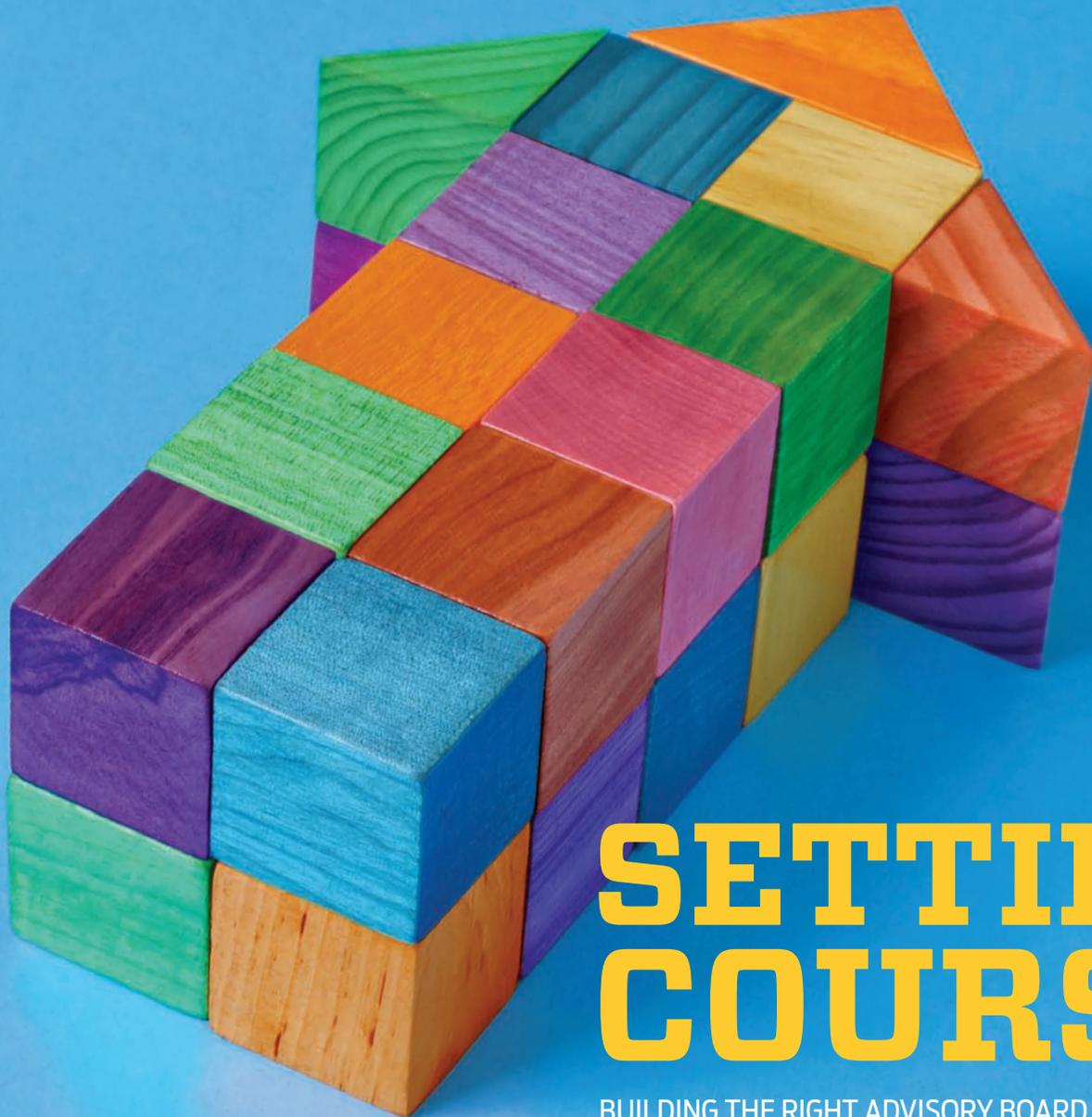
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BizEd

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SIMULATION**

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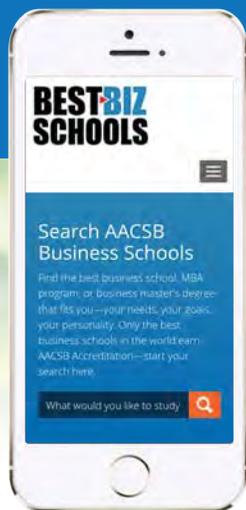
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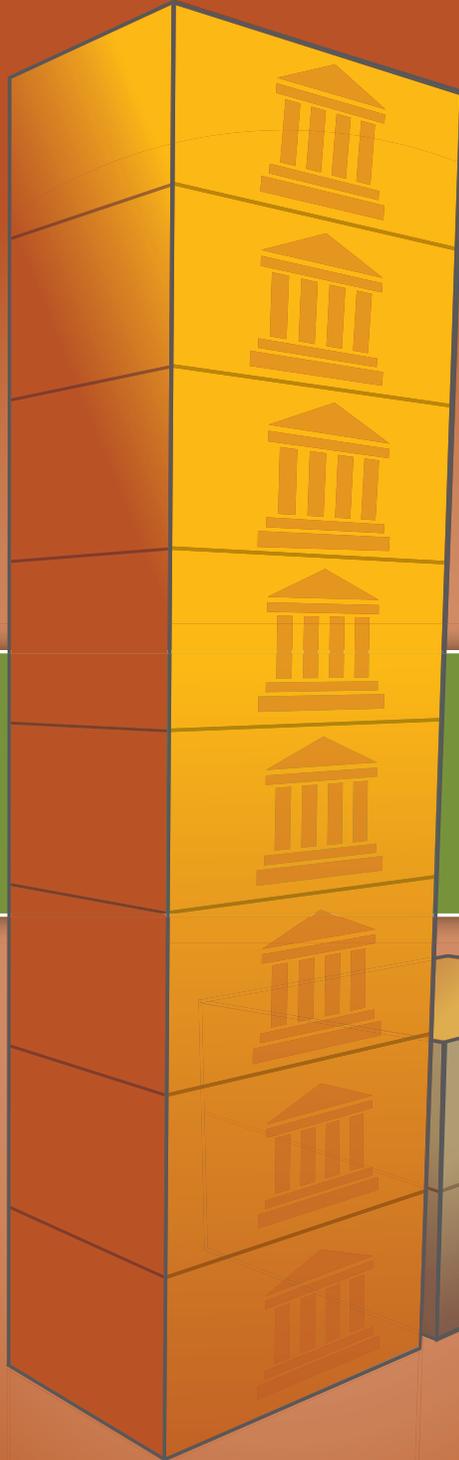
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From the Outside In

I'M A FEW DECADES PAST my childhood years, but I'll admit it—I'm an avid fan of Pixar's animated films. From *Toy Story* to *The Incredibles*, I've seen them all. So it comes as no surprise that I was among the first in line to see Pixar's latest production, *Inside Out*. I was charmed by its depiction of a young girl's life, as told from the point of view of her emotions. The characters in her head—representing joy, sadness, disgust, anger, and fear—work together to assess new situations, respond to crises, solve problems, and act as the girl's internal advisors. The movie's takeaway: When we rely too much on a single viewpoint, we develop blind spots and fail to live up to our full potential.

An animated film might seem a strange source of inspiration for business schools, but its message is as true for them as it is for individuals: To achieve long-term goals, schools must listen carefully to a broad base of perspectives. Just how business schools can best tap into those diverse experiences and value systems, through their own internal advisory boards, is a primary focus in this issue. In "Shaking It Up," Chip Wiggins of Bentley University emphasizes that "A diverse advisory board encourages us to develop a broader strategic agenda." In "Seats at the Table," Susan Hart of the University of Strathclyde Business School warns that, while each individual's unique worldview is valuable, leaders who cling to their own points of view too strongly "might make decisions that are poorly founded, somewhat myopic, and limited."

This issue also underscores the need for diversity in another area of business: gender. We highlight an initiative to increase women's participation in business and government leadership. Recently launched by the Obama Administration, the initiative is supported by AACSB International and the deans of 47 U.S. business schools. In addition, Helen Drinan, president of Simmons College, explains Simmons' recent decision to deliver its MBA fully online. Drinan believes that the move will help Simmons attract more men to its MBA program and bring a greater "variety of voices" to its MBA courses.

Finally, on page 52, we introduce "Solving for X," which will be a recurring feature in *BizEd*. Based on an article of the same name in our January/February 2014 issue, "Solving for X" is a forum where schools can share their individual solutions to big problems—in essence, we hope these narratives will highlight different and often unique strategies for addressing the common challenges that many business educators face.

As whimsical as it seems, *Inside Out* offers an apt metaphor for the value of different points of view in all areas of business education. "Board members bring with them an outside-in view," says Maastricht University's Philip Vergauwen in "Seats at the Table." They "help clarify whatever puzzle we're working on. They push us in the right direction, and they protect us from the stress we feel when we think there is so much we need to do." Such vital contributions are unlikely to inspire an *Outside In* sequel anytime soon. But they do inspire business schools to tackle bigger challenges, set loftier goals, and reach the full potential of their missions.

Tricia Bisoux
Co-Editor



Rema – Rutgers MBA '14
Management Associate, Bayer Healthcare

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calendar

November 30–December 1

Business Accreditation Seminar Zagreb, Croatia

Attendees will explore AACSB's new accreditation standards, processes leading to initial accreditation, and the importance of continuous quality improvement. The Assessment Seminar will follow at this location on December 2–3.

January 18–19

Assessment Seminar Tampa, Florida

This seminar will cover the student learning measurement process, from designing mission-based assessment plans to applying those plans to obtain and maintain accreditation.

January 20–21

Applied Assessment Seminar Tampa, Florida

For educators who have attended the Assessment or Assurance of Learning seminar, this event will showcase effective assessment plans, including choosing rubrics and reports and building cultures of continuous improvement.

March 6–8

Assessment Conference Charlotte, North Carolina

Dedicated to the theme "Driving Accountability and Innovation," this conference will provide business schools with a framework to measure, assess, analyze, and improve their quality assurance efforts.

March 6–8

B-School Communications & Development Symposium McLean, Virginia

Designed for professionals involved with business school external relations, this event will explore best practices and latest trends in branding, strategic communications, donor development, and alumni relations.



JANUARY 25–26

Curriculum Development Series: Data Analytics Seminar

Tampa, Florida

Attendees at this seminar will analyze employer expectations, the role of data analytics in the business curriculum, and strategies to deliver data analytics courses in face-to-face and online formats. The seminar will include original content and cases, group activities, and meetings with data analytics executives.

▶ 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

"Renewing Our Purpose. Empowering Your Potential" is the theme for AACSB's largest annual gathering of business educators and corporate representatives. Inspired by AACSB's 100th anniversary, ICAM will emphasize how business schools can innovate to meet the expectations of business, produce the next generation of leaders, and achieve more impactful missions. Plenary speakers include Don Tapscott, senior adviser to the World Economic Forum, who will address the ways society's increasing technological interconnectedness is changing the global economy.

ALSO CONSIDER:

November 22–24

2015 GMAC European Conference Oxford, United Kingdom

Attendees will explore issues such as driving application volume, recruiting more women into business programs, using gamification in admissions, and positioning multiple masters programs. Visit www.gmac.com.

December 2–4

29th Australian & New Zealand Academy of Management Conference

Queenstown, New Zealand

This event will explore management across multiple contexts. Visit www.anzamconferences.org.

December 29–30

21st International Research Conference on Business, Economics and Social Science

Dubai, United Arab Emirates

Scholars will interact to showcase, exchange, and develop their research. Visit www.irconferences.com/upcommings/dubai-conference.html.

January 7–9

4th AIM-AMA Sheth Foundation Doctoral Consortium

New Delhi, India

Nominate marketing doctoral students for this event at the Institute of Management Technology, Ghaziabad. Visit www.imt.edu/aimamashethdc16/.

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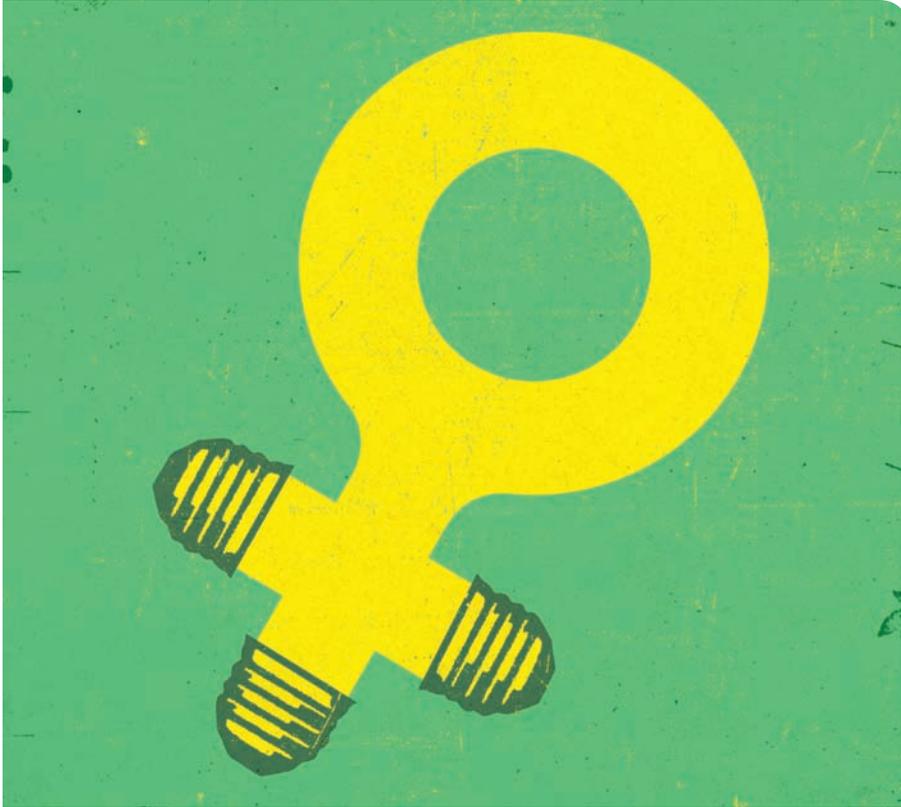


“A hopeful
beacon
of light”

TO EMPOWER WOMEN, GIVE THEM THE POWER OF THE SUN. SAVITHA SRIDHARAN
MBA'14 REALIZED THIS AS SHE FOUNDED ORORA GLOBAL. NOW, SHE IS LIGHTING
UP LIVES IN DEVELOPING COUNTRIES AROUND THE WORLD.



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Women in Academia File More Patents

THEY'RE ALSO MORE MULTIDISCIPLINARY

MORE WOMEN ACROSS the globe are filing patents with the U.S. Patent and Trade Office, particularly in academia, according to a new study that examines 4.6 million utility patents issued between 1976 and 2013. It shows that the percentage of patents filed by women rose from an average of 2 percent to 3 percent across all areas to 10 percent in industry, 12 percent among individuals, and 18 percent in academia.

Cassidy R. Sugimoto of the School of Informatics and Computing at Indiana University in Bloomington led the study. Her co-authors include Chaoqun Ni of the School of Library and Information Science at

Simmons College in Boston, Massachusetts; Jevin D. West of the Information School at the University of Washington in Seattle; and Vincent Larivière of the University of Montreal in Canada.

“We had thought the percentage might fall lower, since patenting is still considered ‘optional’ in terms of promotion in academia,” says Sugimoto. However, the role of patenting in academia has grown since the 1980 Bayh-Dole Act, which transferred intellectual property revenue based on federally funded research discoveries from government to universities. Many university technology transfer offices also have set policies that encourage women’s innovation.

In addition, the study shows that patents from women frequently include contributors from a variety of fields, suggesting that women inventors are more collaborative and multidisciplinary. Women in academia also might benefit from the intellectual communities of large universities, whereas women in industry might experience more isolation.

Even so, Sugimoto notes that while women make up one-third of all researchers in the STEM fields, they aren’t filing for one-third of U.S. patents. The researchers also found that when patents bear the names of women, they are cited in other filings less often than patents filed under male names.

Sugimoto’s study cites research showing that 42 countries, primarily in the Middle East and Africa, report no patents with women’s names. A higher proportion of patents are filed by women in Eastern Europe, Asia, and several African countries, reflecting greater gender parity in countries that are or were communist. The study tracked female patent filers across 185 countries.

▣ **“The Academic Advantage: Gender Disparities in Patenting” can be found in the online journal PLOS ONE at journals.plos.org/plosone/article?id=10.1371/journal.pone.0128000.**

Brain Waves

MARKETERS OFTEN LEARN how consumers respond to their companies' brands through what consumers tell them in focus groups and on surveys. The problem is that what people say can be biased by external factors—their actual internal responses can be much different. That's why marketing professors at the Haas School of Business at the University of California, Berkeley, are experimenting with functional magnetic resonance imaging (fMRI) to develop a way to predict consumers' true reactions.

Haas marketing professors Ming Hsu and Leif Nelson and doctoral student Yu-Ping Chen used an fMRI machine to scan the brain activity of 17 study participants as they viewed the logos of 44 brands, including Apple, Disney, Ikea, BMW, and Nestlé. Afterward, participants completed a survey about the characteristics they associated with each brand. The survey was conducted after the scans so that the words used in the survey, such as "reliable" or "daring," would not influence participants' thought patterns.

The researchers then used participants' "neural signatures," as shown by their brain scans, to predict their survey responses. The goal, they write, was to determine "whether it is possible to learn about the representational space of brand personality in the brain, and use this relationship to infer whether that person is thinking about Apple or Microsoft."

The researchers were able to predict survey responses correctly 63 percent of the time when working with dissimilar brands (such as Disney and Gucci). But their predictions were no better than chance when the brands were similar (such as Apple and Microsoft). In the latter case, they explain, "the brain data no longer contains sufficient resolution to distinguish between brand personality representation."

In the past, neuroscientists have asked "where" activity happens in the brain when people are exposed to certain stimuli, as opposed to "what" associations they actually are making. "Marketers were asking questions that neuroscientists didn't have answers for," says Nelson. This study is a step toward determining what happens in consumers' brains in response to a company's marketing efforts.

► **"From 'Where' to 'What': Distributed Representations of Brand Associations in the Human Brain"** was published in the August 2015 issue of the *Journal of Marketing Research*. The study is available at neuroecon.berkeley.edu/papers/brand_decoding.pdf.



BIG SIGNATURES SIGNAL TROUBLE

When it's time to evaluate a company's trustworthiness, check out the size of the signature on its financial statements. A working paper suggests that chief financial officers whose signatures on notarized documents are large are more willing to bend the rules.

The authors include Charles Ham of the Olin School of Business at Washington University in St. Louis, Missouri; Mark Lang and Sean Wang of the Kenan-Flagler Business School at the University of North Carolina in Chapel Hill; and Nicholas Seybert of the Smith School of Business at the University of Maryland in College Park.

The group examined the size of 500 CFO signatures on notarized documents filed with the Securities and Exchange Commission, by drawing a rectangle around the extreme points of each autograph and measuring the area per letter. They controlled for factors such as gender, tenure, and corporate history.

They found that the size of the signature, which indicates the signatory's level of narcissism, predicts the likelihood that firms will inflate their earnings and relax internal controls.

Some might think that a certain level of narcissism is an advantage for C-suite executives because of its connection to self-confidence, says Ham.

He points to Steve Jobs as a popular example of a reportedly narcissistic—and revered—CEO.

However, Ham says that the researchers found that signature size was related "only to the dark elements of narcissism."



► **"CFO Narcissism and Financial Reporting Quality"** is available at ssrn.com/abstract=2581157. A podcast and additional audio about the research is available at www.rhsmith.umd.edu/news/narcissism-big-signatures-and-cfo.

Bad Behavior Is Contagious

TWO STUDIES FIND that how people behave can influence other people's behaviors and perspectives:

■ A new study suggests that when people observe a white American smiling at, standing in close proximity to, or engaging in friendly nonverbal activities with a black American, their own feelings of racial bias decrease, and they are less likely to believe racial stereotypes.

Co-authors include Greg Willard of Harvard University in Boston, Massachusetts; Kyonne-Joy Isaac of Princeton University in New Jersey; and Dana Carney of the Haas School of Business at the

University of California, Berkeley.

The group asked participants to watch one of two videos. In one, white Americans exhibited positive nonverbal behaviors toward a black American; in the other, white Americans exhibited negative nonverbal behaviors. In a survey, those who watched the first video were more likely to rate the black individual highly for positive attributes such as kindness—and to say they would befriend that person—than those who watched the second.

“Prejudice is often less overt. It manifests often as micro acts of aggression,” says Carney. “Our study also indicates that positive behavior toward different social groups can be contagious.”

“Some evidence for the nonverbal contagion of racial bias” was published in the June 2015 issue of *Organizational Behavior and Human Decision Processes*.

■ A second study finds that when an organization's top leaders behave unethically or unfairly, its middle managers often mirror that behavior. The study's co-authors include Gijs van Houwelingen and Marius van Dijke of Erasmus University's Rotterdam School of Management in the Neth-

erlands and David de Cremer of the Cambridge University Judge Business School in the U.K.

The group found that one way to prevent the spread of bad behavior is to increase the distance between top leaders and middle managers—when managers and leaders interacted in separate social circles, they treated their subordinates more fairly, even if they were being treated unfairly themselves. The same was true if managers' offices were on separate floors or in separate buildings from those of their bosses.

Says van Houwelingen, “Managers at all levels ... need to strike a balance between a certain sense of closeness to ensure efficiency, and some sense of distance to ensure that negative top-level behavior does not spread unhindered through all layers of the organization.”

▶ **“Fairness Enactment as Response to Higher Level Unfairness: The Roles of Self-Construal and Spatial Distance”** was published online by the *Journal of Management* and will appear in print in 2016. A video is available at discovery.rsm.nl/organisation.



According to the Silicon Valley Venture Capitalist Confidence Index, venture capitalists were feeling less certain about their investments in the second quarter of 2015. They rated their **confidence level a 3.73 on a five-point scale**. That's down from 3.81 last quarter, marking the lowest point in two years. But some, like Venky Ganesan of Menlo Ventures, remained optimistic. Said Ganesan, “The perfect storm of mobile, social, and cloud still remains strong and augers well for the health of the tech eco-system long-term.”

▶ The index has been authored for 46 consecutive quarters by Mark Cannice of the University of San Francisco's School of Management in California. It's available at www.ivp.com/assets/pdf/news/cannice_sv_vc_index_2015_q2.pdf.

