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# BizEd

AACSB INTERNATIONAL NOVEMBER | DECEMBER 2016



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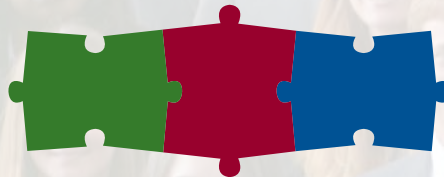
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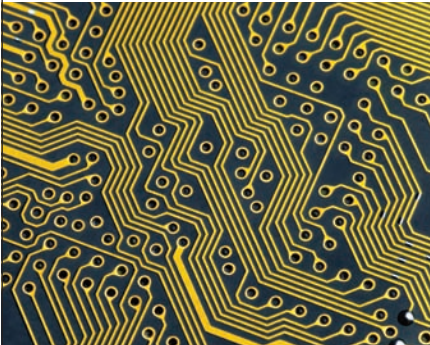
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By Janice H. Hammond



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

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

A photo of the author is also required.

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

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# Duck Duck MOOC

**WHEN SALMAN KHAN POSTED** his first tutorials on YouTube, he simply wanted to teach math concepts to his friends and family. He had no intention of disrupting the delivery of conventional education. But once he realized that he had tapped into a tremendous demand for knowledge, Khan created a YouTube channel in 2006; he quit his job in 2009 to focus full-time on creating a library of online videos teaching everything from linear algebra to art history to macroeconomics. Today, the Khan Academy offers more than 2,400 instructional videos, which have received nearly 900 million views and attracted more than 2.7 million subscribers.

Viewers who range from children to working adults come to Khan Academy to learn because its video instruction is straightforward, focused, effective—and free.

This summer, the Khan Academy made news when it announced that the entrepreneurs who created Duck Duck Moose, an award-winning educational app for preschoolers and kindergartners, had decided to gift their company to the Khan Academy. On DDM's website, its CEO and co-founder Caroline Hu Flexer explains that she and her co-founders decided to donate their company because they wanted the educational content they had created to be “accessible to children all over the world, regardless of their financial resources.”

In recent years, educators have worried most about teaching so-called “digital natives” who have never known life without

the Internet. Now, as today's preschoolers learn their ABCs and 123s via online apps, educators also need to prepare for a younger generation of “free education natives.” This group will never have known life without high-quality educational content, on any topic, available at any time—all online, all for free.

In this issue, we wanted to get a glimpse into the future of these youngsters, by seeing it through the eyes of some of today's most pioneering education entrepreneurs. We talk to Ben Nelson, founder of the Minerva Project, and Roshan Paul, co-founder of Amani Institute, who describe how their own disillusionment as undergrads inspired them to re-imagine higher education, designing curricula that de-emphasize rote lecture courses in favor of action-based learning. Next, we speak to MIT's Anant Agarwal, CEO of the MOOC platform edX, who discusses the role of MOOCs in education. In the feature that follows, Laurie Pickard tells us why she decided to complete her own “No-Pay MBA” through MOOCs alone.

Like Khan before them, these individuals decided that the traditional educational model—bound by physical classrooms too often isolated from real-world experience—needed a makeover. And they set out to invent new ways to teach and learn.

In many ways, Khan Academy's tagline says a lot about the potential future of educational delivery: “For free. For everyone. Forever.” That's a future that schools like Minerva and Amani are preparing for today. After all, the “free education natives”—let's call them the Duck Duck MOOC generation—will be heading off to college in the late 2020s. By then, higher ed better be ready to pick up where the Internet leaves off.

A handwritten signature in dark ink that reads "Tricia Bisoux". The script is fluid and cursive.

Tricia Bisoux  
Co-Editor





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## PUTTING FACULTY IN THE LIMELIGHT

I recently read your article “All Facets of Faculty” in the September/October issue of *BizEd*, and I wanted to let you know that I think the work you are doing to bring awareness to the multiple dimensions of faculty is great! I am particularly interested in this topic because I am a third-year PhD student at the University of Wisconsin in Madison with hopes of becoming a professor myself.

In your article, one line caught my attention: “Few professors can be devoted to research, inspired by teaching, committed to service, and driven to lead.” This had me thinking about the unique and talented professors who influence and impact real change through these multiple dimensions.

I am lucky enough to know such a professor: Alex Stajkovic, Distinguished Chair in Leadership at the Wisconsin School of Business. I have been deeply moved by his ability to inspire, ignite, and transform the minds of his students. He not only devotes his life to improving the world through academic research, but also inspires real change in the lives of others through his transformational teaching in the classroom.

I am grateful for the opportunity to be the teaching assistant for Alex’s executive and evening MBA classes this semester. The energy and learning environment in his classroom is unlike that of any other I have been in. Alex has a way of helping individuals with 20 to 30 years of experience transform the way they think about concepts that they have been using for years.

This type of inspiration should be what education is all about. Thank you for continuing to bring these types of stories to the limelight.

*Kayla Nordgren, CPA*

Doctoral student, management and human resources  
Wisconsin School of Business  
Madison, Wisconsin

## ALL ABOUT ADJUNCTS

I have just completed reading the September/October issue of *BizEd* and wish to congratulate you on its excellent coverage. As an adjunct (and “clinical professor”) at one university and a “distinguished practitioner” at another, I am impressed by the “Adjusting for Adjuncts” article and the data included. Your reaching out to diverse institutions in many geographies is laudable. I am also delighted to see in one place as many as *eight benefits* from adjuncts. Never before have I seen more than two or three typical benefits mentioned. Your research is thorough, writing is factual, and the reporting is elegant. I think every dean of a management school should peruse this article.

Like any organizational issue, the matter of adjuncts is also one of social perception, and so it involves egos and elicits strong opinions on both sides. While both adjunct and tenured professors have pertinent points, the best way to build integration is through organizational tools such as force-field analysis, rather than mere financial analysis—which is what many schools get caught up in. In the future, it may be appropriate for you to cover the AACSB guidelines on adjuncts and their measurable impact on management schools.

Thank you for a balanced, relevant issue.

*Usman A. Ghani*

Clinical Professor of Enterprise Transformation and  
Advisor to the Dean  
Jindal School of Management  
University of Texas at Dallas



**Editor’s note:** Thank you! You can find more helpful ideas about deploying adjuncts in “A Practical Balance” and its sidebar “Professionally Speaking,” both of which appeared in the September/October 2015 issue. Although these pieces specifically focus on accounting faculty, the ideas translate to all non-tenure-track faculty.

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With this research, Doshi earned the Best Paper Award from the *Review of Asset Pricing Studies*.

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# calendar

NOVEMBER 21–25

## Business Accreditation Seminar, Assurance of Learning Seminar, & Impact Forum

Kuala Lumpur, Malaysia

Running consecutively, the Business Accreditation Seminar (November 21–22) will cover processes related to AACSB initial accreditation and continuous quality improvement; the Assurance of Learning Seminar (November 23–24) will present best practices in programmatic assessment; and the Impact Forum (November 25) will help attendees define, enhance, and measure impact in the context of each school's individual mission.

DECEMBER 5–6

## Curriculum Development Series: Data Analytics Seminar

Tampa, Florida

This seminar will explore student and employer expectations regarding data analytics skills, strategies to create effective data analytics programs, and techniques to teach data analytics via face-to-face instruction, online and hybrid programs, and experiential projects.

FEBRUARY 23–24

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

Tampa, Florida

In this seminar for administrators, attendees will use case studies to diagnose problems and develop stronger communication and strategic thinking skills. They also will learn to identify challenges and opportunities, prioritize fiscal priorities, lead teams, and develop solutions to the right problems by asking the right questions.

MARCH 12–14

## Assessment Conference

Phoenix, Arizona

#AACSBassessment

Under the theme "Driving Accountability and Innovation," sessions at this event will explore trends and best practices in developing and implementing assessment processes and assurance of learning initiatives, particularly in light of AACSB accreditation.