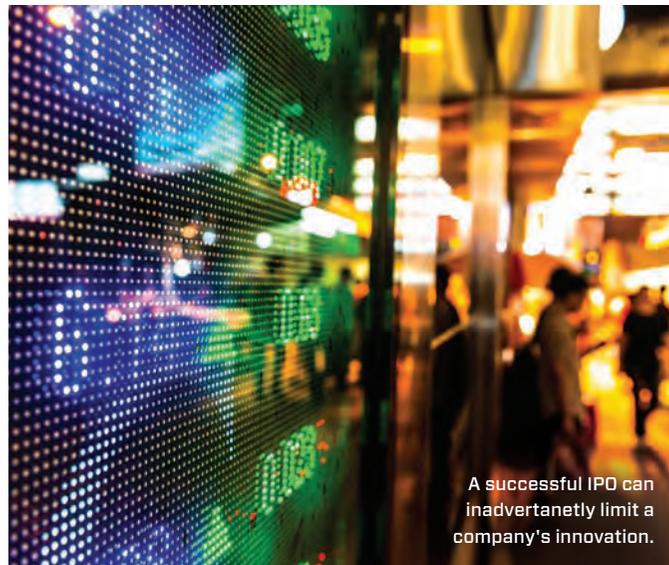
PUBLIC SAFETY

DOES A COMPANY'S INNOVATION diminish after its initial public offering? To a large extent, yes, according to researchers Simone Wies of Goethe University in Frankfurt, Germany, and Christine Moorman of Duke University's Fuqua School of Business in Durham, North Carolina. Wies and Moorman find that newly public companies are likely to play it safe after their IPOs, bringing greater variety of their existing products to market rather than creating completely new product lines.

The pair compared more than 40,000 products released by 207 companies that went public between 1980 and 2011 to more than 18,000 products released by 158 private companies during the same time frame. They found that while the newly public companies introduced more products, few of those products broke new ground or targeted new markets. As an example, a yogurt company might issue more varieties of yogurt after its IPO, they note, but not a new line of yogurt-covered snack bars.

The researchers believe that many companies lose their innovative steam after their IPOs not because they hire more conservative managers or spend all of their innovative energy on pre-IPO activity. Instead, a public company's greater visibility and responsibility to shareholders might make its leaders less inclined to take big risks.

"Going public forces companies to make extensive disclosures to the stock market—disclosures that competitors see and might exploit," says Moorman. "Those requirements, along



A successful IPO can inadvertently limit a company's innovation.

with the short-termism that is very clearly going on within the stock market, mean those new products companies are releasing are more incremental in nature."

Wies adds that once leaders are aware of the stock market's effect on innovation, they can be better positioned to counteract it, "whether it's through culture or a structure that facilitates a certain kind of communication, so people don't get stuck in these narrow ways of approaching the market."

"Going Public: How Stock Market Listing Changes Firm Innovation Behavior" is forthcoming in the *Journal of Marketing Research*.

THE ERM ADVANTAGE

Companies that use enterprise risk management (ERM) techniques can realize millions of dollars in reduced costs and boosted revenues, according to researchers in the field of risk management and insurance. They include Tyler Leverty of the Wisconsin School of Business at the University of Wisconsin-Madison, Martin Grace and Richard Phillips of Georgia State University in Atlanta, and Prakash Shimpi of the New Jersey-based firm Fraime LLC.

The group evaluated survey results and financial data from a global sample

of insurance companies with ERM programs. They found that three ERM actions were the most advantageous: using simple economic capital models (ECMs) to determine how much money to set aside to cover risks, appointing a dedicated risk manager or department, and requiring that manager or department to report to the board or C-suite leaders. The average insurer that adopted these practices realized US\$83.3 million in cost savings and \$49.5 million in revenue enhancement. Researchers showed no added value to

using advanced ECM methods.

Many firms use ERM to manage their exposure to risk but might be unsure of the right strategies to use, says Leverty. "It's one thing to believe effective risk management efforts have an impact," he says. "We have been able to directly document their impact on reducing firm costs and enhancing revenues."

"The Value of Investing in Enterprise Risk Management" was published in the June 2015 issue of the *Journal of Risk and Insurance*.



Power+Time=Doing Good

DOES POWER CORRUPT? Maybe, but people who possess power—defined as the ability to control the behavior or experiences of others in contexts great or small—also feel a sense of responsibility toward future generations.

That finding is part of new research from Kimberly Wade-Benzoni, an assistant professor at Duke University's Fuqua School of Business in Durham, North Carolina; Leigh Plunkett Tost, an assistant professor at the University of Michigan's Ross School of Business in Ann Arbor; and Hana Huang Johnson, an assistant professor at the University of Idaho's College of Business and Economics.

The team performed a series of studies. One involved 222 participants, half of whom were asked to write about a time they experienced power over others. A subsequent survey found members of that group more likely to allocate charitable donations to a cause with long-term benefits than to one addressing an immediate need. The participants who did not write about power were no more likely to donate to either type of cause.

In another study, half of the 465 participants completed the same writing; they were allowed to allocate a potential US\$1,000 bonus in one of four ways. They either could take the \$1,000 now, receive a greater amount in the future, give it to another participant now, or give a greater amount to that participant in the future. Those who were asked to recall an experience of power were more likely to defer the bonus to someone else in the future.

These findings show that it may be possible for organizations to make leaders think more about the long-term impact of their decisions, says Wade-Benzoni, simply by highlighting how they “have the power to shape not only their current performance, but also the performance and outcomes of the generations to come.”

“Noblesse Oblige Emerges (with Time): Power Enhances Intergenerational Beneficence” was published in the May 2015 issue of *Organizational Behavior and Human Decision Processes*.

new projects

CROWDFUNDING SECRETS

The Kauffman Foundation has granted funding to **Nir Vulkan**, associate professor of business economics at the University of Oxford's Saïd Business School in the United Kingdom, and **Thomas Åstebro**, professor of strategy and entrepreneurship at HEC Paris in France, to explore equity crowdfunding. Over 18 months, the pair will identify criteria most likely to lead investors to support a project. They will conduct the study on Seedrs, a European crowdfunding platform founded by Oxford MBA graduates Jeff Lynn and Carlos Silva.

MOOC ANALYSIS

The **U.S. Agency for International Development (USAID)** has partnered with course review site **CourseTalk.com** in a two-year US\$1.55 million study of the potential of massive open online courses (MOOCs) to help young adults in emerging economies access education. Focused on Colombia, the Philippines, and South Africa, the study will analyze 70,000 reviews posted on CourseTalk to learn who takes MOOCs and why, and how to develop MOOC-based training. The University of Washington's Technology and Social Change Group will conduct the study with the nonprofit IREX. For information, visit www.coursetalk.com/advancingmoocs.

SMARTER DEVICES

Three universities have partnered with Google in a three-year study of the implications of the Internet of Things (IoT), which refers to a system of Internet-connected sensors and other technologies that communicate with each other to benefit users. The universities include **Carnegie Mellon University** in Pittsburgh, Pennsylvania; **Stanford University** in California; and the **University of Illinois at Urbana-Champaign**. Each school has received Google funding to design and test IoT technologies, from apps that manage privacy to tools that allow users to develop personalized IoT experiences.

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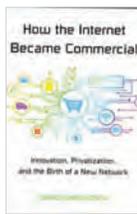
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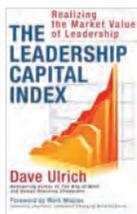
books

HOW THE INTERNET BECAME COMMERCIAL



Many books describe the technology behind the Internet's evolution, but Shane Greenstein of Harvard Business School is more interested in the complex factors that commercialized it. Those include public policy decisions, economic incentives, privatization, and innovation. He describes how disparate players—including individual inventors, the military, and organizations like the National Science Foundation and CERN—created the policies and protocols that would shape the web. He focuses on innovation commercialized by “suppliers who lacked power in the old market structure.” It's a vast and fascinating topic. (Princeton University Press, US\$35)

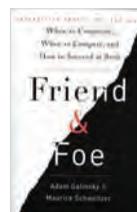
THE LEADERSHIP CAPITAL INDEX



When investors evaluate companies, they consider tangible factors like balance sheets and intangible ones like leadership, but investors admit they're often on shaky ground in the second category. Michigan's Dave Ulrich has created a “leadership capital index” to help investors identify attributes in two domains—personal and organizational. In the personal domain, he suggests, investors should look at how well a leader sets strategy, deals with people, executes plans, projects leadership, and maintains good character. In the organizational domain, they should consider how top leadership manages talent, elicits optimal performance, uses information, institutes work processes, and creates culture. He believes such

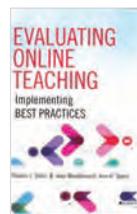
information-gathering could give investors unassailable ground for making decisions. (Berrett-Koehler, US\$29.95)

FRIEND & FOE



“Humans are wired to cooperate and compete,” write Adam Galinsky of Columbia Business School and Maurice Schweitzer of Wharton. At work, at play, and in relationships, our interactions are affected by three forces: the scarcity of resources, the human drive to be social, and the instability of the world. How we get what we need depends on complex systems of taking and sharing. One intriguing chapter focuses on how to project power—and how not to lose or misuse it. The book will make all CEOs and employees rethink their relationships. (Crown Business, US\$27)

EVALUATING ONLINE TEACHING



As online teaching becomes more prevalent, administrators must determine how to evaluate instructors, note Thomas Tobin of Northeastern Illinois University, B. Jean Mandernach of Grand Canyon University, and Ann Taylor of Penn State. Professors still must develop learning goals, facilitate learning, and provide feedback. But they also must adopt new methods for achieving these goals, and administrators must ask new questions. How well do faculty use email and forums to connect with students? How often do they log in or post announcements? The authors provide a useful, comprehensive survey of questions to ask, strategies to try, and systems that work. (Jossey-Bass, US\$45)

STRETCH



Is your job becoming obsolete? Are *you*? Those unnerving questions are posed by Barbara Mistick, president of Wilson College, and Karie Willyerd, a workplace futurist with SAP. The authors identify megatrends that are transforming the workplace—including globalization, big data, technology, and demographic shifts—then lay out strategies designed to help anyone “stretch,” adapt to new realities, and stay employable. They suggest these practices: Learn on the fly; be open to new learning; build a diverse network to help you find the next job; be greedy about experiences; and bounce forward, even after setbacks. As they write, “Stretching is the future imperative for us all.” (Wiley, US\$26)

GETTING BEYOND BETTER



Because social entrepreneurship has moved from the fringes of society to the mainstream, we need both a definition of the term and a roadmap to guide social entrepreneurs, write Roger Martin and Sally Osberg. They focus on “reflective practitioners,” who think about the world before they try to change it. These entrepreneurs follow four steps: They understand the world, envision a new future, build a model for change, and scale up. The authors, who are both connected to the Skoll Foundation, offer examples of social entrepreneurs from Andrew Carnegie to aid workers in Africa. They admit that “true equilibrium change is a high bar”—but they convincingly argue that it can be met. (Harvard Business Review Press, US\$30) [D](#)

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Departmental advisory boards contribute foundational blocks of expertise that support a school's larger mission.



BY HUGH J. WATSON, ANDREA CASTRESANA,
JEREMIAH CLARK, AND LEYDIANA MUNGUIA
PHOTO-ILLUSTRATION BY HOLLY LINDEM

BUILDING BOARDS

ALL DEPARTMENT CHAIRS want their corner of the business school to be current on industry trends and deeply engaged with the community. One way to achieve those goals is to establish an advisory board at the departmental level.

Like boards that exist to provide insights to the entire business school, departmental advisory boards (DABs) are composed of knowledgeable volunteers who provide advice, assistance, and resources to a program, major, or department. Unlike general boards, DABs are tightly focused on a specific business discipline and can provide in-depth insights to departmental leaders.

At the University of Georgia's Terry College of Business in Athens, the MIS department has operated a DAB for 30 years. While we've learned many lessons about what works and what doesn't, we also wanted to discover if there were ways we could use our board more effectively, so this spring we conducted two surveys. The first, which collected data from 46 members of our own MIS board, included a question about their motivations for serving. The second, which went to 42 coordinators of advisory boards in MIS/IS/CIS fields at other schools, explored the composition, activities, and practices of different boards. We also conducted telephone interviews with board coordinators at Appalachian State University, Temple University, Texas A&M, the University of Alabama, the University of Arizona, and Virginia Tech.

What we learned was that the perspectives of DAB members can enrich any department—if coordinators keep them engaged, have them interact with students, and provide clear direction. We also identified six best practices for administrators to consider when they create departmental advisory boards.

1. Use meeting time wisely. Prepare a well-thought-out agenda with topics that matter. But don't plan to tackle too many topics at any one meeting, because that will negatively affect participation. You do not have to update board members on all departmental activities. Encourage board members to do more

talking than faculty do. And, as one survey respondent said, "Do not have PowerPoint presentations—ever."

Meetings are more likely to be productive if you can ensure a good turnout. At UGA, we have a large board—103 members—so we generally have between 35 and 50 members who attend each meeting. For smaller, more targeted meetings, we make personal phone calls to encourage people to attend. Some boards have an attendance requirement; for instance, they might say a member must attend at least one meeting every two years to remain on the board. We have not instituted this requirement at Georgia, but we are considering taking it to our board for discussion.

2. Keep members engaged. Do this through meaningful, purpose-driven activities. For instance, arrange for workshops, breakout groups, or panels that explore topics in depth, such as whether to offer a new master's degree program.

At UGA, one of our most interesting board events was a debate on whether outsourcing was good for the individual, the company, and the country. It was held in a historic UGA building, home to a university debate club, the Demosthenian Literary Society. The debate teams were made up of students, faculty, and board members, and they followed the society's rules for debating. The event, the location, the topic, and the mix of participants all served to make board members more engaged with the program.

3. Act on advice. For board members who travel to campus, a board meeting can take a full day of their time, so they want to be sure that time is well-spent. This means they want to know that their recommendations are being seriously considered. One of our survey respondents suggested that coordinators regularly give boards feedback on how their advice is being used. Such feedback helps create a sense of ownership for the program and motivates board members to remain involved.

At times, board members might give advice that doesn't seem immediately applicable because they might not understand the structure and limitations of the typical b-school curriculum. For example, board members may want programs to contain more courses than can possibly fit in the curriculum. Others may have specific suggestions about computer programs or enterprise development platforms—such as Java or .NET—that run counter to what faculty members are convinced is best.

Coordinators should take the time to explain school realities to board members, but they also should take the time to sift through the advice to understand how it could work in context. As one survey respondent said, "Listen to board members even if they express themselves in a manner that you do not wish to hear."

4. Include students. While only 17 percent of respondents have students on their departmental boards, UGA's experiences with students are so positive that we highly recommend including them. For one thing, students can help with the time-consuming work of planning and executing events, such as handling registration duties. For another, most members join the board because they want to have a positive effect on students' academic lives, so they tend to enjoy the experience more if students are involved and showcased.

In addition, student board members can take on other activities and projects that benefit the MIS program. At



KEEP BOARD MEMBERS ENGAGED AND PROVIDE CLEAR DIRECTION.



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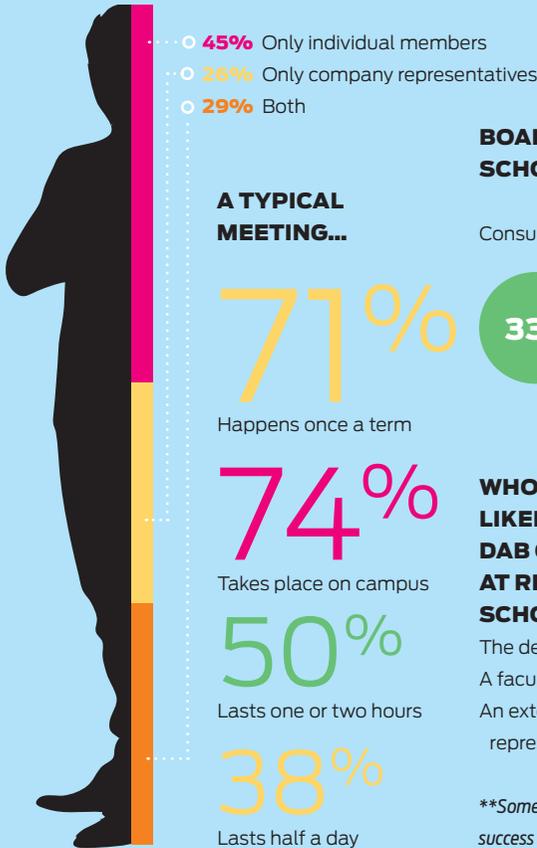


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PORTRAIT OF A BOARD*

*Figures based on a University of Georgia survey.

WHO IS SERVING ON THE BOARD?



BOARDS AT RESPONDING SCHOOLS INCLUDE...

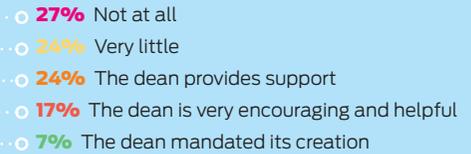


WHO IS MOST LIKELY TO BE THE DAB COORDINATOR AT RESPONDING SCHOOLS?*

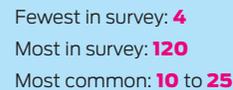


**Some respondents indicated that they have had success with co-chairs from academia and industry.

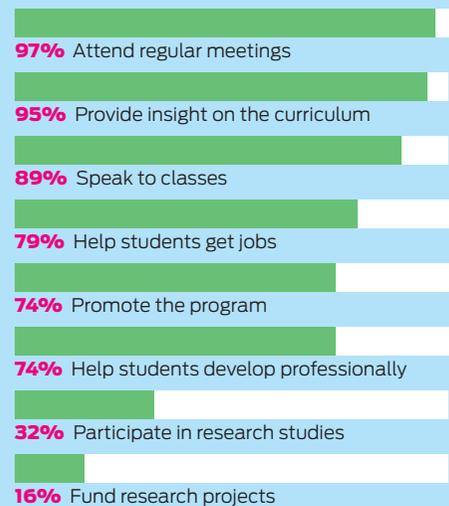
IS THE DEAN INVOLVED IN THE DAB?



HOW MANY MEMBERS ARE ON THE BOARD?



WHAT DO YOU EXPECT BOARD MEMBERS TO DO?



Georgia, we have them speak at new student orientations or travel to high schools to discuss MIS opportunities. They also have taken the lead in our mentoring and social media programs. (For instance, our student representatives worked with journalism students on a video about our MIS department: www.terry.uga.edu/academics/offices/management-information-systems).

At UGA, 10 to 15 students apply every semester to serve on the board. Their reasons are varied: They enjoy the prestige; they want to give back to the program; they're looking for chances to further develop skills such as public speaking; they value the additional exposure to companies that might hire them. One student called board service "one of

the most fulfilling and fortunate opportunities I experienced at UGA."

To be chosen for the board, students must have a GPA of at least 3.25, display good interpersonal skills, and demonstrate success in completing projects. Because in many ways the students are the "face" of the MIS program, we also strive for gender, ethnic, and racial diversity.

5. Plan for continuity. The vitality of a board often is directly related to the efforts of a departmental coordinator who cultivates relationships with its members and their companies. Should the coordinator retire or change schools, however, the board can suffer. One respondent said it may even be necessary "to rebuild the board." Consequently, it is wise to have

multiple faculty members involved to insure a smooth transition in leadership.

Similarly, if an industry representative leaves the board, the school risks losing contact with that company, so it makes sense to have multiple representatives from the same firm on a board. At UGA, we like to staff our board with human resources professionals and MIS managers from the same companies. Not only do they bring different perspectives to meetings, their presence helps maintain continuity if one of them leaves.

6. Charge membership dues. While departmental advisory boards aren't designed to generate profits, they shouldn't operate at a loss. We've found that most companies are willing to pay

SHAPING THE FUTURE

At the C. T. Bauer College of Business, we're committed to helping our students succeed.

Some of the world's top business leaders support that mission through membership in the Bauer College Board. This advisory board includes chairmen, CEOs and presidents of companies across all sectors. Some members are Bauer College alumni, and others simply recognize the impact that the college has on the business community. The board works to strengthen the relationship between the college and industry by providing input on strategy, thought leadership, student engagement and curricular relevance.

The Bauer College Board isn't just a roster of c-level leaders. It's a passionate, active group of executives and entrepreneurs working to arm Bauer College students with the resources and support for a successful future.



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The University of Houston is an EEO/AA institution.

dues, especially if the money is used to cover board-related expenses and support student activities. Also, most of the companies represented on DABs recruit the programs' students and often view membership dues as a recruiting expense. It is even common for dues to be paid out of the HR budget.

Even so, survey data indicates that only 35 percent of boards assess membership dues. Some programs that don't charge dues will ask companies to contribute to scholarships, support special events, and fund research projects. But we believe is easier for the board coordinator and companies if board-related expenses are covered by dues rather than event-by-event requests for funding.

The schools that do collect dues usually have modest fees, but the range varies widely. Our assumption is that departmental boards for different academic disciplines can charge dues at different rates. For instance, accounting programs have long-established relationships with firms that want to hire their graduates, so they can typically set higher dues. Among our survey respondents, the MIS department at Texas A&M reported the highest, with three

corporate levels: Terabyte (\$6,000), Petabyte (\$10,000), and Exabyte (\$14,000); the school charges less for small firms with fewer employees.

At Georgia's MIS department, we assess dues at three levels: individual (\$100), red (\$1,000), and black (\$3,000). Specific benefits are associated with each level. For example, all board members are invited to attend meetings and speak to classes. Black-level corporate members can attend our student organization's recruiting dinner for free, which is a \$500 savings; red-level members receive a 20 percent discount. We reimburse the student organization for the discounts.

Black-level members also can attend the Top 10% Event, where they get a chance to interact with our best students as determined by GPAs and demonstrated leadership skills. They meet the students through "speed dating" activities; at the end of the event, we give them flash drives that contain all the students' résumés. This added access to students is a highly regarded perk of board membership.



FINAL THOUGHTS

The success of a DAB depends on a variety of factors, not all of them within the coordinator's control. One factor is location. If a school is far from a metropolitan area where many companies and potential board members are clustered, it will be more difficult to bring members together for meetings. Coordinators can consider holding fewer meetings, holding them closer to the members' locations, or even using video conferencing—but they shouldn't underestimate how much board members enjoy being on a college campus.

A second factor is the degree program itself. While we know a departmental board works well for IT-related programs, it might not be as feasible for different majors. For instance, at Georgia, the departments with the strongest and most active boards are accounting, MIS, and risk management and insurance. That's partly because the programs all have well-defined constituencies, including a core of companies that hire our graduates. These companies are willing to invest their

WHY DO SCHOOLS CREATE BOARDS?



1. To gain practitioner input on the curriculum
2. To gain advocates for their programs
3. To promote interaction among students, faculty, and the business community
4. To help promote the program's brand in the business community
5. To enhance the program's image

WHY DO MEMBERS JOIN BOARDS?



1. To give back to the MIS program, college or university
2. To help the MIS program or university
3. To develop and maintain personal relationships with faculty
4. To meet and discuss existing and emerging issues
5. To give back to the MIS field

Above, left, is a list of the top five reasons business schools have for creating and maintaining departmental advisory boards, out of 20 possible choices, as rated by 42 board coordinators. At right, 46 members of the University of Georgia's MIS board rate the top five reasons, out of 21 options, that they want to serve. The full lists can be found online at bizedmagazine.com.

time and resources in making sure those graduates have the necessary skills; they also want to make sure that students know about employment opportunities within their firms.

At the same time, the MIS and risk management and insurance programs aren't as well known to business students as marketing and management programs might be; that means these departments have to work harder to attract students. One way to do this is to have strong boards whose members can provide graduates with job opportunities.

But DABs might not work as well for other departments. For instance, the management major is a conglomeration of several functional areas—such as human resources management and orga-

nizational behavior—so it might be more difficult to find a natural constituency of board members. Other departments might be less focused on finding their students jobs, so they might find less value in a DAB.

In any case, it appears DABs can be useful no matter what the size of the school or the department. Respondents to our survey ranged from those with only about 50 students in their MIS/IS/CIS departments to the University of Lahore in Pakistan, which has 4,000; the average was about 200 students.

No matter how big or small the department is, it can be well-served by a DAB full of alumni and business leaders committed to the success of its graduates. In fact, one survey respondent summed it up best with this piece

of advice: "Find board members who are passionate about the university, the MIS program, and the board. Give the board and board members ownership for various programs and activities, and hold them accountable for results. Team those board members with faculty and students." Following that formula, every DAB should be a success. ▣

Hugh Watson is a professor in the department of management information systems at the University of Georgia's Terry College of Business in Athens; he also is the faculty coordinator of the MIS departmental advisory board. Andrea Castresana, Jeremiah Clark, and Leydiana Munguia are either current or recent student representatives on the advisory board.



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THE BIG PICTURE

Best practices for putting together advisory boards that will add value, inform strategy, and help a b-school bring all the pieces of its mission together.

IT TAKES BOTH SCIENCE and art to assemble an advisory board so members operate as a single unit and bring real value to the business school. Having spent more than 20 years managing advisory boards, including ten years at North Carolina State's Poole College of Business in Raleigh, I've collected strategies other administrators can use, whether they're creating new boards or infusing fresh energy into existing ones:

Choose members based on your goals. Do you want them to create visibility for your school or program? Then fill your board with community leaders, such as elected officials and CEOs.

On the other hand, do you want them to open doors to internships, practicums, and full-time jobs for your students and graduates? Do you want them to facilitate faculty research and provide faculty support? Then you'll need to build deeper relationships within the organization. That means recruiting board members with influence—people who can make a phone call on your behalf and advocate for you within their organizations.

In either case, make sure members will have the time to attend meetings and participate in the life of the college. This time commitment is vital if they are to understand the school's objectives, know how those objectives align with their companies' strategies, and help you achieve desired outcomes.

Fill your board with enough members to provide critical mass. Typically, only two-thirds of the board members will attend any given meeting. That's why, over the past decade, we expanded the Poole College's board from 20 to more than 40 members. We did that by looking at key business and industry sectors and recruiting participants with influence within their organizations.

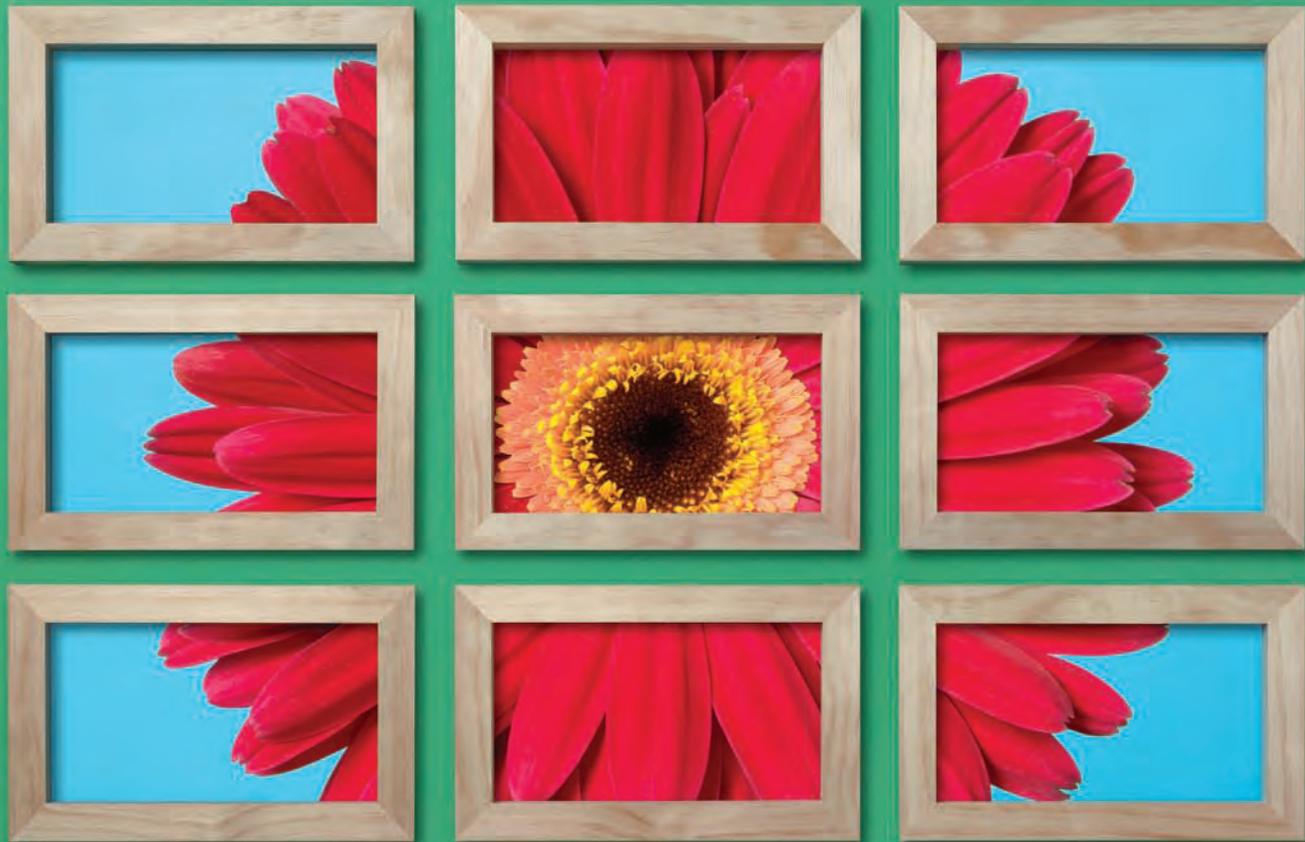
Bring in a broad mix of viewpoints. Seek diversity in terms of years of experience, age, gender, and ethnicity. Look for a good blend of alumni—who bring a special passion to the board—and non-alumni. In addition, recruit members who represent major industries in your region. For the Poole College, that means accounting and

financial services, manufacturing, biosciences, and technology.

Develop a succession plan. Members continually will transition off your board, either because they no longer can participate or because they've completed the terms you set when you invited them. Be prepared to bring in others from their organizations to take their places. At the Poole College, our board chair serves for two years, while other board members typically serve three-year terms. We're always identifying potential new members at our participating organizations.

Keep your board informed. Make sure board members understand the college's strategic goals, and educate them about how higher education works. One way to do that is to invite your university's chancellor or president to attend one or more board functions each year.

Create a win/win situation. Allow board members to get to know each other so they can create business and social connections. At all meetings, allow for at least 30 minutes of networking. At the Poole College, we have a social event ev-



ery summer where board members bring spouses or significant others.

Respect their time. Don't expect board members to participate in activities that are more the responsibility of school administrators, such as detailed curriculum discussions that are outside their knowledge base. Don't expect them to attend more than three board meetings a year. And choose meeting times based on their best schedules. At the Poole College, we usually set up breakfast meetings that start a little after 7 a.m. and end by 10 or 10:30 a.m.

Stay organized. Make sure someone is assigned the tasks of setting up meetings, keeping board members informed between meetings, and responding to board member requests. At the Poole College, these responsibilities take about 20 hours each month and are handled primarily by our development staff.

MAXIMIZE THE BENEFITS

Once your board is assembled, make sure that you get the most value from the presence of your members—both during

meetings and outside of them.

Plan ahead. Schedule and plan meetings at least a year in advance.

Always include students. Ultimately, board members want to have a positive influence on students' lives. Bring students in to give brief presentations and allow them to mingle with the board.

Often include faculty. Bring in faculty to discuss their applied research in a way that's translated for a practitioner audience. Choose faculty members who are articulate and engaging.

Use members as sounding boards. If there are specific areas in which the school needs industry guidance, schedule brief discussions with board members who have knowledge in those areas.

Keep them involved. Ask board members to serve on panels that explore key topics, such as how they use analytics within their industries.

Create additional opportunities. Bring board members back to campus to mentor students, deliver guest class lectures, or present student awards. At the Poole College, we also ask them to judge

cases and competitions, such as our Leadership and Innovation Showcase. In addition, we always have board members at the breakfast meeting on the first day of our AACSB review, because they love to cheerlead for the school.

Involve them in fundraising. This works best if you have a specific cause, such as funding a faculty chair or professorship to help with faculty retention. Aim for 100 percent board participation by keeping board members involved in the life of the college so they see the impact their support will have.

KEEP IT STRONG

For boards to be effective, administrators must organize them properly, staff them thoughtfully, and use them wisely. If they do, all parties—administrators, students, and company reps—will benefit from the activities of the board. **D**

Ira Weiss is the Stephen P. Zelnak Jr. Dean's Chair at North Carolina State University's Poole College of Management in Raleigh.

Four academics discuss how a business school can amplify its global presence by effectively assembling—and managing—an international board.

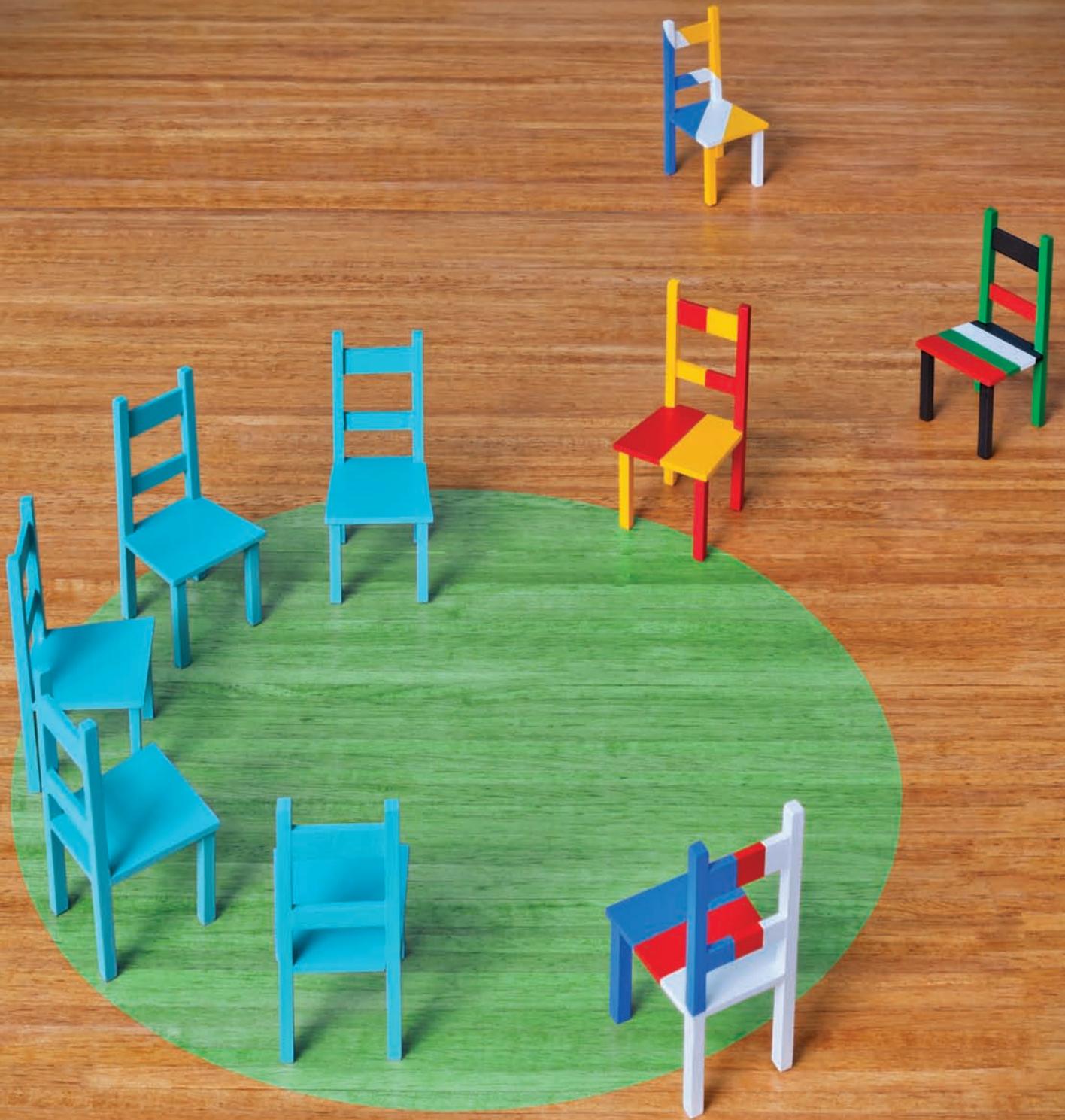
SEATS AT THE TABLE

INTERNATIONAL BUSINESS schools need the input of international business participants to prepare their graduates to enter complex global organizations. There are logistical challenges in convening even a local board, and those are multiplied when members come from farflung locations. But the benefits also are multiplied.

To discuss both those challenges and those benefits, *BizEd* talked with four academics whose schools have assembled international advisory boards that include a mix of academics and business leaders. **FELICIA APPENTENG** is managing director of the international board at IE Business School in Madrid, Spain; **DURO NJAVRO** is the dean of Croatia's Zagreb School of Economics and Management (ZSEM); **PHILIP VERGAUWEN** leads the School of Business and Economics at Maastricht University in the Netherlands; and **SUSAN J. HART** is former dean and current associate deputy principal for marketing at the University of Strathclyde Business School in Glasgow, Scotland. The latter three serve on AACSB's European Advisory Council, and Hart also is a member of the association's board of directors.

Here, they discuss what they learn from their board members, how any school can make its board better—and why an international board is essential to delivering global business education.

BY SHARON SHINN
PHOTO-ILLUSTRATION
BY HOLLY LINDEM



Why are international board perspectives so important to a business school?

HART: We are all capable of seeing the world uniquely—that is good. But when we see it uniquely from our own perspective, we might make decisions that are poorly founded, somewhat myopic, and limited. We're each influenced by cultural, economic, historical, operational, linguistic, and strategic patterns from very different contexts. When organizations are diverse, this rich variety makes them better.



APPENTENG: We rely on our international advisory board to keep us true to our values, while still encouraging us to experiment and to innovate. Our advisory board keeps us at our best without ever letting us get too comfortable.

VERGAUWEN: For Maastricht, it's not enough to have a gathering of Dutch people who are internationally active. We need the richness that is brought in by people with different cultural, professional, and personal contexts.

We can't just focus on the international playground—we have to incorporate internationality into our own playground.

NJAVRO: Our students will be at the peak of their careers 15 or 20 years from now, and it is hard to know what business will look like then. I believe that two of the key elements for the future sustainability of our schools will be their international dimensions and their international exchanges.

How does a school decide whom to ask to serve on its board?

NJAVRO: I regularly interact with external stakeholders, promoting the school and the value of business education. When I meet individuals who have an interest in education and with whom I agree on educational purposes and institutional mission, I invite them to serve on the board.

VERGAUWEN: Schools should look for people who think differently. They aren't seeking adversaries, but people with complementary knowledge—contrarian thinkers who truly want to contribute their views.

The advisory board brings with it its own network. Most of the people on this planet are only two handshakes and two Facebook links away, so suddenly the whole world is within reach.

What do you want board members to bring to the institution?

NJAVRO: The key assets that board members bring are their professional reputations and their experience as they become links between the school and external stakeholders. They act as individuals, experts, and friends of ZSEM rather than representatives of their institutions.

APPENTENG: They surround us with a diverse set of informed opinions. They challenge our assumptions and always want proof of our effectiveness. The best advice that I get from board members usually is to look at an issue more deeply.

HART: We hope that each member will bring a spirit of "informed challenge" to the meetings. We want them to challenge us to go further, be bold, push ourselves to co-create as much value as we can in our various markets. More specifically, our board members were instrumental when we were reviewing our internationalization strategy. For instance, they provided local market and competitive perspectives that shaped our thinking on the geographies where we wished to work.

VERGAUWEN: Board members bring with them an outside-in view, which is crucial in an academic environment. They bring their experience and knowledge, which helps us learn that our challenges are identical to the ones any organization faces—that the wheel

has already been discovered. Board members also help clarify whatever puzzle we're working on. They push us in the right direction, and they protect us from the stress we feel when we think there is so much we need to do or change by tomorrow—reminding us that this is not possible!

To give a concrete example, our members helped dramatically in getting the school's strategic goals on the agenda of the university board as we considered issues such as alumni, student selection criteria, and resources for marketing.

How do you bring together a large number of international members for regular meetings?

APPENTENG: Our board meets in person once a year in Madrid. Though we allow board members to participate by using teleconferencing technology, we strongly prefer the collaborative and dynamic atmosphere of an in-person conversation. In my experience, it's difficult

to have a lively discussion when some board members are on the phone and the rest are there in person. The best conversations happen when everyone is on equal footing—either everyone is in one room or everyone is on a teleconference.

A big part of my job is making sure that every board member's comments, suggestions, and criticisms receive a thoughtful response. After all board meetings, I send a copy of minutes to the board, and I will often schedule personal phone calls with board members who could not attend so I can make a note of their feedback. Throughout the year, we seek advice from board members on matters where they have special expertise.

NJAVRO: ZSEM advisory board meetings are usually held once a year. However, between meetings there is continuous interaction with the board members via email, Skype, and conference calls. When international members



are traveling in Europe, they regularly visit the school to become acquainted with the latest developments.

HART: We use a combination of scheduled meetings, videoconferencing, individual briefings, and one-to-one advice sessions. We also make sure our board is bigger than necessary so there is room for a couple of no-shows.

Several of you also serve on advisory councils for AACSB. What do you try to contribute any time you're a member of an external board?

HART: I hope to bring my personal perspectives as an internationally active educator—British, European, and female. And I want to learn from other perspectives so together we can build the foundations of a truly global organization.

NJAVRO: I think that each board member should understand how to mobilize his knowledge and competencies and utilize his social network of peers and friends in fulfilling his function on the board.

On the AACSB board, I contribute my experience working in the complex, transitional economy of Croatia. I hope that the competencies I developed through establishing ZSEM and working in a transitional economy can contribute to the development of AACSB. At the same time, serving on the council allows me to gain additional experience by testing my own viewpoints and ideas through meaningful interaction with others.

VERGAUWEN: It's important for academics to sit on boards as advisors, too. That way, they understand what drives executives and administrators, and what drives advisors to counterweight them.

We have to share our knowledge and experiences with others in the community if we really want to improve business education worldwide. When we bring views, frustrations, wishes, dreams, and fears to the attention of the parent



organization, we do the community a big service. On a fundamental or visionary level, AACSB's interests are no different from the interests of my school and AACSB's other member schools, so when I contribute to the community, I am also contributing to my school.

What skills and attitudes should any board member bring to the table?

NJAVRO: Experience, professional reputations, open minds, and respect for diversity. Members shouldn't hesitate to join critical discussions while respecting other members and nourishing a culture of trust, openness, and high ethical standards.

VERGAUWEN: They must understand that nothing is ever final, finished, or achieved. The world and the institutions operating in it continuously change, adapt, grow, or solve problems. These dynamics are different on different continents and in different institutional and political settings, and trying to understand those differences is what creates insights.

APPENTENG: The most important thing that a board member can bring to the table is constructive objectivity. Board members who come to a meeting having read all of the preparatory material will have the kinds of questions and suggestions that can be taken directly to our steering committee for review. Reading the preparatory ma-



“AN INTERNATIONAL BOARD ALLOWS THE SCHOOL TO CAPTURE THE *USS ENTERPRISE* FEELING FROM ‘STAR TREK’ FILMS—ALWAYS READY FOR THE UNKNOWN.”

—PHILIP VERGAUWEN, MAASTRICHT UNIVERSITY

terials and interacting with the staff gives those members the best platform to effect the change they want.

What advice would you give to a school hoping to maintain a strong advisory board?

HART: Brief the board fully. Ensure that board members all know the positions, roles, and perspectives involved. Make the value of the board members felt. And build productive personal, as well as professional, relationships.

VERGAUWEN: Allow advisory board members to take an active—even leading—role in setting the agenda. Invite members to challenge the school's leadership on issues that haven't been brought up yet, or to reflect on the longer-term future of the school. Ask advisory members to invite speakers from their own networks to come in when they have specific expertise that might be relevant for the school.

Trust your members and take them seriously so that they automatically take their positions on the board seriously. Remember that there's always the danger of factions and frictions. Avoid having members sit for too long a time, or they'll get embedded and feel like they've heard and seen it all. However, saying goodbye can feel like a loss, and it does take time for newcomers to understand what the school wants to achieve.

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What advice would you give to other schools who want to make their boards more international?

NJAVRO: Include members with eclectic backgrounds in terms of skills, competencies, and demographic features. Promote a working atmosphere centered on critical thinking, active dialogue, responsibility, and mutual respect.

HART: Think about your objectives. Understand why you want international members. Then make sure those objectives are explicit to the people you approach. Finally, it helps to build personal rapport with people—it helps them and it helps you. One way to do this might be to ask for some ad hoc advice before making a formal approach.

Once schools internationalize their boards, they'll experience personal learning beyond belief! They'll also make better decisions and create greater capital within their institutions as they learn from widely informed views.

APPENTENG: Schools should look for board members not only in countries where they have alumni and friends, but also in the countries where they want to be in five or ten years. IE created the IE Fund in 2001 to help guide us into the U.S. market, and Americans are now our second largest nationality on campus. Our board taught us about the important differences between markets, provided crucial introductions, and allowed us to grow meaningfully.

Having an international outlook—as a school, a company, or an individual—is no longer a niche perspective, but is in fact the dominant perspective. I would encourage any school that is interested in internationalizing its board to do its homework about potential candidates and to be clear with board candidates about what is expected of them.

VERGAUWEN: When you internationalize the board, you reach out and leave your known orbit to be catapulted into outer space. An international board allows the school to capture the *USS Enterprise* feeling from “Star Trek” films—always ready for the unknown.

SHAKING IT UP

Why we created a wider-ranging BAC.