FEBRUARY 5–7

## Deans Conference

New Orleans, Louisiana

This year's Deans Conference will convene more than 600 business school deans and directors from 50 countries to discuss insights related to the theme "Connecting Leaders, Cultivating Change." Sessions will explore the goals of AACSB International's Visioning Initiative, which include positioning business schools as co-creators of knowledge with business, hubs for learning, and enablers of global prosperity. In other sessions, deans will share ideas related to new financial models, cross-disciplinary education, fundraising, social media, and crisis management.

▶ For a complete listing of AACSB International's seminars, conferences, and webinars, visit [www.aacsb.edu/events](http://www.aacsb.edu/events).

MARCH 27–29

## B-School Communications and Development Symposium

New York City, New York

#AACSBbcds

Targeting business development, communications, and external relations professionals, this symposium will help participants enhance strategies for branding, marketing and communications, donor development, and alumni relations. It will be hosted by the Zicklin School of Business at Baruch College at the City University of New York.

APRIL 23–25

## AACSB International Conference & Annual Meeting

Houston, Texas

#ICAM2017

ICAM 2017 will include keynotes and sessions on the theme "Accelerating Transformation." Content will explore how business schools must change faculty models and financial strategies, keep up with technological innovations, and serve the needs of increasingly diverse student bodies. AACSB's *Department Chairs Seminar and Online and Blended Education Seminar* will be offered prior to the conference on April 21–22.

ALSO CONSIDER:

DECEMBER 6–9

## Australian & New Zealand Academy of Management Conference

Brisbane, Australia

ANZAM 2016 will explore the theme "Under new management: innovating for sustainable and just futures." Steffen Bohm of the University of Essex Sustainability Institute is among the keynote speakers. Visit [www.anzam2016.com](http://www.anzam2016.com).

JANUARY 16 –20

## Case Writing Workshops

Paris, France

The Case Centre presents three consecutive workshops in case teaching, cases and accreditation, and writing effective cases. Visit [www.thecasecentre.org/educators/eventBooking/currentevents](http://www.thecasecentre.org/educators/eventBooking/currentevents).

JANUARY 17–20

## GMAC Leadership Conference

San Francisco, California

Administrators from GMAT-accepting programs will exchange ideas related to leadership and management education. Visit [www.educause.edu/annual-conference](http://www.educause.edu/annual-conference).

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## Research with Business in Mind

BRIDGING THE GAP BETWEEN ACADEMIA AND PRACTICE

**HOW CAN BUSINESS SCHOOLS** get their faculty's best research into the hands of practitioners, who can apply the findings to their organizations? Six researchers have taken a closer look at how schools can bridge the divide between academics and practitioners.

The co-authors of a recent report include George Banks and Jaime Bochantin, assistant professors of management at the University of North Carolina's Belk College of Business in Charlotte; Jeffrey Pollack, assistant professor of entrepreneurship, and Bradley Kirkman, professor of leadership, at the North Carolina State University Poole College of Management in Raleigh; Christopher Whelpley, lecturer at Virginia Commonwealth University's School of Business in Richmond; and Ernest O'Boyle, associate professor of management and organizations at the Tippie College of Business at the University of Iowa in Iowa City.

The research team surveyed 929 practitioners and 828 researchers, and conducted interviews with 16 business academics and 22 practitioners. These interactions revealed two factors fueling the disconnect between researchers and practitioners: Their interests do not always overlap, and they lack understanding of the other side's concerns.

Those surveyed also revealed areas of common ground that, if leveraged effectively, could encourage more collaboration between the two sides.

When asked to share their most pressing problems, those surveyed repeatedly emphasized eight business challenges: eliminating pay inequality, workplace discrimination, and unethical business practices; expanding opportunities for continuing education; using technology to improve job availability and quality; improving employee morale; reducing carbon footprint; and enhancing customer service.

The study recommends four ways that business schools could promote greater collaboration with businesses:

- Encourage academics to share their research findings with practitioners.
- Create a peer-reviewed, practitioner-focused journal that provides managers with advice they can use.
- Encourage academics to use social media, blogs, and other online platforms to inform practitioners of their research.
- Evaluate and reward faculty not only on research, teaching, and service, but also on the "practical impact" of their work. The researchers define "practical impact" as a professor's efforts to reach out to business audiences.

The research team has identified more than 160 businesses that would like to work more directly with academics—a growing list that the co-authors are willing to share with other schools.

"Management's Science-Practice Gap: A Grand Challenge for All Stakeholders" was published online July 19 by the *Academy of Management Journal*.



## The Positives Of Negatives

When potential customers look for hotels online, what impresses them more: glowing reviews or upbeat and sincere replies to negative comments? The latter, say researchers from the University of South Florida Sarasota-Manatee, who include Jonilda Bahja from the information technology faculty; Cihan Cobanoglu, a McKibben Endowed Chair Professor of the College of Hospitality and Tourism Leadership (CHTL); Katerina Berezina, an assistant professor in the CHTL; and Bhuvan Unhelkar, associate professor of information technology.

The researchers spent six months surveying 800 hotel guests from across the U.S. They asked the customers to offer their opinions about good and bad reviews on sites like Expedia and TripAdvisor.

Not surprisingly, they found that when managers gave warm replies to positive guest reviews, survey respondents viewed those hotels favorably. However, their opinions grew more favorable when managers offered thoughtful, sincere replies to negative guest comments, because respondents saw those hotels as communicative, eager to please, and appreciative of their guests. The researchers concluded that hotel managers should focus more on negative reviews than positive ones.

The study is currently under peer review for publication.

## EMPLOYEES HELP LESS IN TOUGH TIMES

**IT'S NO SECRET** that when employees voluntarily help each other in the workplace—to promote team goals, help co-workers meet tight deadlines, or cover other workers' hours when scheduling conflicts arise—it has a positive impact on the organization's performance. But a study finds that, during an economic downturn, employees are much less willing to help their colleagues.

That happens because they develop a “zero-sum” view of success when they feel that their livelihoods could be threatened, according to the paper's co-authors Nina Sirola, a postdoctoral fellow at INSEAD in Fontainebleau, France, and Singapore; and Marko Pitesa of Singapore Management University.

In other words, they view one person's success as another's loss.

Sirola and Pitesa conducted four studies to confirm this finding. In the first, they analyzed data from surveys of 59,694 respondents in 51 countries over 17 years, available through the World Values Survey. In their second and third experiments, they asked employees in the U.S. to read articles describing the country's economy as either improving or declining; then the researchers asked the employees to self-report their workplace helping behaviors.

In a fourth experiment, they asked freelance professionals from 47 countries—all members of Upwork, an online platform for freelancers—to read articles with either positive or negative views of the economy. Then they gave them opportunities to help fellow professionals.

In all four studies, the researchers found that individuals are more likely to have a zero-sum view of success during a bad economy, and their helping behaviors decline as a result.

The message for business leaders? “Managers should ...develop a strong cooperative or collective culture and emphasize it when tough times hit,” the co-authors write. By emphasizing the close-knit, helping culture of the organization, managers can create a “buffer” against the negative effect an economic downturn can have on employee behavior.

Individuals are more likely to have a “zero-sum” view of success during a bad economy.

■ **“Economic downturns undermine workplace helping by promoting zero-sum construal of success” appeared online ahead of print July 12 in the *Academy of Management Journal*. It can be downloaded at [ink.library.smu.edu.sg/lkcsb\\_research/4957/](http://ink.library.smu.edu.sg/lkcsb_research/4957/).**

# Exhausted by Eternal Email

**IF YOUR BOSS EXPECTS YOU** to answer email 24 hours a day, you may suffer from chronic stress and emotional exhaustion. That's the conclusion of three researchers who surveyed working adults about how much time they devoted to after-hours email and how successfully they were able to separate work and home life. "An 'always on' culture with high expectations to monitor and respond to emails during non-work time may prevent employees from ever fully disengaging from work," write Liuba Y. Belkin of Lehigh University in Bethlehem, Pennsylvania; William Becker of Virginia Tech in Blacksburg; and Samantha A. Conroy of Colorado State University in Fort Collins.

The study focused on the psychological price workers pay when they're expected to respond to email during off-hours. According to the professors, "Organizational expectations are the main culprit of individual inability to disconnect." Even when there are no emails to manage, the anticipation of work creates stress that does not allow workers to detach from work.