BY ROY “CHIP” WIGGINS

AS DEAN AT AN international business university, I know that, to produce ethical leaders who can flourish in multicultural organizations, my school must commit to creating a diverse community. This is why, at Bentley University, our current Business Advisory Council (BAC) is more diverse than it has ever been.

And this matters. A diverse advisory board encourages us to develop a broader strategic agenda, which in turn allows us to attract more diverse faculty. A more diverse faculty provides a wide spectrum of role models for our students, which allows us to enroll a more diverse student population. And that diverse student population appeals to corporate recruiters looking to hire new graduates.

But in 2013, we realized we had to shake up our BAC if we were to achieve our ideal, so we spent the next two years bringing in new voices. Today, our 31-member board is 61 percent alumni, 48 percent women, 23 percent African American, 13 percent Asian American, 16 percent Latino, and 13 percent international. Council members range from Exxon executives to representatives from Linden Organics, and they have titles such as chief diversity officer, chief executive officer, chief marketing officer, and director of risk management.

To assemble our new board, we first hired an executive director for external relations to sit within the dean's office. To fill this position, we chose an individual whose long career at Bentley included stints as an assistant dean and high-level fundraiser. In his new role, he works to develop strong relationships with alumni, students, and corporate and academic partners. He also engages board members with the school by asking them to bring real-world projects into our classes and help students build professional networks.

In assembling our new board, we also acted on the belief that, while alumni are important, non-alumni voices are equally important and often more disruptive—and disruptive voices are what we need if we're going to bring about institutional change. We committed to finding new advisory council members that varied not only by gender, race, and industry, but also by age. Different generations bring different perspectives, all of which are valuable.

Though advisory councils typically receive less attention than boards of trustees, their role is critical. They are the ones who offer advice on curriculum, strategy, and the business program's agenda. More important, they are the ones who offer brutal honesty. Although their unfiltered points of view can sometimes be tough to hear, their comments shape our curricula for the better.

A university with a wide-ranging community will be more competitive, and students who learn in that community will be better equipped for the workplace of the future. Therefore, institutional strategy must be informed by diverse views if the school is to create a sustainable culture that will stand the test of time. ■

Roy “Chip” Wiggins is Dean of Business and the McCallum Graduate School of Business at Bentley University in Waltham, Massachusetts.



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BY RICH LYONS
ILLUSTRATION BY MICHAEL AUSTIN

It's time to make public policy a more prominent part
of the larger business school mission.

GOING PUBLIC

THERE ARE THOSE, INCLUDING ACADEMICS, who still believe that business schools should stay out of public policy. In a nutshell, they argue that the business of business schools is business, and that concerns about the broader public good are a distraction from our core mission. To my mind, this view always has been simplistic and is becoming more so all the time.

For-profit enterprises have never existed in isolation from the rest of society. Businesses require a thriving economy, an educated and motivated workforce, and consumers who can afford to buy their products. None of these conditions occur by accident. They all depend on sound public policy—on the “rules of the road,” so to speak—in areas that range from contract law and tax policy to employment law and securities regulation.

To be sure, public policy may not fit into every school's mission. But public policy is germane to business and therefore presents great possibilities for many schools. Indeed, new forces in our economy are increasing both the need and the opportunity for business schools to engage with public policy— if we choose to take up the challenge.

Politicians have big questions about what business needs, and business leaders depend heavily on getting the answers right.

PRIMARY RESPONSIBILITIES

For many prominent issues, it is impossible to untangle the “business” from the “public policy.” As a result, business schools can become natural sources of research and thought leadership for government representatives. At least three forces are driving many business schools to dive more deeply into public policy issues:

New technology. “Disruptive” technologies and radical new business models are creating new and urgent public policy challenges. Uber and Airbnb—ride- and home-sharing platforms, respectively, that have become two of the world’s fastest-growing companies—have sparked fierce political and regulatory battles over rules for transportation and public accommodation in cities around the world. Google is lobbying U.S. state governments to allow driverless cars on the road. Google, Apple, Facebook, and other tech companies are embroiled in tense discussions with U.S. Congress and the national security establishment over surveillance and online privacy. All of these issues have significant implications for businesses and individual citizens.

Fallout from the financial crash of 2008. Experts may disagree about the precise policy failures that led to the crash, but it’s clear that both the financial industry and government regulators lost their moorings to core principles and values. These failures didn’t just cause the collapse of the economy, as bad as that was. They also caused a collapse of trust and confidence in business and—let’s be honest—business schools. For many years, critics have accused business schools of fostering arrogance and prizing profits over principles. In response, business schools must fulfill two primary responsibilities. The first is to provide research that helps explain exactly what happened and how we can minimize exposure to a similar catastrophe in the future. The second is to instill in future business leaders a broader sense of values and responsibility that goes beyond increasing the next quarter’s profits.

The new science of leadership. It turns out that public officials from around the world are flocking to business schools for executive seminars, policy research, and coaching. Why? Because those officials are grappling with problems at the intersection of politics

and business: how to combat corruption, how to pass laws and regulations that promote investor confidence, and how to balance economic growth with poverty reduction and environmental stability. Politicians have big questions about what business needs, and business leaders depend heavily on getting the answers right.

ILLUMINATING THE ISSUES

What does a beneficial relationship between a business school and government look like? It most often starts with research. Business schools can provide invaluable perspectives on important issues, translate their research into accessible language, and make it known that their professors are ready to help.

One example here at the Haas School of Business at the University of California, Berkeley, is the Energy Institute at Haas. Severin Borenstein, E.T. Grether Chair in Business Administration and Public Policy, led the institute from its inception in 1994 until 2014, focusing on the rigorous economic analysis of energy policy. Researchers at the institute have analyzed California’s ill-fated electricity-trading market, which in 2000 led to soaring spot-market prices and rolling blackouts. They’ve tackled issues such as efficient cap-and-trade policies for reducing greenhouse emissions, subsidies for renewable energy, and the economics of fuel efficiency.

Such projects lay the groundwork for a business school to be viewed by policymakers as a resource. For example, Borenstein and other institute faculty members have advised the state of California on several issues over the years. In 2014, advisors to California Governor Jerry Brown reached out to Borenstein for guidance on an aspect of the state’s complex cap-and-trade system. Borenstein pointed them to posts on the institute’s blog, which translate research on real-world policies into language that’s accessible to stakeholders such as legislators, regulators, environmental organizations, and journalists.

Once a business school establishes itself as a resource on a hot public policy topic, it can further its national, and even global, reputation. In our case, news organizations such as *The New York Times*, *The Wall Street Journal*, *The Economist*, and National Public Radio seek out the institute's faculty for interviews. Last December, NBC reported on an article by several institute researchers, published in *Science* magazine, that assessed President Barack Obama's clean-energy plan. This past April, another institute study by Haas professors Paul Gertler and Lucas Davis, which predicts explosive growth in carbon emissions tied to the rising use of air conditioners in developing nations, was mentioned in publications ranging from *The Washington Post* to *The Times of India*.

Many business schools are getting better at differentiating themselves by focusing on their individual strengths, and public policy offers them unique opportunities to collaborate across sectors, through their individual faculty and research centers. Through such initiatives, they can help shape government's response to important social issues.

A NATURAL FIT

Some areas of public policy are natural fits for a business school. Researchers at our Fisher Center for Real Estate and Urban Economics, for example, are working with the U.S. Federal Reserve Board and the Treasury Department to better understand the warning signs that led to the mortgage and financial crisis of 2008. Nancy Wallace, the center's co-fac-

ulty director, as well as the Lisle and Roslyn Payne Professor of Real Estate and Capital Markets, is currently serving on the Fed's Model Validation Council to develop better models for stress-testing financial institutions. At the Treasury, Wallace serves on the Financial Research Advisory Council to help develop new strategies to measure aggregate risk in the mortgage market. She and her colleagues at the Fisher Center's Real Estate and Financial Markets Laboratory are compiling and analyzing huge datasets on mortgages, employment, and house prices over the past 15 years; their goal is to create network-based risk metrics for the mortgage market, as well as a more effective housing-price index that can provide better warning of future bubbles. Such projects allow business school

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faculty to do more than simply explore policy challenges—they can work actively with policymakers to address them.

In some cases, business professors can even become important participants in major government investigations. In 2014, for example, the U.S. Commodity Futures Trading Commission (CFTC) received a tip from a whistleblower that a trader named Navinder Singh Sarao might have been responsible for the “flash crash” that roiled stock markets on May 6, 2010. To find out if that was true, the CFTC retained Haas finance professor Terry Hendershott, whose work focuses on high-frequency trading, to analyze Sarao’s trading activity. Hendershott found that Sarao had been placing huge buy and sell orders, up to US\$200 million, only to cancel them as they got close to being executed. Hendershott showed that Sarao’s orders made no business sense and had the effect of spoofing the markets—in essence creating order imbalances that preceded the flash market crash. In April 2015, the CFTC announced that British authorities had arrested Sarao, at the request of the U.S. Department of Justice, for unlawful manipulation of the stock market.

At the same time, many of the greatest social and global challenges of our time cannot be managed by one individual or even one institution. That’s why, for example, our Center for Social Impact Leadership is training MBA students to become multisector leaders who can move effectively between the worlds of corporations, nonprofits, government agencies, and social enterprises. And in

the world of research, our Energy Institute recently launched a collaboration with the University of Chicago and MIT, with funding from the Alfred P. Sloan Foundation. Called E2e, the collaboration seeks to measure and enhance the impact of energy efficiency initiatives. We’ve found that, to have a chance of success, public policy solutions must work across sectors and institutions.

SECTORS BEYOND BUSINESS

While energy policy and financial regulation seem to fall naturally within the expertise of business schools, there are other important and highly relevant areas of public policy that, at first glance, might not seem to fit as neatly.

Consider the work of Ernesto Dal Bó, co-director of the Berkeley Center for Economics and Politics, who studies the economic and political interactions that affect governance, corruption, economic development, and social conflict. He and his colleagues have studied strategies to improve the quality of civil servants in Mexico, the impact of corruption on educational outcomes in Brazil, and the most accurate ways to measure religious and ideological fervor. Last summer, Dal Bó and assistant professor Frederico Finan led a workshop on corruption for senior government officials from India.

These topics may seem far afield from a business curriculum, but they are crucial to those who care about global economic prosperity. Just ask any CEO who is trying to do business in a nation that ranks high on Transparency International’s Corruption Perceptions Index.

Ask any senior public official who is struggling to tame corruption. These are complex social and political challenges, with profound implications for business and society.

HOW TO FOSTER PUBLIC POLICY?

Every business school has to allocate scarce resources to competing needs—adding a focus on public policy can seem like a drain on our mission to teach core business skills. Even faculty members, immersed in their disciplines, may view public policy as peripheral to their career success.

As a teacher of leadership, I strongly believe that shared values are central to defining a broader set of priorities. It’s important for business schools to develop cultures of engagement in the public good *and* to support initiatives related to public policy, such as corporate social responsibility and social-sector leadership. To engage effectively with public policy, a business school should make social service an important part of its mission.

At Berkeley-Haas, we have crystallized our commitment into four defining principles for our students: Beyond Yourself, Question the Status Quo, Confidence Without Attitude, and Students Always. By promoting these socially driven principles, we also ensure that our faculty know that public service is a true priority, not just window dressing. When they see the work of many of their colleagues, they know that initiatives in public policy can enhance their own career prospects. Our culture and our capabilities reinforce each other.

As an economist, however, I also believe that in the real world people are motivated by concrete incentives. One of the best incentives a business school can offer to faculty is flexibility, in both their schedules and their workloads. There’s a reason why most academics serve only two years on the White House Council of Economic Advisers: Most professors lose tenure after an absence of more than two years. If business schools want their faculty to take more active roles in

Shared values are central to defining a set of priorities.

government, they must provide greater leeway. For example, several of our professors—ranging from Janet Yellen, who is now chairman of the U.S. Federal Reserve Board, to Michael Katz, who served as chief economist for the U.S. Federal Communications Commission—were allowed either to reduce their workloads or even take several years off so that they could work in the public sector.

This flexibility comes with costs: When faculty members are absent, others must cover some or all of their responsibilities. But these costs can be a worthwhile investment in a school's mission and have concrete and major impacts on policy. Stated principles will make no impact if professors aren't given the encouragement and the flexibility to get involved in public service.

THE COMPLEXITY OF BUSINESS

Business schools that become more active in public policy also must manage other consequences of those efforts. Schools must resolve conflicts of interest and tensions that can arise between the priorities of academia and those of policymakers. Faculty need to be objective, academically independent, and intellectually honest in their research, knowing that an inconvenient research finding can lead to the loss of a financial sponsor. Furthermore, when faculty members take on public posts, it can create the perception that the school is tied to a particular school of thought or policy. For example, not everybody agrees that the Federal Reserve should have kept short-term interest rates in the U.S. near zero for so long after the financial crisis. The fact that Janet Yellen spent much of her career at Haas has linked that policy to the school more than one might expect.

At Haas, another challenge involves the composition of our faculty—our engagement with public policy has tilted our faculty base toward economists, which means we have fewer psychologists, sociologists, and experts from other disciplines. A business school has to be mindful of this possibility

and make sure its public policy teaching opportunities still mesh with the needs and demands of its students.

On a more personal level, faculty members who want to actively engage in public policy often need to adjust to demands that are very different from those of academia, particularly when it comes to building relationships outside their departments and even outside their universities. They also must be ready to interact—often with little or no advance notice—with policymakers and members of the media. This responsibility can be uncomfortable and sometimes unappealing for scholars who appreciate the quiet sanctuary of a pure research environment. It also can be frustrating to deal with deadline- and controversy-driven reporters who might not take the time to communicate the nuances of an issue.

For all that, the connection between business schools and policymakers will likely become tighter over time. As business schools, we should make it our goal to build on this reality and to encourage our faculty to navigate smoothly across the public, civic, and private sectors. By incorporating public policy into its research and curriculum, a business school engages in the full complexity of training leaders, rather than simply managers. In contrast, by treating public policy as a side issue, a business school leaves students and faculty too far distanced from this essential domain—and risks being relegated to the sidelines of the business world. ■

Rich Lyons is the dean of the Haas School of Business at the University of California, Berkeley.

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A the Artist

BUSINESS SCHOOLS: Which of your graduates have made the most positive and lasting impact on business and society? In anticipation of its centennial anniversary in 2016, AACSB invited schools to answer that question for its “Influential Leaders from AACSB Business Schools” challenge. Schools from around the world submitted their nominees, from which AACSB chose its 2015 list of 100 Influential Leaders.

This unranked list honors individuals ranging from CEOs and world leaders to young entrepreneurs and nonprofit pioneers. Their common bond? All have “made significant business impact or engendered dramatic community or social change.” Moreover, the list celebrates the role that accredited business schools have played in their development.

Maria Pacheco, nominated by INCAE Business School, views the role of business as transformational: “What we are doing is connecting worlds,” she says. “When you connect communities with the business sector ... you create a space where the transformation of people is possible.” In the following pages, we share stories of ten Influential Leaders, including Pacheco, who’ve done great things after—and with—their business educations. We also list the other 90 and their nominating schools. Read all 100 bios at www.aacsb.edu/Influential-Leaders.

Mohamed Ali Alabbar

Founder, EMAAR Properties
Seattle University (Albers)

Paul Allison

Chairman & CEO, Raymond James
McMaster University (DeGroot)

Daniel Amos

CEO, AFLAC
University of Georgia (Terry)

Steve Appleton

CEO, Micron
Boise State University

Subha Barry

VP & General Manager,
Working Mother Media
Rice University (Jones)

Felipe Larrain Bascuñán

Director, Latin American Center for
Economic and Social Policies
Pontificia Universidad Católica de Chile

Philip Berber

Chairman, A Glimmer of Hope
University College Dublin
(Smurfit/Quinn)

Gary Brinson

Founder, Brinson Partners
Seattle University (Albers)

Robert Burke

Founder, LadderUp
University of Notre
Dame (Mendoza)

Jonathan Coles

Director, Renaissance
Growth Advisory (R.G.A.)
and C.A. Ron Santa Teresa
Instituto de Estudios
Superiores de Administración

David Cooperrider

Professor of Appreciative Inquiry,
Case Western Reserve University
Case Western Reserve University
(Weatherhead)

Mitchell Cohen

Vice Chairman & Partner, PwC
The Pennsylvania State
University (Smeal)

Peter Corbett

Founder and CEO, iStrategyLabs
Emory University (Goizueta)

Greg Creed

CEO, Yum! Brands
Queensland University of Technology

Emily Cummins

Entrepreneur
Leeds University Business School

Susan DeVore

President & CEO, Premier Inc.
UNC-Charlotte (Belk)

Walter Dods Jr.

Chairman, Matson Inc.
University of Hawaii at Manoa (Shidler)

Virginia Donohue

Founder & Executive Director,
On Point for College
SUNY Oswego

Tim DuBois

Adjunct Professor,
Vanderbilt University
Oklahoma State University (Spears)

Kaushal Dugar

Founder, Teabox
Singapore Management
University (Lee)

Fiza Farhan

CEO, Buksh Foundation
Warwick Business School

Tommy Franks

General, United States Army
University of Texas at Arlington

Max Fuller

Chairman & CEO, U.S. Xpress
University of Tennessee at
Chattanooga

David Gaus

Founder & Executive Director,
Andean Health & Development
University of Notre Dame (Mendoza)

Katie Gilstrap

Co-Founder, Lift Caregiving
University of Richmond (Robins)

William Goldring

Chairman, Sazerac Co.
Tulane University (Freeman)

Andrés Simón González-Silén

CEO, Grupo Venemergencia
Instituto de Estudios Superiores
de Administración

John Goolsby

Retired President & CEO,
Howard Hughes Corporation
University of Texas at Arlington

Andy Gourley

Founder & CEO, Red Frogs Australia
Queensland University of Technology

Francis Greenburger

Founder, Chairman & CEO,
Time Equities Inc.
Baruch College–CUNY (Zicklin)

Barry Griswell

Retired CEO, Principal Financial Group
Berry College (Campbell)

Monique Hamaty-Simmonds

President & CEO/ Entrepreneur,
Tortuga International Holdings
Florida International University

Derek Handley

Entrepreneur, The B Team
Victoria Business School

Maya Helbaoui

Communication Head, Roche Lebanon
IE Business School

Charles T. Horngren

Professor of Accounting, Stanford University
Marquette University

Sir Tom Hunter

Founder, West Coast Capital
& Hunter Foundation
Strathclyde Business School

Garrett Ilg

Senior VP, Adobe Systems Inc.
University of New Hampshire (Paul)

Jerry Kent

President & CEO, Cequel III
Washington University in St. Louis (Olin)

Jørgen Vig Knudstorp

President & CEO of the LEGO Group
Aarhus University

José Koechlin

President, Inkaterra
Universidad del Pacifico

**TECHNOLOGY****Sabeen Ali**

CEO, Angel Hack
San Francisco, California

M.S. in Organizational
Development '09
The University of San Francisco
School of Management

**PUBLIC POLICY****Beth Brooke-Marciniak**

Global Vice Chair–
Public Policy, EY

Bachelor's in Industrial
Management '81
Purdue University's Krannert
School of Management

In a 2013 TEDxOrangeCoast talk, Ali says that she was inspired to be an entrepreneur by her mother, who had to support her three children after being suddenly widowed at 21. In two decades, her mother went from working at a fast food restaurant to running and selling two small businesses. As a child, Ali says, “I was dazzled by the fact that she was able to create something out of seemingly nothing. ... I wanted to do the same thing for myself.”

That entrepreneurial spirit inspired Ali to attend business school—her business education culminated in her founding of AngelHack in 2011. Each year, her company organizes more than 100 global “hackathons” where programmers come together to learn new tools and test startup ideas. They also compete for a spot at the AngelHack Accelerator, where winning developers hone their ideas over 12 weeks before heading to Silicon Valley to raise funding.

Ali also founded Code for a Cause, a nonprofit that teaches women and teen girls to code. She hopes to expand its model worldwide to girls in disadvantaged communities. “The world needs more female coders,” Ali says. “My hope for my two girls is the same hope I have for girls all over the world—to change the world through code. There isn’t a more powerful tool out there that can help us solve every single problem we’re experiencing.”

As a teenager, Brooke-Marciniak overcame a degenerative hip condition to eventually become an elite college athlete. She was among the first women to earn a basketball scholarship to Purdue under Title IX, 1970s legislation that barred discrimination against women in federally funded school sports. In 2014, she was inducted into the Indiana Basketball Hall of Fame for her accomplishments—and fearlessness—in sports and business. Included on Forbes’ list of the World’s 100 Most Powerful Women seven times, Brooke-Marciniak has worked at EY since 1981. Today, she manages policy issues in the 150 countries where EY operates. During the Clinton Administration, she spent two years in the U.S. Department of Treasury working on healthcare reform and the Superfund effort to clean up toxic waste.

In a speech at the 2013 Aspen Ideas Festival, Brooke-Marciniak noted that “women are the largest emerging market in the world”—and she wants to unleash that market’s potential. She is co-chair of the International Council on Women’s Business Leadership and has served on several nonprofit boards, including The White House Project, which promotes women’s representation in public leadership, and the Committee of 200, which advances women’s leadership in business. Concern Worldwide named her its 2009 Woman of the Year for her efforts to lift communities in Africa and Central America out of poverty through entrepreneurship.

In 2014, Brooke-Marciniak also was ranked No. 3 in the OUTstanding Professional Network’s list of top 100 LGBT leaders, and she is proud of that honor. “People want to succeed by being who they are,” she noted in an interview this year with ESPN. “Difference matters. As a society, we have to be inclusive of different perspectives. It’s what makes the world so creative.”

Gary Kovacs

CEO & Managing Director,
AVG Technologies
University of Calgary (Haskayne)

Sir Terry Leahy

Former CEO, Tesco
Manchester Business School

Jerry Lee

CEO, Newton Running
Bradley University (Foster)

Stewart Leonard Jr.

President & CEO, Stew
Leonard's Supermarkets
Ithaca College

Qiangdong Liu

Founder & CEO, JD.com Inc.
China Europe International Business School

Robert Luddy

President & CEO, CaptiveAire
La Salle University

Marshall Lytle

Rear Admiral, U.S. Coast Guard
U.S. Coast Guard Academy

Beatriz Manetta

President & CEO, Argent Associates
Seton Hall University (Stillman)

Mark Mason

CEO, Citi Private Bank
Howard University

Tammy Miller

CEO & Board Chair,
Border States Electric
Minnesota State University, Moorhead

Don Mohanlal

Executive Director, National 4-H Council
Indian School of Business

Bob Moritz

Chairman & Senior Partner, PwC
SUNY Oswego

Ted Mosler

President & Chief Technical
Officer, GILERO Biomedical
North Carolina State University (Poole)

**TECHNOLOGY****Jeff Clarke**

CEO, Eastman Kodak Corporation
Rochester, New York

B.S. in Economics '83
SUNY Geneseo School of
Business
MBA '85
Northeastern University's
D'Amore-McKim School of
Business

It's not often that a CEO is asked to bring a once-revered brand back to life. But that's just what 131-year-old former photography giant Kodak asked of Jeff Clarke when it asked him to become its next CEO in 2014, just one year after it had emerged from bankruptcy.

Kodak's choice was based on Clarke's experience in technology and innovation. Out of college, Clarke advanced through several corporate leadership positions, including CFO at Digital Equipment Corporation (which would become Compaq) and executive vice president of global operations at Hewlett-Packard. He next took on senior-level positions at several startups, before becoming a managing partner for the private investment firm Augusta Columbia Capital.

Eager to take on the challenge at Kodak, Clarke first moved to protect the company's legacy product by negotiating agreements with Hollywood filmmakers to buy Kodak movie film. The company is now developing touchscreen technology, as well as third-party partnerships to provide digitally printed personalized packaging. "I'm mining the history of this company for its underlying technologies," Clarke told *The New York Times* in March. At the same time, he's working to revive Kodak's cycle of innovation. Clarke has dedicated 30 percent of the company's research budget to the development of next-generation technologies. That strategy, he says, is designed to build a foundation of innovation for years to come.

**HEALTHCARE****Elisabet (Eli) de los Pinos**

Founder and CEO
Aura Biosciences Inc.
Boston, Massachusetts

MBA '02
IE Business School

De los Pinos has an audacious goal: to cure cancer. And many believe she'll be the one to do it. She already held a PhD in molecular biology from the University of Barcelona before going to IE Business School to earn her MBA. She then spent several years as a pharmaceutical research scientist before moving to Boston, home to a cluster of biotech firms and startups. There, she completed an entrepreneurship fellowship at the MIT Sloan School of Management in 2008. In 2009, she secured first-round funding to found Aura Biosciences, which is developing a type of nanotechnology that can deliver cancer-destroying treatment directly to metastasized tumors without harming healthy tissue or introducing toxic therapies to the body. Aura Biosciences is testing the technology on ocular melanoma, a rare, aggressive, and hard-to-treat cancer that develops in the eye.

In 2010, the World Economic Forum recognized de los Pinos as a Technology Pioneer for realizing that a cure for cancer could stem from reinventing existing treatments rather than inventing new ones. The healthcare industry also sees the vast potential of her work—in March of this year, Aura Biosciences secured US\$21 million in second-round funding, which will further support its pursuit of safer, more effective treatments for all cancer patients.

"I heard someone ask once, 'What are you, a creator or a user?'" says de los Pinos in "Disruptive Heroes," a 2012 video series on YouTube. "You have to give back in a way that you create as much as you receive from other creators."

Martin Mucci

President and CEO, Paychex Inc.
St. John Fisher College

James Owens

Chairman & CEO emeritus, Caterpillar
North Carolina State University (Poole)

Javier Palomarez

President & CEO,
U.S. Hispanic Chamber of Commerce
University of Texas Rio Grande Valley

Neal Patterson

Chairman & CEO, Cerner
Oklahoma State University (Spears)

Tom Pike

CEO, Quintiles
University of Delaware (Lerner)

Paul Pohlman

CEO, Unilever
University of Cincinnati (Lindner)

Colin Powell

Former U.S. Secretary of State
The George Washington University

Meiny Prins

CEO, Priva BV
Erasmus University (Rotterdam)

Madhavan (M.R.) Rangaswami

Co-Founder & CEO, Sand Hill Group
Kent State University

Punit Renjen

Global CEO, Deloitte
Willamette University (Atkinson)

Ann Rhoades

President & Founder, People Ink
University of New Mexico (Anderson)

Rick Rieder

Managing Director & Chief Investment
Officer, Fundamental Fixed Income,
BlackRock
Emory University (Goizueta)

Stephane Roques

General Manager,
Médecins Sans Frontières
NEOMA Business School

**MANUFACTURING****Diego de la Torre**

President, La Viga SA
Lima, Peru

B.S. in Business '89
Universidad del Pacifico's School
of Business Sciences
MBA '95
London Business School

Since co-founding La Viga, Peru's largest construction materials distributor, in 1988, de la Torre has worked to lower costs related to housing construction. In the process, he has promoted the urbanization of Lima's struggling neighborhoods and helped increase the size of Peru's middle class. De la Torre co-founded Peru Capital Network, the country's first network of angel investors, in 2009; he also directs Endeavor Peru, an international network of angel investors, where he hopes to support ten companies and generate 3,000 new jobs.

De la Torre is a prominent advocate for corporate social responsibility. As president of the United Nations Global Compact for Peru, he has convinced 100 firms to commit to the UN Global Compact's principles in areas such as human rights and environmental responsibility. He also serves as president of Peru 2021, where he has promoted more than 400 corporate social responsibility initiatives. These include an initiative to help companies prepare sustainability reports and the launch of a social responsibility certification that has been awarded to 69 companies to date. In 2013, he received the Integral Entrepreneur prize from the Latin American Business Council.

De la Torre is proud of his efforts to contribute to Peru's economic growth, and he is convinced that Peru can become a First World country in 30 years. "Peru has the conditions to do so," he writes in a 2008 essay for PeruThisWeek.com, "if leadership and a clear vision of where we want to go are in place."

**MANUFACTURING****Mingzhu Dong**

President and Chair,
Gree Electric Appliances Inc.
Zhuhai, China

CEO Programme '06
China Europe International
Business School, Shanghai

In 1990, as a recent widow and mother of a young son, Dong moved to Zhuhai and joined Gree Electric to sell air conditioning units. Despite being assigned the poor territory of Anhui, she and her team achieved US\$2.8 million in sales—about 12 percent of Gree's annual revenues—largely due to her skill as a marketer. Dong soon became director of sales, and by 2012, she was leading the world's largest residential air conditioner manufacturer.

Dong has been a strong advocate for transparency and responsible business practices among China's electronics manufacturers. Under her leadership, the company has built five recycling centers and recently introduced a solar-powered air conditioner. She appeared on Forbes' 2015 list of Asia's Most Powerful Women; and in 2014, the United Nations Development Program named her a Global Messenger of Sustainable Urban Development. Dong also serves as a visiting professor at Chinese universities and works to advance literacy and economic development in rural communities, including donating funds to build primary schools in low-income areas.

Dong's take-charge approach has earned her some critics in China, but it also has been key to her success, she told *The New York Times* in 2011. She had this advice for women who want to succeed in business: "You must be a thinker. Be decisive, have good judgment, [and] organizational ability. More importantly, you have to be able to take control."

Robert Rudnick

Founder & Executive
Director, Coffee Circle
University of Mannheim

Ricardo Sagraera

President, Hilasal Group &
Superate Project
INCAE Business School

Keith Schroeder

CEO, High Road Craft Ice Cream
Kennesaw State University (Coles)

Jay Shidler

Founder & Managing
Partner, The Shidler Group
University of Hawaii at Manoa (Shidler)

Paul Shrivastava

Executive Director, Future Earth
University of Pittsburgh (Katz)

James Sinegal

Co-founder & former CEO, Costco
San Diego State University

Rex Sinquefeld

Founder & President,
ShowMe Institute
Saint Louis University (Cook)

Brenda Smith

Co-Owner, Garden of the Gods Club
University of Colorado—
Colorado Springs

John Stumpf

President, CEO & Chairman,
Wells Fargo
University of Minnesota (Carlson)

Dato' Tajuddin Atan

CEO, Bursa Malaysia
Universiti Putra Malaysia

Glen Taylor

Chairman of the Board & CEO,
Taylor Corporation
Minnesota State University, Mankato

James Terry

Lieutenant General, U.S. Army
University of North Georgia (Cottrell)

**PUBLIC POLICY****Angel Gurría**

Secretary-General,
Organisation for Economic
Co-operation and Development
Paris, France

M.A., Development Economics '74
Leeds University Business School

Gurría has had a long career in public service. As Mexico's Minister of Foreign Affairs from 1994 to 1998, he restructured the country's foreign debt and negotiated the North American Free Trade Agreement. As its Minister of Finance and Public Credit from 1998 to 2000, he helped the country avoid financial crisis while it transitioned to a new administration. Since he became the OECD's Secretary-General in 2006, Gurría has applied those same skills on a global scale—he has expanded the OECD's membership to include Chile, Estonia, Israel, and Slovenia, and started the path to membership for Colombia, Costa Rica, Latvia, and Lithuania. He is developing a global agenda to promote sustainable economic growth, which he is presenting to all industrialized nations, including those in the Group of 20 (G20).

Gurría has served as chair for the International Task Force on Financing Water for All, and he is a member of World Economic Forum's Global Agenda Council on Water Security, the United Nations Secretary General Advisory Board, and the Canada-based International Advisory Board of Governors of the Centre for International Governance Innovation. Since 2010, Gurría has been a commissioner of the Broadband Commission for Digital Development, which sees a direct connection between opening broadband access and promoting economic development.

In May, the OECD reappointed Gurría for a third term, which lasts until 2021. He is sure to call on the world's nations to implement bold solutions to large global problems. "Policies count. Policies matter. And good policies give good results if sustained over time," Gurría said at the G20 summit in 2011. "The only way for leaders to show that they are leading, rather than following the signals of the market ... is to get ahead of the game."

**FINANCIAL SERVICES****Lester J. Owens**

Managing Director, J.P. Morgan
New York City

EMBA '91
Fairleigh Dickinson University's
Silberman College of Business

Before coming to J.P. Morgan in 2007, Owens learned the financial services industry first as a site director at Citibank, then as a managing director of transaction banking operations at Deutsche Bank. Today, Owens oversees approximately 6,000 employees across 25 locations to run one of the world's largest payment operations. Owens has embraced innovation—from implementing a "follow-the-sun" 24-hour workflow model in which locations pass client service seamlessly across time zones, to launching an innovation program that invites frontline employees to recommend ideas for improving service and reducing costs.

As co-chair of the company's Corporate and Investment Bank's Black Leadership Forum, Owens works to promote diversity and develop employees at all levels. He also sits on the board of the Futures in Education Foundation—in 2014, he helped the foundation raise US\$2.2 million in tuition assistance to help low-income families in New York City send their children to private Catholic schools. In 2013, the Harlem YMCA presented Owens with its Elaine Edmonds award in recognition of his efforts to unite business with community service.

Amanda Tincknell

CEO, *The Cranfield Trust*
Cranfield School of Management

Nancy Tumavick

Consultant/Specialist, *USAID*
Saint Louis University (Cook)

James Turley

Retired Chairman & CEO,
Ernst & Young
Rice University (Jones)

Sarah Turse

Lieutenant Commander, *U.S. Navy*
Naval Special Warfare Command
Naval Postgraduate School

Juan Francisco Beckmann Vidal

Chairman, *José Cuervo*
Tecnológico de Monterrey (EGADE)

Sam Walton

Founder, *Walmart and Sam's Club*
University of Missouri (Trulaske)

Martin Whitman

Founder & Chairman,
Third Avenue Management LLC
Syracuse University (Whitman)

David Williams

President & CEO,
Make-A-Wish America
University of Houston (Bauer)

Patricia Woertz

Chairman, *Archer Daniels*
Midland Company
The Pennsylvania State
University (Smeal)

Carolyn Woo

President & CEO,
Catholic Relief Services
Purdue University (Krannert)

Dongsheng Yan

President, *Bohai Commodity Exchange*
Shanghai Jiao Tong University (Antai)

Larry Zicklin

Member of the Board,
Neuberger Berman
Baruch College–CUNY (Zicklin)

**NONPROFIT****Maria Pacheco**

Founder and President,
Kiej de los Bosques
Guatemala City, Guatemala

Management Program '04 and
Central America Leadership
Initiative Program '08
INCAE Business School

A trained biologist with a master's in agriculture from Cornell University, Pacheco began working with ten farmers in the Guatemala highlands in 1993 to help them cultivate their crops. When famine struck in 2002, she showed them how to generate income by creating artisan products from local materials. By 2004, that effort had evolved into Kiej de los Bosques ("Protector of the Forests"), a nonprofit that exports jewelry made by Guatemalan women to 14 countries. The jewelry is sold under the brand name "Wakami," a Mayan word that means "it already is." Says Pacheco in a video about her company, "For us, it means this world is already ideal. We just have to find a way ... to make it come to life."

Growing up in Guatemala during a time of war, Pacheco was often struck by how many Guatemalans were unaware of the poverty and struggle occurring beyond the city centers—when she was younger she worked in refugee camps, where she learned firsthand the effects of war. Her desire to change that reality, through the success of Kiej de los Bosques, was what led her to seek management training.

Through Wakami, she hopes to connect rural communities to global commerce—that hope even inspired her to write a children's book, *Wakami's Gate*, about an interconnected world. "I'm doing the best I can to create the world I dream, and that's one of my life's greatest satisfactions," Pacheco says. "No more poverty in our countries, in our region. We want prosperity. How can we reach it?"

**EDUCATION****Milton Wilson**

Dean Emeritus,
Howard University
Washington, D.C.

B.S. in Business '37
West Virginia State College
MSc in Business '45 and DBA '51
Indiana University's Kelley
School of Business

In 1952, Milton Wilson became the first African American to become a certified public accountant in Texas and among the first 100 African American CPAs in the U.S. In spite of that achievement, he was denied membership to the Texas State Society of CPAs until 1969.

His career included teaching and leadership roles at the Hampton Institute, Dillard University, and Indiana University. In 1949, he started and led the School of Business at Texas Southern University; in 1970, he launched the School of Business and Public Administration at Howard University and served as its first dean. Wilson became the first dean to lead two business schools at historically black colleges and universities through AACSB accreditation. Under his leadership, Howard's faculty grew from eight to 80, and its student body increased from 200 to 1,800. Wilson retired in 1990; he passed away on September 2, 2003.

On October 2, 2003, his friend Ruben Hinojosa, the U.S. Representative from Texas' 15th district, honored Wilson on the floor of Congress. "He embodied a giving, sharing spirit and made a lasting contribution to our nation through education," said Hinojosa. "Milton Wilson was a true American pioneer. His efforts and his accomplishments will long be remembered." 

THE EXEC ED ACTION PLAN

BY WILLIAM SCHEURER

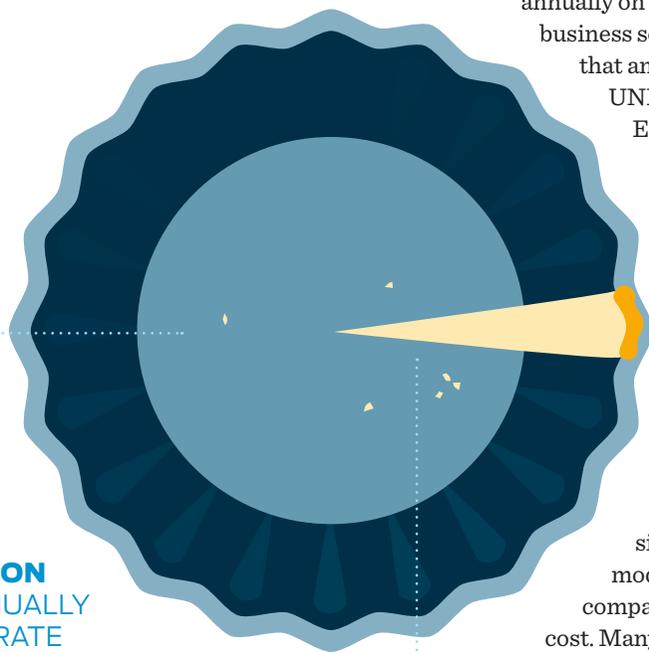
Business school programs make up only a fraction of the billion-dollar executive education market. Here are six guidelines to help deans increase their schools' piece of the exec ed pie.

THE FIRST AMERICAN EXECUTIVE EDUCATION PROGRAMS began in the 1930s, as world events began reshaping all aspects of business. One of the first was launched at the Massachusetts Institute of Technology in 1931, the same year that Herbert Hoover dedicated the Empire State Building and Joseph Stalin threw Vladimir Lenin out of the Soviet Union's Central Committee of the Communist Party. A few years later, as the world braced for a post-World War II economy, Harvard, Stanford, and the University of Chicago followed with their own offerings. By 1958, universities were home to around 40 exec ed programs in all.

Today, exec ed is big business—*Chief Learning Officer* magazine recently noted that companies spend about US\$200 billion annually on corporate learning. However, by many estimates, business school programs account for less than \$1 billion of that amount. A recent benchmarking survey conducted by UNICON, the International University Consortium for Executive Education, indicates that about half of its 110 member schools worldwide have exec ed revenues below \$7 million. One quarter of its members have revenues that fall below \$3 million.

Moreover, recent research from AACSB, the EMBA Council, and UNICON—conducted in partnership with talent management firm Executive Core—suggests that business schools' share in the exec ed market is actually decreasing. According to the report, "Future Trends in Business Education," business schools are losing market share to corporations' internal development initiatives and agile professional development firms using innovative delivery models and customer-focused strategies to meet companies' increasing demand for proven results at lower cost. Many companies are opting to use these firms over business school programs. (For more on the report's findings, see "Response to the Future" on page 50.)

The report emphasizes that business schools must adapt to these emerging challenges if they are to protect and grow their market share. While just a few schools have made this jump, others can build competitive exec ed programs—but only if they follow six essential guidelines.



\$200 BILLION
SPENT ANNUALLY
ON CORPORATE
LEARNING PROGRAMS

BUSINESS SCHOOL
PROGRAMS ACCOUNT
FOR LESS THAN **\$1 BILLION**
OF THE TOTAL AMOUNT

1. RUN EXEC ED LIKE A BUSINESS.

One reason that business schools are capturing so little of the market is that too many are running their exec ed programs like academic departments in what is a highly competitive *business* space. Exec ed currently is dominated by corporate universities; programs offered by consulting firms such as McKinsey, PricewaterhouseCoopers, and Deloitte; and a handful of business schools with established exec ed programs such as Harvard, Duke, and IMD.

To be successful in exec ed, business schools must use the same pragmatic approach as the leading providers in this market. But business schools generally don't act like businesses. They focus on constituents, not customers, and they don't pay as much attention to revenues and profits. Instead, administrators must shield exec ed from university bureaucracy and keep their decisions for the exec ed program separate from their decisions for the business school as a whole.

2. CREATE THE RIGHT CULTURE.

An exec ed operation should look and feel like an actual business, with clear objectives, measures, and accountability. After all, corporate clients expect to send executives to programs that complement the cultures at their own companies. The staff and faculty working in the exec ed business also must be passionate about serving clients and do whatever is necessary to delight them—just like the staff at any customer-oriented business must.

3. ACCURATELY ASSESS YOUR BRAND AND CAPABILITIES.

To be successful in executive education, schools must know their true capabilities and have realistic views of how their customers perceive their brands. In 1995, for example, the University of Chicago didn't offer executive education, but its administrators recognized that the school had a powerful brand and access to a robust executive market. They built a program based on those capabilities, and today the U of Chicago has a \$20 million global exec ed business.

To see similar success, schools must ask these fundamental questions:

How far does the school's brand reach? Is the brand regional (like the University of Minnesota), national (like the Moscow School of Management Skolkovo), or international (like INSEAD)? A regional player that tries to serve a national market likely will waste time and resources chasing clients that won't materialize, while a national player that focuses too close to home will leave a lot of value on the table. The school needs to calibrate its business to fit its brand.

Will the program emphasize open-enrollment courses, custom programs and services, or online delivery and simulations? Schools that adopt an open business model—a shrinking category—always will be searching for new applicants, which requires a sophisticated marketing function. Those that focus on the custom business—a growing category—will seek out corporate clients, which requires consulting expertise. Programs that include online courses, simulations, 360 feedback, and webinars require technological capabilities. Most schools with established exec ed programs offer

a combination of these categories, but many emphasize one over another.

Will the program focus on a specific niche? When a school is strong in a particular industry or area of expertise, it makes sense to capitalize on that in an exec ed business, much like Babson specializes in entrepreneurship, Michigan State in supply chain management, and the University of Texas in energy.

4. RECRUIT AND SUPPORT THE RIGHT LEADER FOR THE BUSINESS.

Major professional service firms hire CEOs with great leadership skills and strong backgrounds in business management—they compensate those CEOs fairly and provide them with adequate support. Business schools should do the same. A practitioner with a business consulting background will know how to maintain a business culture but might need help understanding an academic culture. A faculty member will be comfortable with the academy but might not know how to create a disciplined business culture in a scholarly setting. Leaders need the freedom and budget to invest in the right staff and infrastructure to launch and grow the business.

5. DEVELOP YOUR FACULTY.

One of the biggest challenges to developing a strong exec ed program might be motivating and enabling professors to participate. Many will say that they don't have enough time, or they

don't feel it is an important part of a research professor's role. Others will argue that their teaching loads are too great or that they don't have the skills. When faculty aren't enthusiastic about exec ed, it can be tempting to rely on outside expert practitioners to deliver courses—but no one can represent a school like its own faculty.

In that case, schools need to provide the appropriate incentives to motivate faculty to participate in exec ed, such as additional compensation or reduced teaching loads. Schools also need to provide peer coaching, workshops, action learning projects, and self-directed learning activities to help prepare faculty for the exec ed classroom. In the process, their faculty's teaching will improve across all of their programs.

6. LEARN FROM THE EXPERIENCES OF OTHERS.

Schools that want to launch or expand exec ed programs can seek advice from peer schools, study operations at successful corporate universities, or join organizations like UNICON, which presents conferences, sponsors research, and conducts benchmarking surveys on best practices in exec ed. Boutique consulting firms also can assist with

assessments, strategy, faculty development, marketing, and operations.

I've seen too many schools ignore these fundamental guidelines, leading to failures in their exec ed businesses. However, administrators who incorporate these guidelines into their strategies will position their schools to build strong exec ed operations and take full advantage of the opportunities that this \$1 billion market has to offer. ■

William Scheurer serves as the executive director of UNICON. He also is the former director of the Executive Development Center at the University of Minnesota, where he served for 20 years, as well as the founder of the consulting company 3E - Executive Education Expertise (www.execedexpertise.com).

RESPONSE TO THE FUTURE

Not too long ago, business school graduate and executive education programs were the go-to source of training for corporations. But over the last few years, competing providers such as professional training firms, MOOC certification programs, and competency-based for-profit schools have been collectively capturing larger portions of corporate training budgets. This reality leaves business schools rethinking their offerings to better fill employers' hiring needs.

Establishing what employers expect from business schools is the purpose of a new report conducted by AACSB International, the Executive MBA Council (EMBAC), and the International University Consortium for Executive Education (UNICON). With the help of Ohio-based talent management firm Executive Core, the organizations gathered information from 70 public companies and the HR professionals within them to learn the most significant trends affecting talent management—and the implications of those trends for business schools.