The authors call on managers to promote practices that protect employees, such as creating email-free days or rotating schedules among employees so they can manage work and family time more efficiently. They write that such policies "will also serve as a signal of organizational caring and support."

The authors note that European firms are far ahead of American companies in this regard. They also laud Boston Consulting Group for pioneering email-free evenings and name other companies that have instituted correspondence bans on weekends and after 10 p.m. on weekdays.

Belkin, Becker, and Conroy presented their report, "Exhausted But Unable to Disconnect: The Impact of Email-Related Organizational Expectations on Work-Family Balance," at the annual meeting of the Academy of Management in August.



## SCREEN-FREE

A working paper published by three West Point economists shows that students who were not allowed to use their laptops in the classroom had measurably higher performance than their peers who could use laptops and tablets freely or as long as professors could see what was on the screen. Students who had access to no technology scored 1.7 points higher on the final exam than students who did.

▶ See the paper at [seii.mit.edu/research/study/the-impact-of-computer-usage-on-academic-performance-evidence-from-a-randomized-trial-at-the-united-states-military-academy/](http://seii.mit.edu/research/study/the-impact-of-computer-usage-on-academic-performance-evidence-from-a-randomized-trial-at-the-united-states-military-academy/).

## Women *Do* Ask for Raises

Women request wage increases just as often as men do, but men are 25 percent more likely to get raises when they ask for them, according to Benjamin Artz of the University of Wisconsin at Oshkosh, Amanda H. Goodall of Cass Business School at City University London, and Andrew J. Oswald of the University of Warwick in the U.K.

The three scholars based their conclusions on a random sample of 4,600 workers across more than 800 employers, using research gathered in the Australian Workplace Relations Survey (AWRS) during 2013–2014. They found no support for the theories that women get paid less because they are not as assertive as men or hesitate to ask for raises because they're afraid of upsetting their bosses.

According to the researchers, men obtained a pay increase 20 percent of the time, while women were successful only 16 percent of the time. "Having seen these findings, I think we have to accept that there is some element of pure discrimination against women," notes Oswald.

The researchers used data from the Australian survey because it asks individuals whether their pay is set by negotiation with the company, whether they have successfully obtained a wage increase since joining their employers, and whether they preferred not to attempt to negotiate a pay raise because they were concerned about their relationships.

The survey did yield one positive finding: Younger Australian women are getting raises as often as their male counterparts. Notes Goodall, "Young women today are negotiating their pay and conditions more successfully than older females, and perhaps that will continue as they become more senior."

▶ "Do Women Ask?" is available at [www.amandagoodall.com/DowomenaskIZA.pdf](http://www.amandagoodall.com/DowomenaskIZA.pdf).



# ARE BOOT CAMPS BOOMING?

As business schools explore more ways to offer just-in-time, immediately applicable training via certificate programs, workshops, and continuing education programs, they might want to look at another increasingly popular educational model: computer coding boot camps. Coding camps have built an industry based on offering short-term programs where students spend just a few weeks developing programming skills.

In a recent survey, CourseReport, an online source for students seeking information about boot camps, estimates that the number of boot camp graduates will reach 17,966 by year's end. (See box at right.)

Boot camp formats can be even more effective in helping students learn "complex topics that have many moving parts, such as programming" than a traditional semester-by-semester model, says Munir Mandviwalla, associate professor and chair of management information systems at Temple University's Fox School of Business in Philadelphia, Pennsylvania.

Although boot camps that provide a terminal credential aren't yet mainstream in business education, many business schools have adopted some form of their model—particularly to present introductory MBA content in a compressed schedule.

For instance, the Fox School offers a weeklong boot camp as a prerequisite course on enterprise resource management in its master's program in IT auditing and cybersecurity. Kenan-Flagler Business School at the University of North Carolina in Chapel Hill offers MBA students two three-week summer boot camps—one in analytics and one in financial markets. CEIBS in Shanghai, China, uses its one-week pre-MBA boot camp to help accepted students acclimate to the program. Business schools can charge fees over and above the cost of their MBA programs—from a few hundred to several thousand dollars.

Still, it's unlikely that computer programming boot camps, in particular, will be of

interest to business schools, because while all students should know the basics of code, only those pursuing majors in information systems need to learn coding to the detail offered by ten-week boot camps, says Mandviwalla. But he adds that short-format courses on the basic MBA curriculum could be of much more value.

"One-week boot camps may be more compelling for most business schools," he says. "There also might be opportunities

for business schools to partner with such providers to handle prerequisite courses."

As for coding camps, some critics are skeptical of their effectiveness because many are run commercially, independent of accreditation. "Unless these providers partner with universities, I see growth leveling off as they compete with high school summer camps," says Mandviwalla. "It's not going to be enough for employers for job candidates to learn just one thing."

## BOOT CAMPS BY THE NUMBERS

For the last three years, Course Report has tracked the evolution of the coding boot camp market. Here are a few findings from its 2016 Market Sizing Report and 2015 Alumni Outcomes & Demographics Study:

**10,333**

The number of computer coding boot camp graduates in 2015 (up from 6,740 in 2014)

**17,966**

The estimated number of boot camp graduates in 2016

**91**

Number of full-time boot camps in U.S. & Canada in 2016 (up from 67 in 2015)

**12.9 weeks**

Average program duration

**US\$11,451**

Average tuition

The typical boot camp attendee:

- Is 31 years old
- Has 7.6 years of work experience

**36%**

of boot camp students are women

**79%**

have at least a bachelor's degree

In 2015, job placement rates for boot camp graduates were:

- 27% within one month of graduation
- 61% within two months
- 79% within three months
- 89% within four months

**33%**  
of courses

Code most taught:  
Full Stack JavaScript

**47%**  
of graduates

Code most studied:  
Ruby on Rails

► More information is available at [www.coursereport.com/reports](http://www.coursereport.com/reports).

## WARNINGS & CEO COMPENSATION

CEOs sometimes voluntarily issue warnings that their companies' earnings won't meet expectations so that stakeholders will not be taken by surprise. But how does that disclosure affect CEO compensation? While warnings have little impact on a CEO's salary, they can have a measurable effect on a CEO's bonuses and stock options, say researchers Ping Wang of Pace University's Lubin School of Business in New York City, Masako Darrough of Baruch College of the City University of New York, and Linna Shi of Binghamton University of the State University of New York.

The researchers analyzed data related to voluntary warnings of negative earnings issued from 1996 to 2010. They discovered that compensation committees often decrease their CEOs' bonuses after an earnings warning, but increase stock options. The likely reason, the researchers point out, is that compensating committees want to realign the CEO's fortunes with those of stockholders by making company stock a greater percentage of the salary package.

The researchers also found that warnings did not directly affect CEO turnover. However, CEOs who had not generated positive stock returns in the year after a warning were replaced at higher rates.

Only 13 percent of CEOs in their sample issued voluntary warnings—even though most firms benefit by informing shareholders ahead of disappointing earnings reports. That finding “is consistent with the notion that direct benefits [of issuing warnings] may be limited to a small subset of CEOs who can afford to take more risk.”

■ **“Earnings Warnings and CEO Welfare” is forthcoming in the *Journal of Business Finance and Accounting*. It can be previewed at [ssrn.com/abstract=2798173](http://ssrn.com/abstract=2798173).**



## Working Wives and Taxes

**COULD TAX RATES EXPLAIN** differences in how much married men and women work? Yes, according to Alex Bick, an economics professor at Arizona State University's W.P. Carey School of Business in Tempe, and Nicola Fuchs-Schündeln, chair of macroeconomics and development at Goethe University Frankfurt in Germany. They took as their starting point research from ASU's Edward Prescott showing that Europeans work less than Americans because higher taxes dull the incentive to work.

In a working paper, the researchers find that that married men across Europe work about the same number of hours. But they work fewer hours than married men in the U.S., partly because the tax rate in the U.S. is low, around 21 percent, while in Sweden and Germany it averages 33 percent.

However, they found that married women in Eastern Europe and Scandinavia work many more hours than married women in western and southern Europe—almost as many hours as married American women. They blame the differences in tax codes—in particular, the progressivity of the tax code, or how fast the tax rate increases with every additional dollar earned; and the way tax codes are applied to married couples. (They posit that the secondary earners in married couples are most often women.)

In the U.S., for example, tax rates are low and married couples are taxed jointly. When household income rises, the tax rate is still low enough to encourage secondary earners to work more hours.

In Sweden, taxes are higher, but couples are taxed separately, which means that a woman earning less than her husband would be taxed at a lower rate. This gives her an incentive to work more hours.

In Germany, the tax rate is high and married couples are taxed jointly, so additional income earned by the secondary spouse is taxed at the same rate. Married women in Germany work about 34 percent less than those in Sweden, likely because the tax code is a disincentive for them to work.

Bick suggests that policymakers could incentivize secondary earners to work more hours by changing tax codes. “If a country like Germany wanted to increase the numbers of hours worked by married women,” Bick says, “a good policy to consider would be changing the tax treatment of married couples so that their incomes are taxed separately.”

# new projects

## ENERGY & GROWTH

**Catherine Wolfram**, Cora Jane Flood Professor of Business Administration and faculty director of the Energy Institute at Haas, and **Paul Gertler**, Li Ka Shing Professor in Economic and Policy Analysis, both of the Haas School of Business at the University of California, Berkeley, have received a US\$19 million grant from the United Kingdom's Department for International Development (DFID). The grant will support a five-year study that will explore how investment in energy can reduce poverty and support prosperity in emerging nations.

"Intuitively, we all know that energy is quite literally an engine for economic development. Yet we are still very much in the dark about how and to what extent energy drives growth, especially in low-income countries," says Wolfram.

Focusing on the energy sectors in South Asia and Sub-Saharan Africa, the Energy for Economic Growth study will be conducted jointly by the Energy Institute, the Center for Effective Global Action at UC-Berkeley, and the U.K.-based international development consultancy Oxford Policy Management. The researchers plan to produce six papers in the study's first year, in the areas of electricity supply, governance, sustainable urbanization, large-scale renewables, extractives, and clean-tech design.

## VIRTUAL LEADERSHIP

**Magda Donia**, a professor at the Telfer School of Business at the University of Ottawa in Ontario, and **Thomas O'Neill** of the University of Calgary, have received a grant of nearly CAN\$110,000 from Canada's Social Sciences and Humanities Research Council. In their four-year project, "Leading multicultural global virtual teams," Donia and O'Neill will analyze data from the University of North Carolina's X-Culture Project, which teams up MBAs from around the world to create group reports on real-world business challenges. They'll collaborate with the project's creator, Vasyl Taras.

The researchers hope to identify how leaders effectively promote cooperation and interdependence among virtual team members. Donia and O'Neill will ask X-Culture group leaders to self-report their behavior and attributes and ask team members to rate leaders on the same measures. Team feedback will be shared with the leaders, so that researchers can study the impact of that intervention on leaders' communication styles and team performance.

## RESEARCHING AUDITS

The Center for Audit Quality and the American Accounting Association have announced an expansion of their joint annual program, Access to Audit Personnel, which connects academics with audit practitioners willing to participate in research projects.

The program was launched in 2012 to enable doctoral

students and assistant professors seeking tenure to work with audit firm personnel; this year eligibility has been expanded to tenured faculty. Applicants must submit a proposal that outlines the theory and hypotheses to be tested in the experiment, along with a data collection protocol that is in an advanced stage of development.

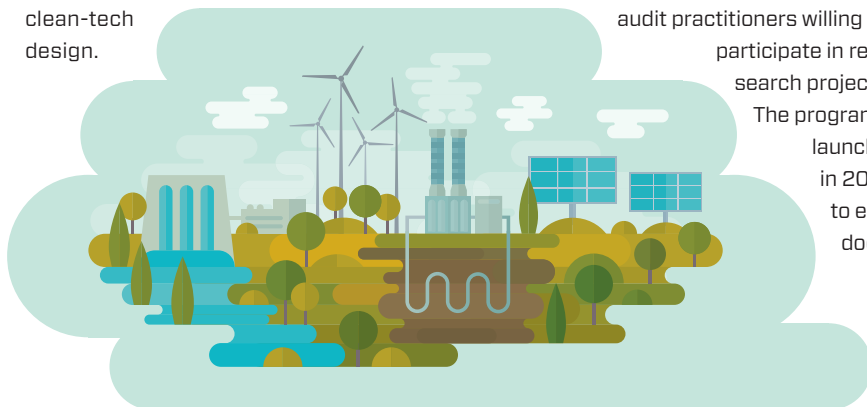
Proposals must be submitted by February 1, 2017. More details can be found at [www.thecaq.org/policy/research/accfourss-to-audit-personnel](http://www.thecaq.org/policy/research/accfourss-to-audit-personnel).

## HIGHLIGHTING HABITS

The U.S. National Science Foundation has awarded US\$1 million from its Cyberlearning and Future Learning Technologies Program to four researchers: **Phillip Grimaldi**, research scientist, and **Richard Baraniuk**, professor of engineering, at Rice University in Houston, Texas; **Mike Mozer**, professor of computer science and cognitive science at the University of Colorado-Boulder; and **Hal Pashler**, professor of psychology at the University of California-San Diego. The grant will support a four-year project that will analyze and improve the way students highlight reading passages as they study. The researchers will work with OpenStax, a provider of free online textbooks founded by Baraniuk and based at Rice.

The researchers will ask OpenStax readers to volunteer their highlights for a database. They'll also conduct experiments at all three participating institutions. They'll use their findings to design software that predicts students' test performance based on what they've highlighted and create tools that use students' highlighted information to create customized quizzes.

"Studies have shown that highlighting does little to improve learning outcomes, but students tend to think it does," says Grimaldi. The team hopes this project will turn highlighting into a process that will actually improve learning outcomes. **D**





WHO WILL BUILD A  
BRAND THAT  
CLOTHES THE  
HOMELESS?  
**SPARTANS WILL.**

JOSH YORK,  
FOUNDER OF THE YORK PROJECT  
SUPPLY CHAIN MANAGEMENT, 2016

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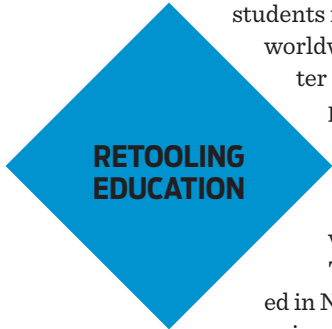
ILLUSTRATIONS BY PATRICK GEORGE

# RETOOLING EDUCATION

**A TRADITIONAL COLLEGE DEGREE TAKES YEARS** to complete, costs tens of thousands of dollars in tuition and fees, and often includes courses that deliver information that students could readily find elsewhere. This model has gone relatively unquestioned for decades, but today many are asking the question: Must the future of higher education be the same as its past? A handful of educational entrepreneurs are saying, “Absolutely not.” In that spirit, they are reimagining the conventional college experience. They’re not just using technology to unbundle learning from the restrictions of time and place; they’re also questioning the need for traditional campuses, instead using the world as a classroom.

In the following pages, we take a look at several alternatives to higher education that are drawing increased attention. In “Global and Campus-Free,” Ben Nelson of the Minerva Schools explains how students around the world can study and work together even without a physical campus. In “Changemaker U,” the Amani Institute’s Roshan Paul describes how his school teaches students to become social innovators almost entirely through practical experience. And in “MOOCs 2.0,” Anant Agarwal of edX traces the history and impact of massive open online courses. Following these three interviews, Laurie Pickard of No-Pay MBA details how she created and customized her own educational journey in “The MOOC-Based MBA.”

These entrepreneurs and educators all agree: Business school could be less expensive, less time-consuming, more customized, and more relevant. They share their vision of what they think higher education should look like, along with ideas for improving it across the board.



**RETOOLING  
EDUCATION**

**WHEN MOST PEOPLE THINK** of a university, they think of ivy-covered buildings, a quadrangle, a student union. None of those things is part of the Minerva Schools. Instead, Minerva houses students in residential halls in six cities worldwide; students spend a semester at each location, while completing online courses with peers at all locations and immersing themselves in each city. (See “The Minerva Model” on page 23.)