The report, "Future Trends in Business Education," highlights just what companies want to see happening inside the classroom. For instance, those interviewed indicate that they want **more customized training options**, via online and face-to-face delivery, and **more experiential learning opportunities**. They also think that business schools needed to invest more in **assurance of learning** to make sure that students are learning the skills that employers need.

They note other trends that reached beyond campus, including increased demand for **stronger partnerships with corporate universities** and **better alignment of content with companies' existing providers**.

In addition, these companies perceive that business schools invest "less time than corporations in finding new ways to increase the representation of women and other minorities." They want to see business schools do more to promote **greater diversity** in their programs and in the workplace.

What do these professionals view as one of business schools' biggest upcoming challenges? **Program consolidation**. As more competitors enter the market, many employers believe that the exec ed services at many business schools could merge into others—or could disappear altogether.

The main conclusion? Business schools need to adapt—quickly. The report noted that none of those interviewed said that they intended to spend *more* money on business school programs. Instead, they plan to allocate resources to internal training opportunities and partnerships with professional service firms, in amounts equal to—or more than—what they currently spend on business school-based training.

The 64-page report also offers business schools next-step recommendations for action. It is available at uniconexed.org/2015/research/Future_Trends-Revised-Final-Report-Executive-Core-September-28-2015.pdf.



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Preparing for Impact

BY CRAIG VAN SLYKE, ERIC YORDY, AND STEPHEN WRIGHT



THE CHALLENGE:

If you're like many business school administrators, you have a keen interest in the concept of impact—particularly in light of AACSB International's 2013 accreditation standards, which now require schools to show the educational, commercial, and social impact of their activities. Business schools can examine their impact in many areas, but one area looms especially large: intellectual contributions. Because other programs are undoubtedly struggling to address how to evaluate faculty scholarship in their own accreditation reviews, we wanted to share our experience.

THE APPROACH:

As the Northern Arizona University's W.A. Franke College of Business in Flagstaff recently completed its Continuous Improvement Review (CIR) under the 2013 standards, we faced challenges in defining four key areas: what drove the Franke College's mission, what types of intellectual contributions we most valued and the impact we wanted those contributions to make, how to incentivize those types of contributions, and how to demonstrate impact at an individual and school level.

We first paid close attention to the wording of AACSB's Standard 2, which requires a business school to produce "*high-quality intellectual contributions that are consistent with its mission, expected outcomes, and strategies and that impact the theory, practice, and teaching of business and management.*" In other words, what matters is not how many intellectual contributions our faculty generate, or

in how many peer-reviewed journals (PRJs) their articles appear. What matters is that those contributions make an impact on teaching and practice—and that our pursuit of impact starts with our mission statement.



With these goals in mind, we didn't want to view refining our mission statement as "checking a box," but as an opportunity for our stakeholders to engage in discussion and debate. We wanted to ensure that our mission statement not only effectively communicates our school's identity and purpose, but also serves as a touchstone that drives every strategy, decision, project, and activity. It also must clarify for our faculty what types of impact and research the school values most.

Using feedback from our prior CIR, we set up task forces to re-examine our mission statement. They determined that if our school was to fulfill its purpose to serve undergraduates, graduate

students, and the regional Arizona business community, our research needed to maintain a broad focus. To that end, we revised our mission statement. It now states that we will "maintain and nurture an ongoing faculty commitment to a broad array of intellectual contributions that includes pedagogical research, contributions to practice, and discipline-based scholarship."

A MANY-TIERED SYSTEM

In the past, we have measured the impact of our faculty's intellectual contributions by using journal quality as a proxy—the more highly regarded the journal, the greater its impact. While we recognize that this isn't a perfect proxy, it has worked for us. Under this system, we relied on tiers to indicate journal quality. Tier 1, for instance, included the most highly regarded three or four journals in each discipline, while Tier 2a included a broad range of journals in terms of quality. All other PRJs were categorized as Tier 2b and carried less

weight during faculty's annual reviews. Tiers 3 and 4 consisted of work such as conference papers, book chapters, and working papers. If faculty published work in untiered journals, our research group evaluated those journals and then recommended a tier to the dean, who made the final decision.

This system, however, had a problem. Because Tier 2a included journals ranging from high quality to mediocre, many faculty targeted less challenging Tier 2a journals over those in Tier 1. We unintentionally had created a *disincentive* to target high-quality journals.

Our research group led a semester-long discussion with faculty to find ways to refine our system. The result was a new system in which we use two comprehensive journal lists: the Association of Business Schools (ABS) Academic Journal Quality Guide (www.charteredabs.org) and the Australian Business Deans Council (ABDC) Journal Quality List (www.abdc.edu.au/pages/abdc-journal-quality-list-2013.html). We now categorize journals as follows:

- **Tier 1** for articles in journals that ABS rates as Grade 4 or 3.
- **Tier 2a** for articles in journals that ABS rates as Grade 2 or 1 or that appear on the ABDC list. This tier also includes widely adopted textbooks, feasibility studies with national scope, professional reports, consulting reports, and grants.
- **Tier 2b** for articles in all other high-quality peer-reviewed and non-peer-reviewed journals. This tier also includes articles that appear in practitioner journals, chapters and cases in books that promote significantly adopted ideas, and innovative technological activities that have been significantly disseminated.
- **Tier 3** for conference papers, book chapters, and working papers.

Although faculty are encouraged to target outlets on these lists, they also are free to publish in other journals. As before, faculty can petition our research group to have a journal tiered by

presenting evidence of impact based on factors such as acceptance rate, circulation, and editorial board quality. However, this new system now encourages faculty to focus on generating a wider range of impactful research because it expands the number of journals in Tier 1 (from two or three to more than 20 for most disciplines). It also recognizes journals in subdisciplines such as entrepreneurship and reference disciplines such as psychology.

Standard 2 recognizes intellectual contributions in three broad categories. Basic or discovery-based research develops new knowledge or methods—for this category, we recognize journals such as the *Journal of Management Information Systems* and *Industrial Marketing Management*. Applied or integrative/applied research combines new ideas or advances new methods based on existing knowledge—here, we recognize journals such as *Academy of Management Executive* and *California Management Review*. Finally, pedagogical research advances teaching and learning—in this category, we recognize journals such as *Decision Sciences Journal of Innovative Education* and *Advances in Accounting Education*.

We wanted to ensure that our mission statement not only effectively communicates our identity and purpose, but also serves as a touchstone that drives every strategy, decision, project, and activity.

Each business school must decide what mix of research best supports its goals. Then, it must build evaluation and incentive systems, identify expected outcomes, and choose impact indicators that match that mix. Because the Franke College is an undergraduate teaching institution, it is especially important for us to recognize and value a broad range

of intellectual work, including case studies, textbooks, and practitioner-oriented articles. We also have created a series of tables that provide us with a more global view of how faculty are achieving impact across the college, and how well their efforts support our mission (see “Collective Impact” on the next page).

ADDED INCENTIVES

Over and above our new rating system, we use three other mechanisms to encourage faculty to target intellectual work with higher impact. The first involves what we call publication “bounties,” which are small financial rewards we give faculty for articles published in Tier 1 and Tier 2a publications. The second is our annual review process, in which we ask faculty to show the impact of their body of work, both current and past. The third is the fact that their evaluations are based, in part, on how well they have met the requirements of their AACSB qualification status.

For example, for faculty to maintain their qualification as scholarly academics or scholarly practitioners, they must demonstrate both the quality and quantity of research outputs over the last four years, a review time frame that

was encouraged by a previous dean and approved by our faculty. A scholarly academic, for example, must publish at least one item in Tier 1 or two items in Tier 2a; *or* one item in Tier 2a and two or more items in Tiers 2b or Tier 3; *or* two items in Tier 2b and one or more items in Tier 3. As you can see, faculty require fewer publications in highly

ranked journals to maintain their qualification status.

At the same time, this system not only encourages higher-impact work, but also recognizes the additional effort required to publish in higher-quality outlets. Our tenure and promotion criteria encourage high-impact research—a promotion to tenured associate professor requires at least one publication in Tier 1 or Tier 2a journals. In addition, we take such publications into consideration for honors such as research awards, research chairs, and professorships.

NARRATIVES OF IMPACT

To communicate to faculty that we encourage a wider range of impactful activities, we provide them with the list of examples of such activities from Appendix A of AACSB's 2013 accreditation standards. Then, we ask them to prepare narratives that describe the impact of their intellectual contributions. Below we have included slightly edited portions of these narratives, with names changed and some journal and book titles omitted.

The professors who wrote the following two narratives effectively demonstrated the academic impact of their work. The boldface text indicates different types of work that meets that objective:

■ **Dr. A's** intellectual works have appeared in **several high-impact journals**. One article appeared in a 2012 issue of the *Journal of Business and Industrial Marketing* and received one of the journal's **highest citation counts**. In the last four years, he also received a **Best Paper Award** at the National Conference in Sales Management.

■ **Dr. B's** intellectual works have appeared in **several high-impact journals**, including *Decision Sciences* and *Communications of the ACM*. Three of his articles have **received more than 100 citations**, and five more have been **cited more than 50 times**. In addition, his 2011

COLLECTIVE IMPACT

Before our continuous improvement review, we realized that it was not enough to demonstrate the impact of individual faculty members. In the future, we also would need to address the overall impact of the entire Franke College.

To that end, we developed a series of tables that provide a view of the collective impact of our faculty's intellectual work. These tables are not meant to show each measure of impact in detail—only to show the distribution of our faculty's work by type.

At right are two tables that we use to demonstrate the areas that our faculty have influenced most. The "X's" show where our faculty's work has had academic and teaching/instructional impact, respectively, across categories listed in the 2013 Standards' Appendix A. The "Other" column in the second table includes work such as awards and leadership positions in teaching-oriented professional organizations. We use these tables for reporting, not for evaluation. However, because our university values funded research, we plan to present the tables to the university to demonstrate the impact of our intellectual work.

Some categories may not be appropriate for all schools, but by providing a high-level view of our faculty's collective work, these tables support our ongoing management of intellectual contributions and are useful to CIR teams during the accreditation process.

textbook has been widely adopted by schools in the United States, Europe, and Africa. He noted his **service on editorial boards** as well as his **multiple leadership positions** at organizations within his discipline.

The two professors who submitted the narratives below effectively demonstrated the impact of their teaching, especially through the boldfaced items:

■ **Professor E** has authored **two successful textbooks**. She also wrote a book that has sold **more than 5,000 copies**. She has co-authored a **digital textbook**; the global adoption for this digital product exceeds **20,000 units per year**. She has developed a series of "on location" business case studies for several editions of an operations management text and has been recognized at international Telly Award competitions. The global adoption of this text exceeds **25,000 units per year**.

■ **Dr. F** has published in *The Case Research Journal*, as well as in the top business case journal. His cases are **sold to faculty and students** through a network of distributors. Dr. F currently serves as **president of a discipline-based**

organization, and he has served as **program chair** for that organization's 2012 annual meeting.

We use these narratives to demonstrate the impact of our faculty's work to our CIR team—not as a basis for their annual reviews. But these annual narratives provide three other significant benefits. First, they give faculty frequent opportunities to examine how well their work supports our school's mission and reflect on their contributions to the college's impact. Second, they prepare faculty to submit more comprehensive portfolios for promotion or professorship consideration.

Finally, they make clear to faculty that we no longer are simply "counting PRJs." They show we value contributions that go beyond the traditional academic indicators of journal quality and citation count, such as best paper awards, leadership of academic organizations, textbook authorship and sales, case production and adoption, and high-level service in discipline-based organizations. We recognize faculty for their impact in executive education, business practice, and the community.

TABLE OF ACADEMIC IMPACT

	TOP PUBLICATION	CITATIONS	EDITORSHIP/ REVIEWER	LEADERSHIP	AWARDS	INVITATIONS	PH.D. SEMINAR	GRANTS AND PATENTS	APPOINTMENTS
DR. A	X	X	X		X				
DR. B	X	X	X	X					
DR. C	X				X	X		X	X
DR. D	X		X		X				

TABLE OF TEACHING/INSTRUCTIONAL IMPACT

	PEDAGOGICAL GRANTS	TEACHING PRACTICES	TEXTBOOKS	INSTRUCTIONAL PUBLICATIONS	RESEARCH-BASED LEARNING PROJECTS	INSTRUCTIONAL SOFTWARE	TEACHING CASES	OTHER
PROF. E			X				X	X
DR. F							X	X
DR. G				X			X	X

CONTINUOUS IMPROVEMENT:

After achieving our spring 2014 accreditation under the 2013 standards, we started to work on finding other ways to improve the impact of our research:

- We now offer modest summer research grants for non-tenure-track professors to encourage them to publish practice-oriented articles. We awarded our first four grants this summer, paying the first half of the grants at the time of approval and the second upon submission of the research to a peer-reviewed journal.

- Because most of our non-tenure-track faculty lack formal research training, we encourage them to partner with experienced researchers. One of our tenured accounting professors is working with a senior lecturer in computer information systems on research that already has produced a journal article.

- In August, we hired a well-known researcher as a mentor for the college. She has held a professorship at a major

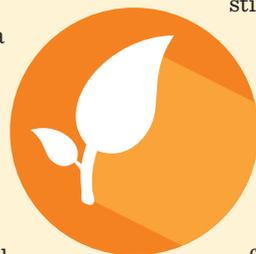
research university and served a term as editor-in-chief of a top-ranked journal. With no teaching responsibilities, she works with non-tenure-track faculty on practice- or teaching-oriented research and with research faculty on projects that target Tier 1 journals. We believe her work will help us improve impact and increase the breadth of our faculty.

As we continue to define what constitutes impact for the Franke College, it will be crucial for us to maintain and clearly communicate to faculty what is required for promotion, tenure, and qualification. It will be equally important to ensure that our faculty's disciplines are fairly represented in our promotion decisions. We do not want to overlook quality work, whether it's a publication in the popular press, work in nontraditional disciplines such as legal studies or special areas of economics, or papers that are co-authored with professors

from nonbusiness disciplines and published in nonbusiness journals.

As business schools acclimate to the requirements of AACSB's 2013 accreditation standards, they will face the challenge of demonstrating the impact of their faculty's intellectual contributions. But they'll also reap long-term benefits from having a broader, more mission-driven view of how their intellectual work impacts students, schools, disciplines, and communities. Our approach is one of many that will emerge over the next few years. We hope that our case will provide a useful starting point for other schools as they develop their own ways to demonstrate the positive impacts they make on the world. □

Craig Van Slyke is the dean of Northern Arizona University's W.A. Franke College of Business in Flagstaff. Eric Yordy is an associate professor of business law and Stephen Wright is associate dean and professor of politics and international affairs at the Franke College.





Experience Speaks

FOSTERING LINKS BETWEEN ADVISORY BOARDS AND STUDENTS

HOW CAN A BUSINESS SCHOOL become more engaged with students to provide an enriching educational experience? One answer: Create more opportunities for advisory board members to share their expertise with students. That's what faculty at Shippensburg University's Grove College of Business in Pennsylvania did in the spring of 2015, when they invited advisory board members to offer career advice to students in Foundations of Business Administration. The two-credit required course enrolls approximately 160 to 200 undergraduates each semester.

Seven board members each conducted three small group sessions, with ten students in each session. These senior-level executives and business owners shared their expertise on the qualities of effective résumés, highlighting their own résumés as well as strong examples from individuals at their companies. They also reviewed each student's résumé, completed earlier as a course assignment, and offered

recommendations for improvement.

"Our board members advised students on soft skills such as communication, problem solving, and accountability—on the importance of simple things like making eye contact and having a firm handshake," says Irma Hunt, assistant professor of information technology. "They let students know that these things carry real weight."

She adds that faculty were surprised when some advisory board members asked for specific rubrics to score the résumés. "The executives wanted to provide academic feedback

for students, too,” she explains, “not just practical advice.”

The board members also checked the social media profiles of each student in their sessions to look for inconsistencies between the content of their profiles and their résumés. For instance, one board member pointed out that a student in his group identified herself as a biology major on LinkedIn but as a management major on her résumé. He warned that, when hiring managers note such inconsistencies, they might move on to the next candidate.

The board members then selected the best résumé from each session. The school held a luncheon for the 18 students who were singled out, where they interacted with faculty, deans, and the advisory board.

Afterward, when students in the course were surveyed about their experiences, 98 percent noted that they appreciated the board members’ insights into what employers look for in an effective application and what skills were required to excel as business professionals.

“We also learned that students want more from the advisory board!” Hunt adds. Many students asked for more networking sessions with board members related to career preparation.

The Grove College of Business plans to continue offering the résumé review and luncheon in collaboration with its advisory board, not only to enrich its students’ experience and improve their skills, but also to strengthen the relationship between the advisory board and the school. “We’ve learned that our board members are eager to collaborate with faculty to prepare our students for the business world,” says Hunt. “They told us that student interactions like the résumé review were the reason they were on our board.”



ESSEC BBAs display self-made posters that depict their goals for their business educations.

ESSEC INVITES BBAS TO ‘BYOC’

This fall, ESSEC Business School in Cergy-Pontoise, France, invited 420 third-year students in its Global BBA program to create their ideal business courses. This “Build Your Own Course” (BYOC) initiative was the culmination of ESSEC’s i-Xperience Week, a five-day event that revolved around imagination and experiential learning. ESSEC first created BYOC for MSc in Management students in January.

The theme of i-Xperience Week 2015 was “transformation.” Each day, students heard presentations from creative thinkers, including Yves Coppens, a paleo-anthropologist from Collège de France; Nicolas Huchet, a developer of bionic 3D-printed prosthetic hands; Jean-Loup Chrétien, an astronaut; Henri Atlan, a professor, biologist, and writer and director of studies at L’Ecole des Hautes Etudes en Sciences Sociales; Kathrine Larsen, a sommelier; and Bridget Polk, an American rock balancing artist.

After each presentation, students worked with tutors to examine what they wanted from their business educations and created posters that depicted their personal goals and purposes. The posters were displayed at the end of the week.

For the BYOC initiative, the students spent four hours on the event’s last day imagining new courses they would like to take at ESSEC. After collaborating on these courses’ titles, structure, and content, they presented their ideas and voted to determine the two most popular ones. The winning ideas included “Self-Marketing & Personal Branding” and “Event Simulation & Creation.” The second course would teach students how to organize and manage large-scale events such as the World Cup.

Over the next year, faculty will work with a group of three to five student volunteers to design both courses, which will be included in ESSEC’s course catalog in fall 2016. ESSEC plans to make the BYOC project a part of future weeklong events dedicated to imagination and creativity on both its France and Singapore campuses.

“We want students to let us know where there is a gap in our catalog,” says Xavier Pavie, director of ESSEC’s iMagination Center. “We want to help students transform themselves and understand who they want to be for society.”

Red-winged blackbirds have inspired a leadership course and recognition project at the Albers School of Business.



Red Winged Leadership

BY MARIA BAUERMEISTER, JON GREER, ANGELINA KALINOVICH, MEGAN PAHL, LAUREN ROCHHOLZ, AND BARRY WILSON

IT CAN BE A POWERFUL experience for business students to meet individuals who represent the kind of leaders they want to be—it can be even more powerful for them to seek out individuals to honor for their leadership and service. That's the concept behind Leadership Formation, a two-quarter two-course elective that has been offered in the MBA program at Seattle University's Albers School of Business and Economics in Washington since 2010.

Designed and taught by associate professor of management Jennifer Marrone, the Leadership Formation courses ask students to identify and recognize un-

sung leaders in the Seattle area who are making a positive social impact through their work. The curriculum was inspired by the similar mission of the global Opus Prize, organized by 11 Catholic universities, including Seattle University.

The driving purpose of the two courses is to connect students' learning experiences to a part of Seattle University's mission statement that vows "to empower leaders for a just and humane world," says Marrone. As they fulfill the courses' objectives, she adds, students themselves embody the very principles of leadership they seek to find in the broader Seattle community.

This year, 12 students enrolled in the first-quarter course, required for those pursuing a Leadership Formation Specialization certificate; six are enrolled in the second-quarter course, which is a general elective. During the first ten-week quarter of Leadership Formation, students meet one evening each week to discuss assigned readings, ranging from books such as Peter Drucker's *Managing Oneself* to *Harvard Business Review* articles on topics of leadership, decision making, and authenticity.

However, the majority of students' work takes place outside the classroom. Students must go out into the community to find and interview local business professionals; then, each must nominate one individual as a "Red Winged Leader." The term is a reference to a red-winged blackbird with red markings that are initially hard to spot—but once those marks are noticed, they're hard to miss. Students choose previously unrecognized individuals who they believe exemplify leadership, possess strong business acumen, and demonstrate social responsibility.

At the end of the first quarter, the students give PowerPoint presentations demonstrating why their chosen individuals should be honored as Red Winged Leaders. Marrone evaluates the presentations according to a rubric she has shared with the class, based on the students' ability to communicate their nominees' leadership vision, as well as the extent to which nominees exhibit "Red Winged Leader" characteristics.

Students enrolled in the second-quarter course collectively finalize their list of Red Winged Leaders. The 2014-2015 cohort chose three local CEOs: Sally Bergesen of Oiselle, a women's athletic apparel company that has set out to change limiting stereotypes about female athletes; Steve Butcher of Brown Paper Tickets, a ticketing service that offers transparent fees for ticket buyers, donates 5 percent of its profits to charity, and provides each of its employees one

paid week off to volunteer with charities of their choice; and Todd Dunnington of Skills, a nonprofit aerospace supplier with 620 employees that trains, employs, and serves persons with disabilities.

Students also must decide on and complete a project that will recognize their honorees. This year's cohort chose to write an academic paper to submit to a scholarly journal and raise funds to attend the Association of Leadership

shown at a banquet ceremony and made available for honorees to distribute to their networks.

The Leadership Formation experience offers students a threefold view of leadership. Assigned readings and class discussions introduce students to different leadership styles. Meetings and interviews with local professionals allow students to hear true stories of leadership styles and development. Fi-

ticipate in the Leadership Formation program, either as guest speakers or student advisors.

Marrone believes that courses that allow students to drive their own experience of great leadership would be invaluable for all business students. In this way, the Leadership Formation curriculum "creates new ways for students to learn from and uplift leaders," she says. "We want our students to remain in the driver's seat in terms of crafting their own visions for Red Winged Leadership."

The Leadership Formation curriculum "creates new ways for students to learn from and uplift leaders. We want our students to remain in the driver's seat in terms of crafting their own visions of Red Winged Leadership."

—JENNIFER MARRONE OF SEATTLE UNIVERSITY

Maria Bauermeister, Jon Greer, Angelina Kalinovich, Megan Pahl, Lauren Rochholz, and Barry Wilson are MBA students who participated in the 2014-2015 Leadership Formation course at Seattle University's Albers School of Business and Economics in Washington. To read about the course, visit www.seattleu.edu/albers/graduate/certificates/leadership/redwinged/meet-the-cohort/. View past cohorts' videos about their Red Winged Leaders at www.youtube.com/user/RedWingedLeadership. For information about the Opus Prize, visit www.opusprize.org.

Educators conference in Washington, D.C. Previous cohorts have raised funds for awards presentation ceremonies with 250 guests; they also have made videos about their leaders, which were

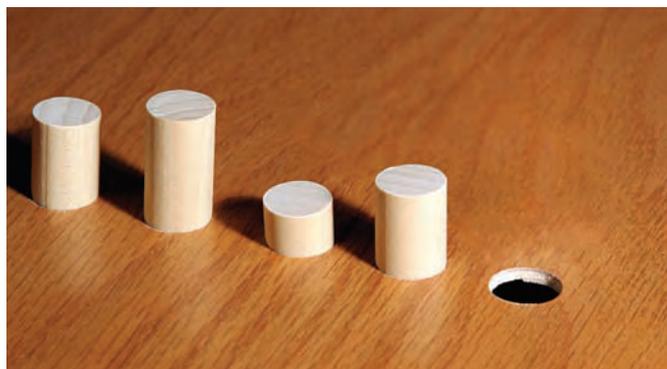
nally, the recognition project challenges students to put what they've learned about leadership into action. In the future, Marrone hopes to ask previously honored Red Winged Leaders to par-

Hiring for Strategy

How can deans ensure that when their schools bring new faculty aboard, they make strategic hires—adding individuals with specific skills, for instance, or diversifying the roster? At the W.P. Carey School of Business at Arizona State in Tempe, dean Amy Hillman offers a "free" faculty hire for what she calls opportunistic hires.

Hillman sets aside funds for one tenure-track position for the school every year, and department heads are encouraged to look for candidates who meet the school's strategic or diversity needs. For instance, department heads can look to hire women, under-represented minorities, or other individuals whose skills match a specific need—such as fluency in Mandarin to support the school's programs in China.

So far, the accounting, information systems, and management departments have taken advantage of the special funds to make strategic hires. Hillman believes that when department heads know the funding exists for targeted hires, they are much more aware of

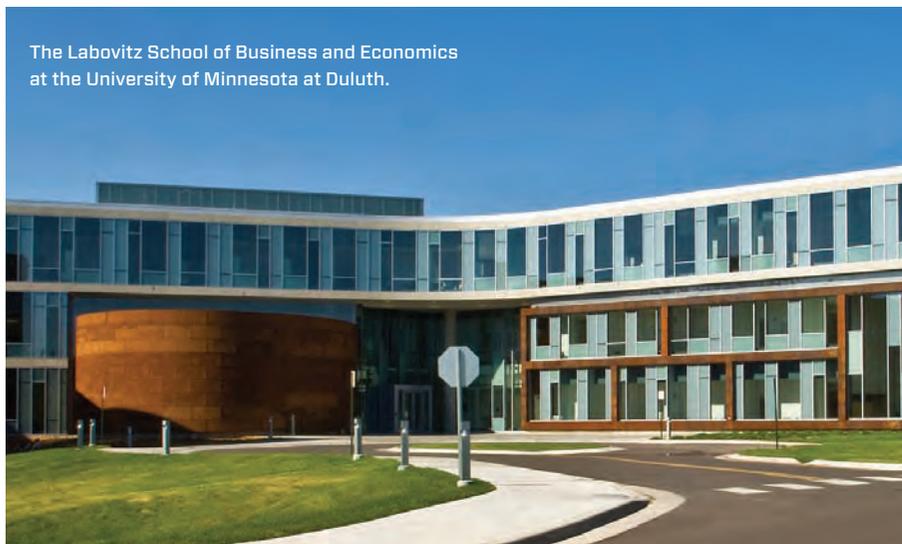


the connection between hiring personnel and achieving the strategic goals of the college.

Still, she adds, "I was surprised at how hard this can be. Most chairs are excited at the prospect of a 'free' hire, but it's a lot of work to find people who are the right fit overall for the college and who also fit the strategic goal."

Want to Boost Enrollments? Lower Tuition

TWO SCHOOLS REDUCE COST OF MBA



The Labovitz School of Business and Economics at the University of Minnesota at Duluth.

AS GRADUATE BUSINESS programs see rising student concerns about high tuition—and some see declining enrollments as well—schools might consider wooing top students with this bold tactic: Slashing tuition. At least two American schools have already taken that step. The Labovitz School of Business and Economics (LSBE) at the University of Minnesota in Duluth has cut tuition by 25 percent, starting in fall 2015; the Simon Business School at the University of Rochester in New York will lower tuition for its full-time two-year MBA by 13.5 percent, starting in fall 2016.

■ At LSBE, the cost of its 32-credit program has dropped from just over US\$38,000 to \$28,800 in Duluth and from about \$43,200 to \$32,000 at a UMD satellite location in Rochester. The reduction comes at a time when other schools at the university are experiencing a slight increase.

Rajiv Vaidyanathan, professor of marketing and director of LSBE's MBA program, sees the decreased tuition rate

as a way for the school to reverse declining enrollments and give it a distinctive position in the local market, which has experienced sharply increased competition. "We wanted to maintain premium positioning, but our tuition was far ahead of many regional competitors," he notes. "Our goal was to maintain our brand exclusiveness while making our program more affordable."

Vaidyanathan advocated for the reduction by putting together a proposal that outlined enrollment trends, shared students' concerns about tuition, and included tuition rates at nearby schools. "It highlighted the importance of setting tuition based on market forces at the program level, rather than the campus level," he adds.

The proposal also showed that the school could cut tuition without sacrificing courses or faculty because both locations were running below capacity. "Since the current enrollment was down, the impact of reduced tuition from current students would be min-

imized," says Vaidyanathan. "We can make up the lost tuition just by increasing enrollment by four or five students."

LSBE had tried advertising to shore up enrollments, but the promotional budget was limited, especially compared to other local schools. "The lowered tuition and consequent publicity was actually more cost-effective than spending the kind of money we would have had to spend to break through the advertising clutter," says Vaidyanathan.

With the new tuition rate, he says, the UMD program still is costlier than some local schools—both those that are AACSB-accredited and those that are not—but less expensive than programs at two of the leading schools, including the University of Minnesota's Carlson School of Management in Minneapolis, about 150 miles from Duluth. He expects the lower tuition rate to attract students who might otherwise choose to go either to a less expensive, unaccredited school or to Carlson. Since the change was announced, staff at LSBE has seen significant increases in inquiries to the program, interest in prerequisite courses, and visits to the program's Facebook page.

Other institutions that might benefit from a similar move, he says, are "smaller schools that are facing enrollment declines, that have available capacity, and that have identified high tuition as a significant hurdle for target students." Graduate programs also are more likely to benefit from a tuition reduction than BBA programs, he notes. That's because undergrads often choose a campus first, then a major; graduate students identify the degree they want to pursue, then look at campuses that offer that program.

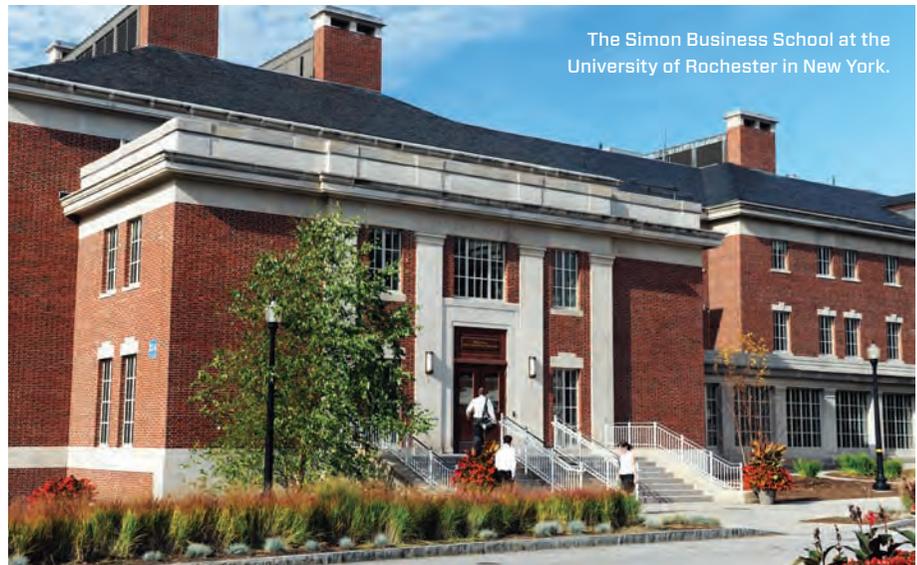
"Cost factors appear earlier in

the comparison process for graduate programs than for undergraduate programs,” he says.

■ Starting next fall, the Simon School will drop the cost of its tuition from \$106,440 to \$92,000. New dean Andrew Ainslie says he spent his first year listening and learning about all facets of the school—and one of the things that caught his attention was that Simon’s MBA program was relatively high compared to most of its peer schools.

“At the same time, we have been one of the most generous in our scholarship support, but that generosity wasn’t visible unless you were engaged with us and had already applied,” he says. The school has instituted a number of changes in addition to lowering tuition: It has made pricing more transparent, it is offering a new loan program for international students, and it is selecting students with more experience.

The new tuition rate puts the Simon School on a par with business programs at peer schools such as Boston University, Vanderbilt University, and Notre Dame, where tuition for MBA programs



The Simon Business School at the University of Rochester in New York.

currently ranges between \$94,844 and \$98,550. To make the reduction a “revenue-neutral” event, the Simon School simultaneously reduced the amount of scholarship support it offers, though Ainslie notes that the scholarship program remains a generous one.

“I am optimistic that we are going to have a big uptick in enrollment, some-

thing in excess of 20 percent in 2017, from the shift in our sticker price alone,” says Ainslie, who believes the former cost of the program caused some prospective students to overlook Simon. So far, he adds, response from current students, alums, and the media has been overwhelmingly positive. “The consensus seems to be that this is a move in the right direction.”

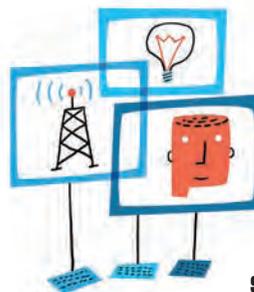
tools of the trade

ONLINE JOB COACH

Publisher **John Wiley & Sons** has partnered with the student coaching firm **InsideTrack** to offer expanded content and services to students enrolled in Intermediate Accounting, an online course and textbook by Donald Kieso, Jerry Weygandt, and Terry Warfield offered through the WileyPLUS online platform. Starting August 2015, career coaches will work with students to assess career readiness, plan job searches, and develop job skills. Students can access coaches, interactive training modules, on-demand videos, and live streaming workshops via phone, instant messaging, or mobile app. Visit wiley.insidetrack.com.

ETHICS FOR DOWNLOAD

The McCombs School of Business at the **University of Texas at Austin** recently released 12 new educational videos as part of its “Ethics Unwrapped” series. The new videos, which cover topics ranging from moral decision making to conformity bias, were made in conjunction with case studies now included



in the school’s resources for teachers. The videos and case studies can be downloaded at no cost. Visit www.ethicsunwrapped.utexas.edu.

SECURE RESEARCH

Figshare, an online digital repository for academic researchers, has launched **Figshare for Institutions**, developed to allow academic institutions to store research data securely. Features include portals that showcase the research of an institution or a department, functions that allow users to group content into collections, flexible storage options, and revamped search and categorization functions. The objective, according to the company, is to encourage researchers to move away from storage on personal hard drives and other systems that might jeopardize the security and longevity of data. The platform was piloted at institutions in the U.K., Australia, New Zealand, and mainland Europe. Visit figshare.com. 

The Simmons College School of Management in Boston, Massachusetts.



Simmons Makes Bold Move

CHANGES IN THE MARKET INSPIRE NEW ONLINE STRATEGY

THE SIMMONS COLLEGE School of Management in Boston, Massachusetts, has long been the only U.S. business school where women make up 100 percent of students. Now that's about to change. The school recently announced that it was closing its full-time on-campus MBA and replacing it with MBA@Simmons, a fully online program delivered through educational technology company 2U. It also is accepting applications to its new HealthcareMBA@Simmons to be delivered via the same model.

This dramatic move is necessary because so much has changed since the school first launched its MBA in the 1970s, explains Simmons president Helen Drinan. "At that time, most business schools weren't accepting women, and those that were did so in begrudgingly small numbers," she says. "Today, most business schools are trying to attract more women, and many top-ranked schools are offering tremendous scholarship assistance." In addition, about 25 business programs now are located in the Boston area, leaving Simmons little room to compete in its local market.

The school is taking its two MBAs online to expand its reach beyond the New England area—and to enroll men in larger numbers, says Drinan. She explains that although Simmons has never barred men from enrolling in its on-campus programs, men do not choose the school because of its reputation for focusing on women's perspectives. Both Drinan and Cathy Minehan, dean of the School of Management, agree that, by moving its MBA fully online, the school can cast a much wider net and create an environment where women and men feel comfortable.

With 2U's support, the school is building an on-campus studio where faculty can record lectures and hold real-time classroom discussions with geographically distributed students, and it also will hire faculty based nationwide, rather than only locally. Its current faculty are working with Simmons' Center for Excellence in Teaching to design coursework for the new program.

Both of Simmons' MBA programs will be modeled after two other master's programs at the college. Two years ago, Simmons began offering an online version of its master's degree in nursing through 2U—the program now enrolls approximately 1,000 students nationwide, in addition to 150 students on campus. Next, Simmons moved its master's in social work online, and that program now enrolls 500 students online and 400 on campus. Unlike these two programs, however, Simmons' online MBA programs will not include on-campus enrollment.

Although some alumni have expressed dismay about the change, many current and prospective students are excited, says Drinan, who is a Simmons MBA alumna herself. The kind of growth the nursing and social work programs have seen "is simply not possible with traditional recruitment methods," says Drinan. "Going online has brought a whole new life into each program."

Push for Gender Diversity

STUDY AFTER STUDY HAS SHOWN that companies with more women in leadership positions outperform those with less diverse leadership. And yet, women's participation in business still lags behind their participation in other industries.

In August, senior administrators from the U.S. White House and deans from 47 AACSB-accredited U.S. business schools convened in Washington, D.C., to discuss barriers that women face in business. The White House unveiled 25 best practices, which all 47 schools committed to adopt. The proposed strategies are divided into four categories:

- Improving access to business education and business careers.
- Designing experiences that teach students to appreciate diversity.
- Developing career services for nontraditional students.
- Serving as role models for 21st-century organizations in their leadership; research and cases; and faculty hiring, promotion, and compensation policies.

During a conference call prior to the meeting, Betsey Stevenson, a research associate with the National Bureau of Economic Research and a member of the Obama Administration's Council of Economic Advisers, discussed survey data that suggested why fewer women than men choose business careers. The discrepancy starts in childhood and adolescence, she said, when girls are afraid to be criticized as "bossy" if they demonstrate leadership ability—and that fear continues into their undergraduate studies. Women undergraduates are 30 percent less likely than male undergraduates to major in business. Women who major in business often study in areas with lower earnings potential, such as tourism and hospitality, rather than those with higher earnings potential, such as finance. Stevenson noted, "in

2014, only 5 percent of CEOs at Fortune 500 companies were female, and in 2013 only 17 percent of board seats in the Fortune 500 were held by women."

Sally Blount, dean of Northwestern University's Kellogg School of Management in Evanston, Illinois, discussed Kellogg's commitment to increase women's enrollment in its MBA program and appoint more women to administrative positions. This fall, Kellogg welcomed a full-time MBA class that was 43 percent women—"a record high for us," Blount said, and well over the industry average of 38 percent.

The school has achieved that mark through concerted efforts to recruit women over the last decade, explains Beth Tidmarsh, director of admissions for Kellogg's full-time MBA, in a separate interview. Kellogg holds an annual two-day Women's Leadership Workshop; now in its tenth year, the workshop introduces high-potential women to business careers, helping them polish their professional materials and define their goals. Each fall, the school holds a Women's Preview Day for women considering MBA study at Kellogg; they attend classes and panel discussions, ask questions of current students, and meet with admissions officers.

The school's administration has fostered a close partnership with the Forté Foundation, a nonprofit dedicated to women in business, and works closely with the Women's Business Association (WBA), an active Kellogg student club. With the dean's support, the WBA introduces women to Kellogg's culture. It sends an email of welcome to incoming

students, holds coffee chats, organizes networking events, and manages a peer mentoring program. Each year, the WBA also holds a welcome event where men and women can get acquainted and build the foundation for future collaboration.

The club's membership and leadership positions are open to men and women alike.

A 2002 graduate of Kellogg's MBA program, Tidmarsh was part of an MBA class that was only 29 percent women. She notes that Kellogg's progress shows what schools can accomplish by adopting the White House

recommendations. "We want women to know that we have a collaborative culture, that we promote a spirit of 'pay-it-forward' teamwork that helps everyone succeed," says Tidmarsh. "That kind of atmosphere is appealing to women. They want a top-notch education and a rigorous program, but they don't want a cutthroat environment."

Other U.S. business schools have made similar progress. The Haas School of Business at the University of California, Berkeley—represented at the White House meeting—recently announced that women's enrollment in its full-time MBA had reached 43 percent as well.

Also represented at the meeting was the University of Iowa's Tippie College of Business in Iowa City. It has announced its creation of the Kathleen Dore-Henry B. Tippie MBA Women's Leadership Program. Tippie's dean, Sarah Gardial, notes in a school statement that the program will foster women's leadership development through scholarships, pre-MBA orientation



"A class of 43 percent women ... is a record high for us."
—SALLY BLOUNT OF KELLOGG

people + places

training, a mentorship program, skills workshops, and awards for accomplishments related to women's leadership. With these efforts, she says, the school hopes to address the fundamental question: "What's holding women back?"

During the call, Valerie Jarrett, a senior adviser to President Barack Obama, noted that businesses can do their part to attract and retain more women by adopting policies such as paid sick days, paid parental leave, and equal pay for equal work. Business schools can have tremendous impact early in the talent pipeline, emphasized Christine Clements, AACSB's chief diversity and inclusion advocate. She encouraged all business schools to adopt the White House best practices and "be a part of this important dialogue." She added that AACSB will champion this effort by showcasing those practices in its accreditation process, events programming, and periodic reports.

Documents related to the White House initiative and proposed best practices are available at www.aacsb.edu/diversity.

NEW APPOINTMENTS

Jamie Alonso Gómez is the new dean for the School of Business Administration at the University of San Diego in California, where he previously was the Ahlers Distinguished Professor of International Business. Gómez was founding dean of the Graduate School of Business Administration and Leadership (EGADE) at the Tec de Monterrey campuses in Mexico.

The University of South Carolina in Columbia has named **Joan T.A. Gabel** as its new provost and executive vice president of academic affairs. Previously, Gabel served as dean of the University of Missouri's Trulaske College of Business in Columbia.

Loyola University Maryland in Baltimore has named **Kathleen A. Getz** dean of the Sellinger School of Business and Management. Getz, who previously served as dean of the Quinlan School of Business at Loyola University Chicago, assumed her new role at Loyola on July 1.

In January, **Scott Showalter**, professor of practice at the North Carolina State University's Poole College of Management in Raleigh, will begin a three-and-a-half-year term as chair of the Federal Accounting Standards Advisory Board (FASAB). Showalter has served as a member of the FASAB since 2009, and he also has spent five years as a member of the Standing Advisory Group of the Public Company Accounting Oversight Board.

Warwick Business School in the U.K. has appointed **Mike Cooke** as Professor of Impact to contribute to the school's next Research Excellence Framework (REF) submission. The REF is an assessment of the qualities and impacts of U.K. research made once every six years. It is used to allocate around £1.6 billion (US\$2.4 billion) of public funding to universities and business schools on an annual basis. Cooke, a former chief executive of Nottingham Health Foundation Trust, also has been made professor of practice in healthcare and leadership.

NEW PROGRAMS

In August, **Pepperdine University's** Graziadio School of Business and Management launched a full-time master's of science in human resources. The program aligns with the official curriculum requirements given by the Society for Human Resource Management and supported by AACSB. The one-year, 39-unit program is located at the Malibu, California, campus and is designed for a cohort of 25 students.

The Rawls College of Business at **Texas Tech University** in Lubbock, Texas, recently implemented a concentration in human resource management that aligns with the "HR Curriculum Guidebook and Templates" from the Society for Human Resource Management.

Purdue University in West Lafayette, Indiana, has launched a new Entrepreneurial Graduate Track program jointly offered by the Krannert

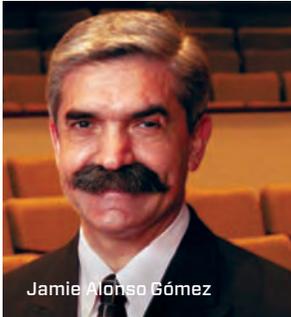
Hall of Fame for Diversity

The PhD Project, which works to increase diversity in management and management education, has inducted three new members into its Hall of Fame.

Michael B. Clement is professor of accounting at the University of Texas at Austin; **Mark C. Dawkins** is the dean of the business school at the University of North Florida in Jacksonville; and **William J. Qualls** is professor of marketing at the University of Illinois Urbana-Champaign. Established in 2011, the Hall of Fame recognizes "a select few who have inspired many." This year's honorees will be recognized at the organization's annual conference in November. Receiving their honors from Bernard J. Milano, president of The PhD Project and the KPMG Foundation, a lead funder of The PhD Project,

are Clement, in the photo at far left; Dawkins, at center; and Qualls, at right. For information, visit www.phdproject.org.





Jamie Alonso Gómez



Joan T.A. Gabel



Kathleen A. Getz

School of Management; the Burton D. Morgan Center for Entrepreneurship; and the Purdue Foundry, an entrepreneurial hub in the university's Discovery Park. Designed to help graduate students learn how to move innovations to market, the program includes courses, workshops, and access to entrepreneurial resources, as well

as opportunities for students to be mentored by successful entrepreneurs and to network with potential investors.

In September, MOOC platform **Coursera**, based in Mountain View, California, debuted more than 30 new specializations in business, computer science,

and data science. Each specialization includes a series of courses and ends with a capstone project. Among the new offerings are a specialization in business analytics from the **University of Pennsylvania**, one in business strategy from the **University of Virginia**, one in strategic business analytics from **ESSEC Business School**, one in strategic management and innovation from **Copenhagen Business School**, and one on inspirational leadership from **HEC Paris**.

HEC Paris also has inaugurated an executive master's in finance that targets high-level finance professionals. The 14-month modular program will be delivered in Paris; London; and Doha, Qatar. The program will bring together academics from HEC Paris, the London School of Economics, and the Paris School of Economics.