The idea for Minerva originated in Nelson’s own undergraduate experience at the Wharton School at the University of Pennsylvania in Philadelphia. There, he was disheartened by the large anonymous lecture classes required for his degree. For that reason, he sought out a wide range of electives taught in small-class formats.

After graduating from Wharton in 1997 with a bachelor’s degree in economics, Nelson would go on to work for ten years at Snapfish, HP’s online photo print service—the last five years as its CEO. His experience at Snapfish opened his eyes to what technology made possible for higher education. “Before that, I couldn’t have conceived that I could start a university,” says Nelson. “After I was steeped in the world of the Internet, I understood that rather than spending so much time and energy on something that didn’t have dramatic impact on the world, I could start a new institution that could improve the world.”

Here, Nelson explains why he believes Minerva’s model is better than traditional universities at preparing students for 21st-century business challenges—and why it could represent the future of higher education.

**BY TRICIA BISOUX**

# GLOBAL AND CAMPUS

HOW A “NO-CAMPUS” MODEL THAT PRIORITIZES FIELDWORK AND EXPERIENTIAL LEARNING OVER COURSEWORK COULD TURN HIGHER EDUCATION INSIDE-OUT.



**S** **FREE**

**How did your experience as an undergraduate at the Wharton School inspire you to create a different model for higher education?**

To earn my business degree, I had to take 19 courses at Wharton, but I could take the rest from other departments as electives. In one elective on the history of universities, I learned about the foundation of higher education. When we think of art, we think of music and literature, but when the Romans thought of art, they also thought of mathematics, science, engineering, and the practical arts. I learned that universities were

**The Minerva model emphasizes “active learning” in its online courses. How do you define active learning?**

As we define it, fully active learning means that 100 percent of students must be engaged at least 75 percent of the time in every class. If a professor asks a Socratic question of one student, the others know that halfway through the answer, the professor will ask another student the same question. If they aren’t engaged, they’ll be in trouble. If two students begin debating, the professor won’t interrupt, but instead ask the other students to rate who’s winning.

“Fully active learning means that 100% of students must be engaged at least 75% of the time.” —BEN NELSON

founded on the principles of combining the practical and the ornamental arts, but we don’t practice that approach in the U.S. That ideal for education was a revelation—I realized what universities should be teaching.

For example, most of the courses I needed for my business degree were at the 101 or 102 level—two semesters of calculus, two semesters of economics, two semesters of accounting, and so on. Only one of those courses wasn’t a standard lecture class. It was a modeling class where I learned to use Excel, and I found that class extremely useful. But I could have learned the material in the rest of my business courses from reading the books. That means that some students are spending US\$100,000 on tuition for information that is effectively available for free. There is something really wrong with that. That realization was my impetus for believing that universities needed to change.

We also have ways for professors to conduct breakout sessions and ask students to give feedback at the end of each class. Professors can pass digital “notes” to students during class to let them know if they are going off track while they’re speaking without interrupting or embarrassing them and allow students to correct themselves. Some of these techniques would be difficult or impossible to do without technology.

**Minerva accepted 150 students to its incoming class this fall. Can Minerva’s model be scaled to larger numbers?**

It’s far more scalable than the current higher education model. We have found the ideal class size is 15 to 19 students, but universities offer massive lecture courses that often don’t teach anything, as well as courses with only a few students that aren’t large enough to offer diverse



**15**  
**TO 19 STUDENTS**  
**is the Minerva Schools’**  
**ideal class size.**

opinions or opportunities for debate. Both are ineffective and not scalable.

We have no lectures, and all students receive very personalized attention. We deliver courses via live online video, which we find more effective than classroom instruction. Students have their own laptops, and some take courses from the comfort of their rooms. But it’s just as common for students to gather in a common space to take classes together.

Minerva provides students with a list of concepts they need to be familiar with before they start classes, as well as a curated list of materials they can use to learn these concepts. These include resources such as books, articles, and free MOOCs produced by others. We ask students to complete introductory MOOCs on topics such as calculus, economics, and statistics on their own time, and students complete assessments, graded by Minerva’s faculty, before each semester to show they’ve mastered the prerequisite material.

So, think of those introductory courses I took at Wharton. Before students start their business majors at Minerva, they’ve already gone through ten of those on their own, instead of paying \$60,000 to take them during their freshman year.

If information is fully available online, we’re not going to charge students for that knowledge. Those courses are not considered part of our curriculum. They are prerequisites to come to Minerva.

**Why not have a physical campus?**

The way universities have designed the residential experience is also non-scalable. A few years ago, Yale wanted to increase the size of its incoming class



by 800 students. The cost to do that was \$600 million—all that money to offer a campus experience that removes students from the real world. It's not as if college cafeterias offer the most delicious food, university museums have the greatest art, or university sports facilities have the greatest gyms. Universities are charging students for access to services that already exist in the real world but do a worse job at providing them.

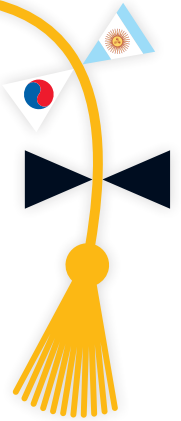
Because we don't have physical classrooms, we don't have to build any of the amenities associated with campus environments—we only have to provide residence halls. We own two residence halls in San Francisco. Last year students occupied only the smaller of the two; this year, because we have more students, we'll use the larger of the two. We own our buildings in San Francisco because we never know how many students we're going to have in each class. But as students travel to other cities, we know that we need, say, 120 beds in Buenos Aires. We lease buildings in every other market because it's easier and more flexible. Under our model, students live together and still experience a sense of community, but at a fraction of the cost of a campus experience. They are also immersed in the real world.

#### What technological platform do you use to deliver your courses?

We actually built the platform ourselves to fulfill Minerva's particular curricular and pedagogical goals. But what's important to understand is that I came up with the idea of Minerva in 1993, when today's technology and the groundswell to reform education did not exist. At that time, Minerva couldn't have been implemented. Minerva was never conceived as a technologically mediated idea. It was conceived as the perfect curriculum.

I think that the biggest mistake higher education institutions make is to ask how they can use technology in the curriculum, instead of first asking what they should be doing pedagogically for their students. What do they want

# THE MINERVA MODEL



The Minerva Schools were formed in 2012, in partnership with the Minerva Project and the Keck Graduate Institute in Claremont, California. Minerva now acts as KGI's four-year undergraduate program. A member of Claremont Colleges, a consortium of five undergraduate and two graduate schools, KGI is a private institution with academic and research programs in pharmacy and the life sciences.

The Minerva Schools at KGI accepted its first class of 28 undergraduate students in September 2014. In 2015, it enrolled 100 more as freshmen, and this fall accepted its third cohort of 150 students. Once students are accepted, they can pursue one or more of five majors: arts and humanities, computational sciences, natural sciences, social sciences, and business. About 30 percent of students choose to pursue a business major, with many choosing to double major.

Minerva employs 40 faculty members, including four in business. All have real-world experience in the topics they teach. In addition, all must be trained to deliver courses using Minerva's active learning model, in which they ensure students are engaged with each other and the material for at least 75 percent of their time in class. To learn that approach, each professor completes a month of intensive training; during their first two months of teaching, they receive feedback and coaching to improve their class management.

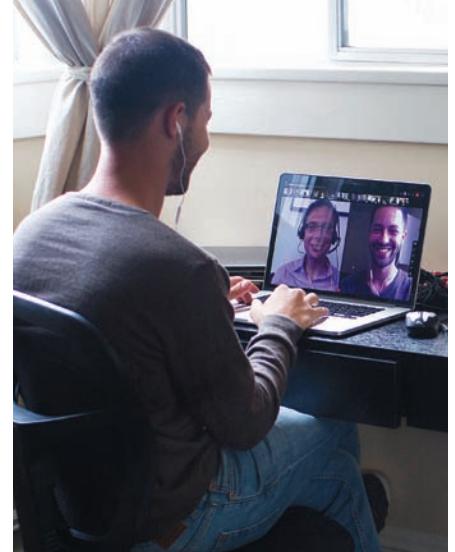
Most of Minerva's curriculum is based on experiential learning in global residencies. Minerva's undergraduates spend their first year studying in San Francisco. During their next three years, they complete semesterlong residencies in five other cities: London, Berlin, Buenos Aires, Bangalore, and Seoul. Minerva does not own residence halls in any other city where it operates except in San Francisco. Instead, it leases housing for its students, who work at full-time internships in each city while completing online coursework.