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www.aacsb.edu/curriculum



COLLABORATIONS

Three international schools have teamed up to launch an executive education program aimed at extending the global reach of China's family-run business sector. "Leading and Transforming Family Business—China" was developed by the Guanghua School of Management at **Peking University** in China, Saïd Business School at the **University of Oxford** in the U.K., and **Harvard Business School** in Boston, Massachusetts. Taught in both Chinese and English with simultaneous translation, the program will be delivered in three modules, each one hosted by one of the partner schools. The first module will take place in Beijing next March.

IMD in Lausanne, Switzerland, and Cisco recently launched the Global Center for Digital Business Transformation, a research hub in the field. The school also debuted "Leading Digital Business Transformation," a program designed for business leaders and senior managers who wish to develop a strategic roadmap for digital strategy in their organizations.

The Kogod School of Business at **American University** in Washington, D.C., has partnered with ACCA USA (the U.S. arm of the Association of Chartered Certified Accountants) to link graduate coursework to ACCA's qualification program. Starting this fall, Kogod students pursuing a master's of science in accounting will be able to complete

coursework that will qualify them for six exemptions from ACCA's 14 exams.

The Graziadio School of Business and Management at **Pepperdine University** in Malibu, California, is partnering with Dun & Bradstreet on an initiative called "Entrepreneurial Vision Partnership," which promotes an entrepreneurial approach to emerging businesses. The institutions will work together to conduct economic research and develop a specialized curriculum that focuses on the needs and metrics of entrepreneurs. They also will combine resources for teaching opportunities, promote specialized executive education options, and provide immersion opportunities for Graziadio students, including paid internships in Dun & Bradstreet's corporate programs.

The Center for Social Sector Leadership at the Haas School of Business at the **University of California, Berkeley**, has announced a multiyear partnership with Amgen, a biopharmaceutical company headquartered in Thousand Oaks, California. Together they have created "Social Impact Metrics," a graduate-level course that measures the outcomes of cancer patient advocacy education and support programs. Amgen has awarded sponsorships of US\$35,000 each to four cancer patient advocacy groups to measure the impact of educational and support initiatives; Berkeley students and faculty will work with these

groups to evaluate metrics challenges, recommend solutions, and implement plans. The goal is to create a set of measurement best practices that can be adopted across the cancer nonprofit community.

The Simon Business School at the **University of Rochester** in New York is partnering with the Robert Toigo Foundation to offer Toigo Fellowships for full-time MBA students pursuing concentrations in finance. The partnership will provide tuition assistance, networking, and career guidance for students from underrepresented minority groups including those of Asian, Hispanic, African American, and Native American descent.

GIFTS AND DONATIONS

Brooklyn College's School of Business in New York City has been named the Koppelman School of Business in recognition of a US\$15 million donation by philanthropist Murray Koppelman. The funds will be used to advance accreditation, support faculty research, fund workshops by visiting scholars and financial industry professionals, and provide resources for students.

The Leventhal School of Accounting at the **University of Southern California** in Los Angeles has received US\$15 million from James R. Parks, an executive director for tax and consulting firm CBIZ MHM. The money will support and name Leventhal's master of business taxation program, endow a chair, and help renovate the accounting building.

Energy company Halliburton has donated US\$1 million to renew support of the Texas Business Foundations Summer Institute run by the McCombs School of Business at the **University of Texas in Austin**. The grant will fund the Summer Institute through 2020. The eight-week program, open to all nonbusiness majors, exposes students to business fundamentals and allows them to earn a business minor.

The Paul Merage School of Business at the **University of California Irvine** has received a US\$250,000 pledge from investment firm PAAMCO to fund the school's annual LIFEvest Financial Literacy Program. Offered through the Center for Investment and Wealth Management at the Merage School, the weeklong program provides a foundation of financial knowledge for underserved 8th- and

Honors for BizEd

BizEd has received seven honors in the 2015 Charlie Awards competition hosted by the Florida Magazine Association, which recognizes excellence among Florida publications.

BizEd swept the category of best service feature for an association magazine. Co-editor Sharon Shinn won a Charlie Award—the gold medal—for "What to Build When You're Building" in the September/October 2014 issue. Co-editor Tricia Bisoux won a silver award for "Navigating Change," which appeared in January/February 2015. Contributors Munir Mandviwalla, Michael Goul, Larry Dignan, and Brad Jensen won a bronze for "Plotting a Course for STEM" in March/April 2015. Bisoux also won a bronze medal for her editorial "Constant Contact," which appeared in July/August 2014. In addition, the magazine won a bronze award for best overall writing.

BizEd also won two awards in design categories—a Charlie for the illustration by Stephanie Dalton Cowan that accompanied "So You Think You Can Dance?" in January/February 2015, and a silver for best redesign. Starting with the January/February 2015 issue, the magazine has been designed by 2COMMUNIQUE.

9th-graders from nearby counties. Lee Anne Maki, associate director for the center, notes that 90 percent of the students who attended the first LIFEvest program in 2010 went on to enroll in college.

The Cecil B. Day School of Hospitality Administration at **Georgia State University's** J. Mack Robinson College of Business in Atlanta has received a US\$1 million endowment from food service executive Regynald G. Washington. In recognition of the endowment, the school's graduate program will be named the Regynald G. Washington Master of Global Hospitality Management. The endowment will support graduate student scholarships, global experiences, and expanded teaching technologies.

NEW CENTERS AND FACILITIES

This fall, the **University of Ottawa's** Telfer School of Management in Ontario, Canada, and the university's library have launched an expanded Financial Research and Learning Lab. The state-of-the-art facility, triple the size of the original lab, offers students access to finance databases such as Bloomberg. At the same time, the school also is launching the Telfer Capital Fund, which will be managed by 16 students who will act as analysts and portfolio managers.

The **University of Tampa** in Florida recently opened an entrepreneurship center and high-tech cybersecurity labs in a new building that also houses classrooms, student spaces, faculty offices, and a Starbucks. The eight-story Innovation and Collaboration Building includes a new home for the John P. Lowth Entrepreneurship Center.

This fall, the Carroll School of Management at **Boston College** in Massachusetts opened the Edmund H. Shea Jr. Center for Entrepreneurship to foster collaborations among students, faculty, and private-sector experts that support ideas for new businesses and organizations. The center, named for the entrepreneur and venture capitalist, was made possible by a gift from Shea's family. Jere Doyle is the center's founding executive director.

OTHER NEWS

This summer, HBX, the digital learning initiative at **Harvard Business School** in Boston, Massachusetts, launched HBX Live, a virtual classroom and studio designed to replicate as closely as

possible the interactions among students and faculty in a traditional case-based classroom. Up to 60 students can log into a course in HBX Live at one time, with each student displayed on an individual screen. Still and roaming cameras capture each lecture in real-time, so that students can see the professor and each other, to provide the feel of all participants being together in the same room. So far, 20 faculty members have taught in the HBX Live studio; this fall, the school will pilot test the use of the studio in delivering faculty research seminars.

The Kenan-Flagler Business School at the **University of North Carolina** at Chapel Hill recently unveiled "The Leadership App" to showcase its leadership program. The app, available through the Apple store, outlines the school's leadership courses and related development activities. It includes a library of articles, blogs, and other content; it also serves as a portal where students can access coursework and communicate with classmates and faculty outside the classroom. The school created the app for the iPad using Adobe's Digital Publishing Solution platform, and it soon plans to release a version for the iPhone.

CORRECTIONS

The sidebar "Specialized Growth," which appeared on page 25 of the September/October issue, incorrectly represented data relating to specialized master's degrees. The numbers cited in the first paragraph refer to the percentage of the total number of specialized master's programs, not growth in these programs over five years. Of the 1,532 specialized master's programs in all disciplines that AACSB-member schools reported in 2013-2014, accounting made up 20.5 percent; finance, 12.3 percent; and management and CIS/MIS, more than 7 percent each.

"Seminarians Go to B-School," which appeared in Ideas in Action on page 67 in the September/October issue, misstated the title for Ron Dufresne of Saint Joseph's University. Dufresne is an associate professor of management, not an assistant professor.

In the July/August issue, "The Great EMBA Expansion" mistakenly referred to Frankfurt University's School of Finance and Management in Germany. The school's correct name is the Frankfurt School of Finance and Management. ■

A Website for the Future

This summer, AACSB International announced the launch of www.AACSB.edu/Vision, a website dedicated to facilitating a global conversation about the future of business education. Led by AACSB—with input from the business community, higher education community, and other business education stakeholders—the new site considers the shifting roles of management and the evolving expectations of management education across the globe.

As part of the activities connected to the celebration of AACSB's centennial, the site will challenge business schools to explore new and more effective business practices, promote ethical business principles, and contribute to prosperity and well-being for populations around the world. By asking stakeholders to envision the future and share their insights, AACSB intends to establish a guiding framework that works for industries, systems, and cultures around the globe.

"Although the world's business schools have evolved within different conditions and contexts, for the last 50 years the prevailing vision has been defined by the need to strengthen the scholarly foundation of business degree education," says Santiago Iñiguez, incoming chair of the AACSB board of directors, president of IE University, and dean of IE Business School in Madrid, Spain. "But the environment is different now. It is more global, dynamic, and uncertain, and it is changing still. The time is right to challenge assumptions, to rethink systems, and to plant the seeds for cultural change."

classifieds

BizEd classifieds advertise administrator, faculty, and staff openings. Advertising rates are as follows:

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Full page (approx. 850 words)	1,850 USD	2,180 USD	120 days
1/2 page (approx. 450 words)	1,200 USD	1,420 USD	90 days
1/4 page (approx. 225 words)	700 USD	850 USD	60 days

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Questions? Contact Debbie Wiethorn at +1 813 769 6522 or debbie.wiethorn@aacsb.edu.

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DEAN, SCHOOL OF BUSINESS & ECONOMICS

Indiana University East, a regional campus of Indiana University located in Richmond, Indiana, seeks a creative and dynamic individual to serve as Dean for its School of Business and Economics. It is anticipated that the new Dean will commence full-time duties on July 1, 2016, or as soon thereafter as possible. The Dean, reporting to the Executive Vice Chancellor for Academic Affairs, has administrative responsibility for all aspects of the School. Limited teaching will be expected. The Dean is expected to actively partner with businesses in the local community and develop collaborations throughout our service region.

The School offers the largest major on campus, a B.S. in Business Administration with concentrations in accounting, finance, and marketing and management information systems, along with minors in informatics and entrepreneurship. The Dean is also administratively responsible for the B.S. in Informatics program and a newly created Bachelor of Applied Sciences degree. The new Dean will have the opportunity to lead the School through ACBSP re-affirmation in 2017 and initial accreditation processes with AACSB. For more information about the School, please visit www.iue.edu/business/.

Complete information and application instructions are at www.iue.edu/hr/apply/. Applications will be accepted immediately and will be reviewed until the position is filled.



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VACANT ACADEMIC POSITION

Universiti Utara Malaysia would like to invite a competent and suitably qualified candidate of any nationality to join its academic staff in the following capacity:

Job Title: Dean, Othman Yeop Abdullah Graduate School of Business (OYAGSB)

Institution: Universiti Utara Malaysia, Sintok Kedah, Malaysia

Reporting: The person holding this position reports directly to the Vice-Chancellor and the Deputy Vice-Chancellor (Research & Innovation) of Universiti Utara Malaysia.

Job Summary: Under the direction of the Vice-Chancellor and the Deputy Vice-Chancellor (Research & Innovation), the Dean is responsible for shaping the mission and vision of OYAGSB. The Dean provides leadership in scholarly and pedagogical activities, enhancing the development for academia in teaching, scholarship, service and also professional activities. The Dean ensures that OYAGSB can maintain current, and obtain new, prestigious professional accreditations and oversees the continued development of learning outcomes assessment, as well as overseeing the administration of OYAGSB.

Scheme & Tenure: Contract for Service & Two-year contract

Qualification: Candidates must possess a doctoral degree in a recognized academic business discipline granted by an accredited institution of higher education. Candidates must have an impressive record in all areas of teaching, research, and service. They must also be currently in a full-time tenured appointment as a full professor with a minimum of ten (10) years' experience in administration and supervision at the level of dean and above.

Benefits Package:

Honorarium:	USD15,000.00 per month
Airfare:	Return Business Class airfares
Insurance:	Group Health Insurance
Medical Benefits:	Provided
Accommodation:	Fully furnished accommodation
Transportation:	A chauffeur-driven car
Leave Entitlement:	25 days of annual leave

How to Apply:

Candidates should furnish a letter of application enclosing their curriculum vitae, a copy of their recent photograph and a copy each of their degree certificates and testimonials. Candidates are encouraged to provide supplementary information related to their experience and qualification.

Complete applications must be forwarded to:

Human Resource Management Division
Registrar's Department
Universiti Utara Malaysia
06010 UUM Sintok, Kedah
Tel: +6049283110 / +6049283111 / +6049283116
Fax: +6049283120
Email: academicpost@uum.edu.my

Closing Date: Open until filled



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- Assistant Professor, specialization in Financial Accounting/Accounting Information Systems
- Assistant Professor, specialization in Taxation
- Assistant/Associate Professor, specialization in Financial/Managerial Accounting
- Assistant/Associate Professor, specialization in Financial Accounting/Auditing

ECONOMICS DEPARTMENT

- Assistant/Associate/Full Professor, specialization in Big Data & Health

FINANCE DEPARTMENT

- Assistant/Associate Professor, specialization in Finance Economics (multiple positions)

HOSPITALITY & TOURISM MANAGEMENT DEPARTMENT

- Assistant Professor, specialization in Events, Meetings and/or Catering Management

INFORMATION SYSTEMS DEPARTMENT

- Assistant Professor, specialization in current Information Systems areas

INTERNATIONAL BUSINESS DEPARTMENT

- Assistant Professor, specialization in Regional, International Entrepreneurship

MANAGEMENT DEPARTMENT

- Assistant/Associate/Full Professor, specialization in Big Data & Health

QUALIFICATIONS FOR FACULTY POSITIONS: Ph.D. in business with a specialization in the areas listed above or a closely-related discipline from an AACSB accredited school or equivalent (degree completed and earned prior to the start of school in August 2016). A clearly demonstrated record of effective teaching and significant research promise in area of emphasis or closely-related area. Demonstrated success in teaching graduate and undergraduate courses, and published research is preferred. Must successfully pass a background check.

The University is an Equal Opportunity employer with a strong commitment to diversity. We consider qualified applicants for employment without regard to race, color, religion, national origin, gender identity/expression, gender, sexual orientation, age, disability, medical information, marital status, or veteran status.

APPLICATION CLOSING DATE: Open until filled. Review of applications will begin immediately.

A letter of application, curriculum vitae, three recent letters of recommendation, verification that the applicant has been or shortly will be awarded the appropriate terminal degree and any additional materials that support the application (teaching evaluations, samples of publications, etc.) may be sent to:

- **ACCOUNTING CANDIDATES:** actthire@sfsu.edu
- **ECONOMICS CANDIDATES:** please go to <http://cob6.sfsu.edu/economics> for specific information
- **FINANCE CANDIDATES:** pshiao@sfsu.edu
- **HOSPITALITY & TOURISM MANAGEMENT CANDIDATES:** cj7@sfsu.edu
- **INFORMATION SYSTEMS CANDIDATES:** ishiring@sfsu.edu
- **INTERNATIONAL BUSINESS CANDIDATES:** ibsearch@sfsu.edu
- **MANAGEMENT CANDIDATES:** mgtsrch@sfsu.edu

Dean, Odette School of Business

The Odette School of Business, the AACSB accredited business school of the University of Windsor, is seeking a Dean to lead its vibrant and diverse faculty and students.

The School fulfils an important regional mandate and maintains its global connections by offering career-relevant educational programs and creating research with impact. It has recently expanded and updated its facilities and programs and is currently undergoing faculty renewal. The next Dean of the Odette School of Business will be expected to refine and implement a strategy to build on this momentum and advance the mission of the School.

Reporting to the Provost and Vice-President (Academic), the Dean is the senior executive officer of the School and is expected to provide visionary leadership in all its academic and administrative activities. The Dean is currently supported by an Associate Dean and over fifty full-time and thirty part-time faculty members organized into six area groups – Accounting, Finance, Marketing, Management Science, Management and Labour Studies, and Business Strategy and Entrepreneurship. There is also a Business Advisory Council drawn from the business and professional community. The School offers the following degrees: Honours Bachelor of Commerce, Master of Business Administration, and Master of Management. Other degree offerings centred on graduate-level research are currently under development.

The successful candidate for Dean of the Odette School will be an individual with demonstrated leadership skills and experience in strategy development and implementation, including systems for quality assurance. Candidates should have a

deep understanding of business and professional practice with a global perspective. A record of research or scholarship consistent with eligibility for appointment at a senior academic rank is expected.

The University of Windsor is a comprehensive research and teaching institution with more than 16,050 students. For more information about the University of Windsor, please visit www.uwindsor.ca. The University of Windsor is a welcoming community that is committed to equity and supports diversity in its teaching, learning, and work environments. In pursuit of the University's Employment Equity Plan, members from the designated groups (Women, Aboriginal Peoples, Visible Minorities, Persons with Disabilities, and Members of Sexual Minorities) are encouraged to apply and to self-identify.

For accessibility-related accommodation, please notify the Faculty Recruitment Coordinator (recruit@uwindsor.ca). More general information on the University's accessibility policy can be found on the Office of Human Rights, Equity & Accessibility website (www.uwindsor.ca/ohrea).

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority.

The Odette Search Committee will begin its review of candidates in mid-October 2015. Applications, nominations, and expressions of interest may be submitted in confidence to the address shown below.

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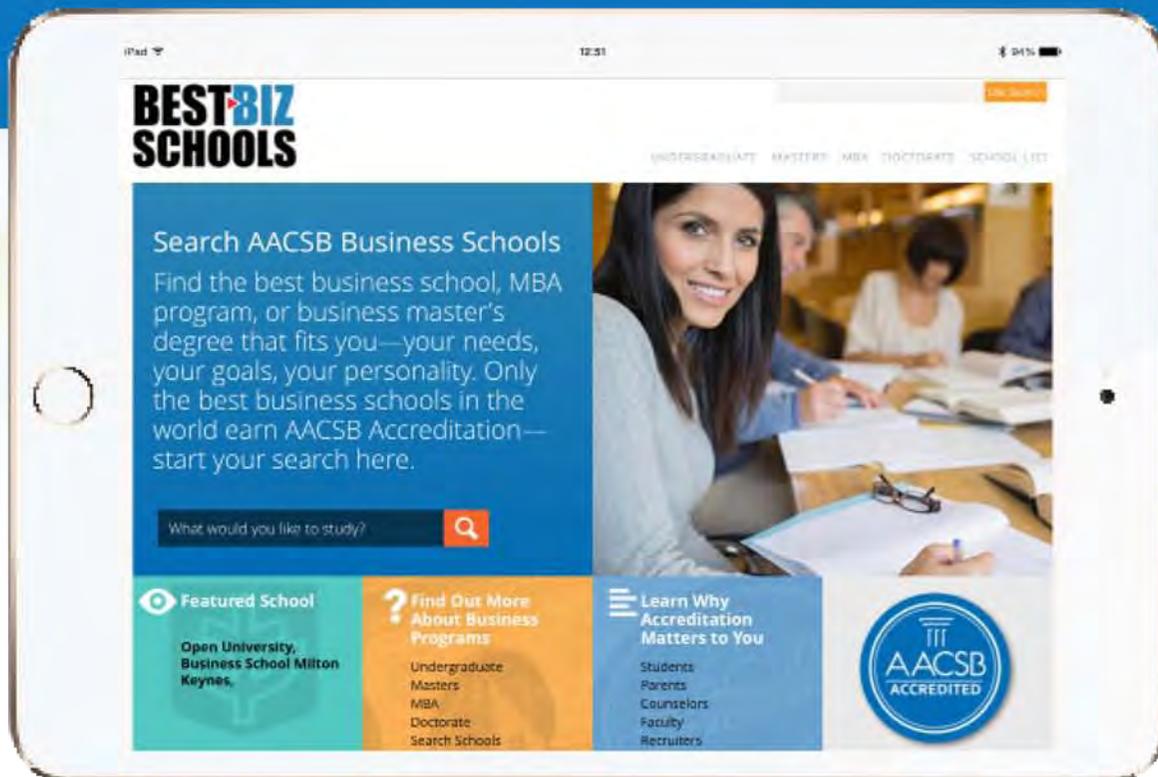
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“Does the history of art, literature—virtually every area of human inquiry and pursuit—not offer a similar pattern of orthodoxy, challenge, revolution, and reset? Monet and Picasso, Maria Montessori and Steve Jobs are not so different from Copernicus and Galileo.”

—ROGER L. MARTIN AND SALLY R. OSBERG IN *GETTING BEYOND BETTER*

“THE QUESTION IS NOT WHETHER YOU HAVE A SELL-BY DATE. YOU DO. THE REAL QUESTION IS WHAT ARE YOU DOING TO EXTEND THAT DATE.”

—BARBARA MISTICK AND KARIE WILLYERD IN *STRETCH*

“PEOPLE TEND TO BE PURELY LIMITED BY THEIR OWN HORIZONS, BY THE WAY THEY LOOK AT THE WORLD. ... IF SOMEHOW WE CAN GET RID OF THE FEAR OF FAILURE, I THINK YOU’D SEE A LOT MORE PEOPLE BECOMING ENTREPRENEURS.”

—AMIN AMIRI, MANAGING DIRECTOR OF A2E VENTURE CAPITALISTS, IN AN AUGUST ONLINE INTERVIEW WITH MANCHESTER BUSINESS SCHOOL IN THE U.K.

“If you put a group of ordinary people together and aggregate their individual decisions, they can make better decisions than a few elite experts. There are four conditions for the wisdom of the crowd to surface: the first condition is diversity.”

—YUQING REN, ASSISTANT PROFESSOR OF INFORMATION & DECISION SCIENCES, SPEAKING ABOUT HER STUDY OF ONLINE COLLABORATION IN A PUBLICATION OF THE UNIVERSITY OF MINNESOTA’S CARLSON SCHOOL OF MANAGEMENT IN MINNEAPOLIS

“MY DAD WOULD SAY, ‘GIRL, YOU’VE BEEN GIVEN GIFTS. USE THEM.’ ... WHAT HE MEANT WAS THAT YOU WILL BE SUCCESSFUL, BUT THAT’S NOT GOOD ENOUGH. YOU NEED TO USE YOUR SUCCESS TO DO THINGS THAT MAKE A POSITIVE DIFFERENCE IN THE WORLD. YOU NEED TO BE SIGNIFICANT.”

—BETH BROOKE-MARCINIAK, EY’S GLOBAL VICE CHAIR OF PUBLIC POLICY AND ONE OF AACSB’S 2015 INFLUENTIAL LEADERS, IN A JUNE 2015 INTERVIEW WITH ESPN



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