This year, Minerva accepted only 1.9 percent of 16,000 applicants. However, Minerva's founder Ben Nelson emphasizes that the school sets no limit on the number of students it enrolls. "We don't have a class size in mind when we start our admissions cycle—we accept 100 percent of qualified students," he says. "We'd like to find more."

Nelson says he designed Minerva as a way to move higher ed past traditional—and, he believes, outdated—approaches. "Each year, as a society we expect every business sector will be better than the last—every sector except higher education," he says. Minerva's overarching goal, he adds, is to change that expectation while offering students richer learning experiences to prepare them for 21st-century careers.



While Minerva students take all courses in online synchronous formats, they live and study together in residence halls at sites around the world.



students to know? If you want to start thinking about reforming education, you can't start from the point of constraint. You have to start thinking about the ideal, and then you figure out what must be true for that idea to be fulfilled.

#### In what ways have you updated your platform since 2012?

In the first few months of teaching, we had almost no data on how our students were performing, but we soon realized that some students were speaking more than others. So we built a meter that automatically counted the number of seconds each student spoke during the live video classes. Now, as the professor interacts with students on individual screens, each student's screen is tinted green, yellow, or red, to help the professor keep track of how often students speak; the teacher can then make adjustments. That makes teaching easier.

#### Minerva Schools came about through a partnership with Keck Graduate Institute. Why partner with KGI?

The first reason was that we wanted to make sure Minerva issued an accredited degree. We couldn't do that unless we partnered with an accredited institution. The second was that, because Minerva came out of nowhere, we wanted people to understand that we were in the correct company. As a member of the Claremont Colleges, KGI has been a leader in applied education; it just launched a new program in bioscience management. Our relationship with KGI lent us the initial credibility for what we were trying to do.

#### Do Minerva faculty receive tenure?

No. Without question, tenure is a cancer in higher education. It's a real problem that people conflate tenure with academic freedom, when one has nothing to do with the other. I understand that universities offer tenure so their professors can pursue research that might not pay off for 20 years, but the cancerous part is that tenure does not correlate with education. A professor can be a great researcher and a terrible educator and still get tenure.

I have long argued that professors should draw two different salaries—one for research and one for education. Universities can set whatever policy for tenure that they want on the research side, but that policy shouldn't burden the education side. Educators should be trained and evaluated, and if their students aren't learning, they should be fired.

I also believe that all undergraduates should see how much of their professors' time is diverted to research—and they need to realize that they're paying for that. Universities cannot both say that education matters and pretend that education does not matter by using undergraduate tuition to subsidize research. It's totally nuts.

#### What is your policy for faculty?

At Minerva, we keep research and teaching separate, because our undergraduate tuition dollars are meant to support the time our professors spend teaching students, not conducting research. We expect our professors to have active research and consulting lives, but they get to keep the grant money and salary they earn for that.

#### Minerva charges \$12,500 for annual tuition and \$16,950 for housing, food, and services. Do you offer scholarships?

We charge \$20,000 less in tuition than many traditional universities, but still 81 percent of our students receive financial aid. All of our students work. We ensure that none of our students graduate with more than \$20,000 in student debt. I don't abide by the concept that a student loan is a bad thing, as long as the loan is for a small amount.

Because we have students from all over the world, and their travel costs are unpredictable, the expense of travel is the student's responsibility.

#### How will you measure the success of Minerva's educational model?

We'll measure it by our retention rates. So far, we've kept 90 percent of our students. And rather than judging our success by our students' salaries after graduation, we'll look at the quality of their opportunities. We want to know, are our students getting not just the same opportunities as students at the best higher education institutions in the world, but better ones?

#### What do you think business schools could most learn from the Minerva Schools?

That curriculum matters. That if you are doing what you're doing because everybody else is doing it that way, you haven't learned the basic lesson of business. In business, followers don't dominate their fields—innovators do. And in higher education, innovation isn't about delivery systems or bells and whistles. It's about rethinking what you teach. **D**



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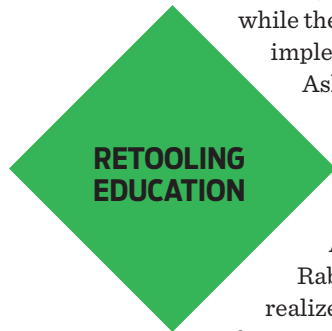
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SHOULD SOCIAL IMPACT BE THE BASIS OF HIGHER EDUCATION? WHY THE WORLD NEEDS MORE SOCIAL INNOVATORS—AND WHY TRADITIONAL HIGHER ED MUST DO MORE TO PRODUCE THEM.

BY TRICIA BISOUX



**AFTER ROSHAN PAUL GRADUATED** from Harvard's Kennedy School of Government, he was literally a man on a social mission. For the next eight years, he worked for Ashoka, a global nonprofit supporting social entrepreneurship; while there, he designed and implemented projects such as Ashoka's Peace Initiative, which worked with social entrepreneurs in countries experiencing conflict. He also met Ashoka colleague Ilaina Rabbat, and together they realized that while Ashoka's efforts were effecting positive change in the world, the organization could only do so much. They thought higher education institutions could have far more influence—but believed few were

doing enough to teach students to make true social impact.

In 2012, the pair launched Amani Institute to fill what they saw as a void in higher education. The curriculum at Amani—based in Nairobi, Kenya—prioritizes immersive, global, and hands-on learning experiences over classroom lectures. (See "The Amani Experience" on page 30.) Recently, the institute opened a new location in São Paulo, Brazil; and this year, it added an MBA in social innovation management in partnership with Lynn University in Boca Raton, Florida.

Amani's goal: to produce individuals with the essential skills of social innovators. Paul recently talked to *BizEd* about his goals for Amani, as well as the path he hopes traditional higher education institutions will follow.

# CHANGE



# MAKER U

**You have a master's in public policy from the Harvard Kennedy School, you self-designed a bachelor's in international political economy from Davidson College, and you earned a certificate from the Amsterdam School for Creative Leadership. Did you ever consider pursuing an MBA?**

I wanted the skills of an MBA, but I didn't want to work in operations management for a factory or make investment decisions for a big company. I knew early on that my career was going to be in the social sector; by pursuing a public policy degree, I could take MBA-type classes focused on social impact.

**Amani now offers an MBA jointly with Lynn University. Why did you call this degree an MBA, rather than a master's in social innovation management?**

Lynn has a business school, not a school of public policy, and it wanted to add a social innovation concentration to its MBA program. So, we've made our MBA an extension of our certificate in social innovation management. Students from Lynn or Amani can complete the one-semester certificate program with Amani Institute and then transfer their credits to complete the remaining three semesters of the MBA program with Lynn, on campus or online.

**After 9/11, you saw a global need for workers with skills in peace-building and social impact. How did you define these skills?**

Before we started Amani, we interviewed CEOs, human resource directors, and entry-level employees across all types of organizations, from small community-based organizations to the U.N., to ask what important skills they thought master's programs were not providing. The four they identified were leadership, communication, entrepreneurship, and creativity and problem solving.

I imagine that many schools of business and public policy believe they are teaching these skills, but these employers felt as if schools were teaching these concepts from an academic perspective, not a skills-based perspective. That's

why we modeled our program after medical schools and military academies, where degree programs are very practice-oriented and very person-oriented.

**Who are your faculty?**

Most of our faculty are external—they come to teach for a week or so and then leave. We cover the costs of their travel and visas and we host them, but we don't pay them very much to teach our classes. Because they're not on our staff, we do not have to pay salaries or benefits.

Although we have one or two academics, we target practitioners—CEOs and other senior-level executives—who are at the top of their fields in nonprofits, corporations, or consultancies. We have found that once these individuals get to a certain level of their careers, they see it as their responsibility to give back to the next generation. Many will teach for us pro bono because they believe in what we're trying to do.

**So, your program skips over the academic perspective to get straight to the practitioner point of view.**

Exactly. We created our program as a response to what I call the "misallocation of resources" in higher ed. For example, when I was at the Kennedy School, I found that there were content-based—or academic—classes and skills-based classes. I have no quarrel with theoretical academic work at the undergrad level, but in a master's program that could cost US\$60,000 a year, schools need to focus on skills that students can use.

In my program at the Kennedy School, tenured and tenure-track faculty



were teaching "theories of international relations" or "advanced macroeconomic policy" to classes of ten or 15 students. Adjunct faculty, on the other hand, were there from industry, for just that semester, to teach skills in negotiation, budgeting, leadership, or communication. They were teaching classes of 120 students. Many students couldn't get into these classes at all. These are students who had spent \$60,000 or gone into debt for their educations—and they were in classes of 120 or unable to get into classes that had value to them.

The classes that the university's customers were choosing were not the classes that the university was prioritizing. That's a weird set of priorities to have at the master's level. That's why at Amani we have people from industry teach our classes and tell students, "Here's how I do this." Sometimes they'll even say, "Here's what I learned in business school, and here's how I would change that to make it practical."

**Who are your students?**

They come from all around the world, representing about 40 different countries. They are all ages—our youngest student now is 21, and our oldest is 66. Some of our students grew up in slums, others are refugees. We've had people who have been child soldiers, as well as people from Silicon Valley and the suburbs of Paris. The more diverse our customers, the

**250**  
The number of applications  
Amani receives to fill 20 spots  
available in each cohort.



Amani Institute co-founders Ilaina Rabbat (second from right) and Roshan Paul (far right) hold an outdoor discussion with students.



“Our experience has shown us that people can change the world.” —ROSHAN PAUL

more personalized our approach is, the better. That’s what we think should be the norm in all of higher education.

#### **Do you have a core curriculum, with courses in subjects such as finance or strategy?**

We weave subjects such as finance and strategy throughout the curriculum—a class in finance is a class in social impact finance. We don’t imagine our graduates will be finance professionals, but we do imagine that they will be leaders who will need to know how to read a balance sheet and a profit and loss statement. If we had departments at the Amani Institute, they would be leadership, communication, creativity, and entrepreneurship.

#### **Do you use case studies?**

We might use “light” case studies—for example, students might offer their own organizations as case studies. Then, they’re working on issues at their own organizations without taking time off work—they’re building finance models, branding strategies, or impact evaluation strategies throughout the program. It’s immensely practical. We try as far as possible not to use abstract case studies common in business schools.

#### **How did your time at Ashoka inspire you and Ilaina Rabbat to create Amani?**

Our experience at Ashoka was transformational for both of us, because it

showed us that people can change the world. I have seen hundreds of people do it. But it’s infinitely harder to do than to work in a regular business, so people need training for it. The problem is that universities don’t focus on training for social impact.

The social entrepreneurs that Ashoka supports are great role models as changemakers. We want our students at Amani to be like them.

#### **What were the biggest challenges you both faced to launch Amani?**

The first was that we opened the school in Kenya, and neither one of us was from Kenya. We were coming to a new country, and we had to learn how things worked. But we both have lived in many different countries, so we were able to adapt relatively quickly.

The second challenge was that we were asking people to spend US\$8,000 on our certificate program. That amount is only a fraction of the cost of tuition at many business schools, but if you compare it to the cost of higher education in the countries that many of our students come from, it’s exorbitant. We were asking people without funding behind them to spend that kind of money on a school without a brand name. It was a big ask. We had to be very strategic and intentional in our branding and our communication—we had to convince people that even though we had never done this before, they should give us \$8,000 to spend this time with us. We conducted long, personal interviews with applicants to our first class. We have found that if we talk to people before they apply, they are more likely, A, to get in and, B, to accept our invitation to join the program.

#### **Do you offer scholarships?**

We do, although I think the term “scholarship” is a fancy way for the education sector to say “a sliding scale.” We ask people to pay what they can afford. However, even if someone is from a marginalized background, we want to them to pay something so that they have some skin in the game. But people who can afford to pay more pay full price, which helps subsidize the people who can pay less.

#### **Why did you choose Kenya for the Amani Institute’s first location?**

We wanted to be in an emerging market, so that we could be close to where the problems are and where we could see change happening quickly. Also, because Ilaina comes from Argentina and I come from India, we felt that if we were going to ask our students to show their courage and take risks to build the careers that they wanted, we also should go to a place that was new and unfamiliar to us. We did not want to ask our students to do something that we weren’t willing to do ourselves.

Once we had picked Africa, we wanted to be in a city that is a geographic hub for innovation, and Nairobi is truly one of the social innovation hotspots in the world. Likewise, when we were looking to expand to Latin America, we chose São Paulo for the same reason.

#### **Other than Lynn University, have other traditional higher education institutions asked you about adapting your model?**

We are talking to many universities, mostly in the U.S. and Brazil, that know the market is demanding different programs than they typically have been providing. But while there’s a lot of interest in forming partnerships, they often take

too long to develop. For example, we might talk to a university about a summer program for their students in 2016, but they want to roll it out in 2017. All we can think is, “Wow, the world is going to be completely different by 2017.” But we want to partner with traditional higher ed as much as we can.

#### **What’s your next big aspiration for Amani?**


Now that we’ve proven our model, our biggest aspiration is to scale the impact of what we do. We’re already financially sustainable after just three years—that’s relatively rare for nonprofits. Now that we’re in Africa and Latin America, we want to launch in India in the next one or two years. But we’re exploring ways of scaling our program that won’t mean we necessarily have to

grow in size. We think it’s more strategic to work with universities to get this program out to more people.

#### **Now that Amani has been open three years, what are you most proud of?**

Strategically, we’re proud that we’ve built a model that is attracting attention. People are asking, “How can we copy that, or how can we do that?” We have been approached by organizations to see if they can franchise what we are doing—the MBA with Lynn University is an indication of that. We have a partnership with the University for Peace, a United Nations university in Costa Rica. And we’re part of the Young African Leaders Initiative, President Barack Obama’s flagship program for Africa. That leadership program has four centers on

the continent, including one in Kenya, and its training is broken up into three tracks: a business and entrepreneurship track, a public administration track, and a civil engagement track. We won the bid to deliver the civil engagement track. The other two tracks are run by two American schools—Dartmouth University and Arizona State University.

On a more personal level, we’re proud that our program goes very deep with our students. We’ve had people from Coca-Cola and Google attend our programs, and we’ve had people who teach in slums or who are refugees. Regardless of their backgrounds, they feel that this program is transformational. When someone looks into our eyes and says “Thank you, you changed my life”—that’s the reason we do it. 

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# THE AMANI EXPERIENCE

When Roshan Paul and Ilaina Rabbat co-founded the Amani Institute, they named it after the Swahili word for “peace.” Their goal: to create a school focused solely on producing social innovators and changemakers. In 2013, the institute accepted its first students into its ten-month postgraduate certificate program in social innovation management. The school—which has locations in Nairobi, Kenya, and São Paulo, Brazil—now receives about 250 applications to fill the 20 spots in each student cohort.

Amani’s curriculum design is based on three activities, which students pursue throughout their programs. First, students “learn by doing,” completing internships of at least four months with organizations that suit their career interests. Second, they attend courses three times a week, where they learn skills from practitioner faculty with significant leadership and international experience. Some courses explore core business topics, such as global economics and cross-sector management, through the lens of social impact. Others focus on topics not often found in traditional curricula, such as storytelling as a leadership skill and bio-empathy.

These classes are very practice-oriented, experiential, and project-based. Students work in teams through each course; at the end of each course, the teams give presentations on their projects, rather than take final exams or write research papers. “Throughout

the curriculum, students learn 70 or 80 tools that they practice and apply, so that by the end of the program they can use these tools to solve problems in any range of situations,” Paul says.

All courses are delivered with social innovation in mind, and all are focused on teaching one or more of the four skills that Paul and Rabbat believe changemakers must possess: leadership, entrepreneurship, communication, and creativity and problem solving.

Finally, all students complete a personal leadership course—which the institute calls “the inner journey of the changemaker.” Students reflect on their aspirations, field experience, and skill building to form a clear picture of their motivations, strengths, weaknesses, and career aspirations, as well as how they’re going to manage their lives and careers over the long haul. As part of this process, students work with mentors, receive peer feedback, go on field trips, and meet role models for the careers they want to pursue.

Although Amani’s curriculum focuses on entrepreneurship, Paul does not expect all students to become entrepreneurs. “The world doesn’t need more entrepreneurs; it needs more intrapreneurs, who can create change and social impact from inside organizations,” Paul says. “There were many fellowship programs like Ashoka for social entrepreneurs, but not so many for the staff of these entrepreneurs. That was the gap we identified, and what we explicitly set out to address with Amani.”





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## HOW FAR HAVE MOOCs COME IN THE PAST FOUR YEARS? WHAT'S NEXT? HOW CAN TRADITIONAL UNIVERSITIES COMPETE—OR COLLABORATE?

BY SHARON SHINN



RETOOLING  
EDUCATION

**MASSIVE OPEN ONLINE COURSES** allow anyone with an internet connection to study practically any subject for free, and they represent an innovation that many industry observers expected to completely disrupt traditional education. However, that thinking has changed: While it seems likely that MOOCs will dramatically reshape the way education is delivered, today's MOOCs seem poised to supplement current degree programs rather than supplant them. And yet, MOOCs themselves are still evolving, and higher education is evolving right along with them.

One of the best-known MOOC providers is edX, which was founded in 2012 by Harvard University and Massachusetts Institute of Technology and today boasts more than 100 partner institutions. "edX

was launched with a strong passion and commitment to our mission to increase access to high-quality education for everyone, everywhere," says Anant Agarwal, MIT professor, CEO of edX, and the instructor of the first edX course.

How well has the organization met that goal? As of July 2016, edX has more than 8 million learners and more than 27 million course enrollments. Furthermore, learners come from every country on every continent.

Even so, Agarwal says the mission is ongoing. "We are looking to create a global movement that will change the world, and we will continue to grow our learner and partner base globally to achieve this. This year we celebrated edX's fourth birthday, and it's a great opportunity to look back on all that our learners have accomplished." He recently discussed some of those accomplishments with *BizEd*.

# MOOC



SS 20

A person wearing a blue shirt is sitting in the center of a white circle at the bottom of the image. They are holding up a white document or piece of paper with both hands, as if presenting it. The person's face is not visible, only their back and arms are shown. The white circle is set against a red background.

“edX was launched with a strong passion and commitment to our mission to increase access to high-quality education for everyone, everywhere.”

—ANANT AGARWAL

**How have MOOCs changed since they first came on the scene?**

MOOCs have evolved considerably, and the conversation is now focused on MOOCs 2.0. We now are making learning more personal and adaptive by applying artificial intelligence, big data, and crowdsourcing techniques to the data we gather from MOOC learners.

We’re also focusing on integrity. As more MOOCs start to carry academic credit, there is a need to develop and enhance tools like virtual proctoring in order to ensure the validity of the academic credit earned.

**When you launched edX, you believed that MOOCs could help you discover how students learn and how faculty teach, whether they’re in class or online. What are some insights you’ve gained?**

The online environment provides a powerful platform to conduct experiments in teaching and learning, because every click in a course allows us to record data that we can analyze. For example, we were able to determine that the optimal length for videos in edX courses is six minutes or shorter. By seeing how long learners watch videos, where they drop off, and how they interact with videos when they’re engaged, we were able to develop better online teaching methods.

We also saw very quickly that learners benefit from active learning, meaning that they benefit when they receive instant feedback and have the ability to submit answers again and again until they get to the correct one. This is a strategy borrowed from gamification, in which players are allowed to fail and try again without penalty, a tactic that keeps them from losing interest or getting discouraged.

In addition, we discovered that



students learn a great deal through collaboration. That’s especially true when they approach course discussion forums like they do social media—sharing instant feedback, answering each other’s questions, and interacting in ways that would be impossible in a physical classroom.

**How has the advent of MOOCs changed the way professors teach on campus?**

Many insights gained from MOOCs have translated directly into the classroom. For instance, when MIT professor John Belcher was teaching “Electricity and Magnetism,” he explored the use of edX to intensify in-class interactivity while improving out-of-class learning. In this flipped classroom experiment, he made lectures and simulations available online so he could dedicate class time to collaborative projects and discussions. Students were allowed to submit many assignments online and have instant access to feedback. When students in the class were surveyed, 95 percent said the flipped classroom style benefited their overall experience, and

92 percent recommended applying the approach to other physics courses.

Professors also can employ more blended models, using online education to give students the fundamentals of a subject and using class time to delve into the details. This model creates better efficiencies in the classroom and can foster a better quality of education overall.

**Are there other ways that MOOCs can be used to enhance learning in the traditional classroom?**

At edX, we envision an online education model that is synergistic with on-campus learning. MOOCs are so flexible that they offer truly innovative approaches to education, such as allowing students to take some courses online and others in classrooms.

For instance, the MITx MicroMasters in Supply Chain Management, available on edX, is equivalent to the coursework of one graduate semester at MIT. Once learners complete the MITx MicroMasters online, they can apply for an accelerated, residential, one-semester master’s degree program in Supply Chain Management at the school. Stu-



## USEFUL LINKS

- **Global Freshman Academy:** [www.edx.org/gfa](http://www.edx.org/gfa)
- **MicroMasters in Supply Chain:** [www.edx.org/mitx-micromasters-credential-supply](http://www.edx.org/mitx-micromasters-credential-supply)
- **Degree of Freedom One Year BA Project:** [degreeoffreedom.org/one-year-ba/](http://degreeoffreedom.org/one-year-ba/)
- **“Optimal Video Length for Student Engagement,”** a November 13, 2013, edX blog post about video learning: [blog.edx.org/optimal-video-length-student-engagement](http://blog.edx.org/optimal-video-length-student-engagement)

dents who earn that credit through the MOOC still must apply for admission to the business school.

**Earning college credit for online learning is a relatively new component of MOOCs. How does it work at edX?**

Because edX is committed to increasing access to education for anyone in the world, we have always made course content, forums, and assessments open and free for learners. That said, the ability to earn credentials is hugely important. For learners who want to earn verified certificates to advance their careers by adding credentials to their CVs or to their LinkedIn accounts, edX includes an option to pay.

Learners also can purchase verified certificates if they want to use MOOCs to earn college credit. The MicroMas-

ters in Supply Chain is one example. Another is the Global Freshman Academy, a partnership between edX and Arizona State University. High school students who pay US\$49 to enroll in the Verified Track of this program can earn college credit at ASU if they pass the course. They can choose to pay for the credit when they know they have passed the course, which reduces the financial risk.

**A few individuals have designed what are essentially degree programs by picking and choosing relevant courses available through MOOCs. Have you followed their stories?**

A great example of a learner who has benefited from the unbundling of

# 6

**MINUTES  
OR LESS**

**The optimal  
length for an  
educational  
video.**

education is Laurie Pickard, who assembled the curriculum for an MBA entirely via MOOCs. (See “The MOOC-Based MBA” on page 38.) Researcher and writer Jon Haber also used MOOCs and other free forms of learning to try to earn the equivalent of a bachelor’s degree in just 12 months. He chronicles his

approach online in the blog Degree of Freedom One Year BA Project.

**While those learners were motivated to finish their courses, many critics point out that MOOCs have poor student retention rates. What’s the average rate of completion for edX courses?**

It varies from 5 percent to 80 percent, depending on what the subjects are,

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# 8

**MILLION**  
learners were  
enrolled in  
edX as of  
July 2016.

whether students are active learners, and whether they are enrolled in verified certificate or credit track programs. We attract learners with many different goals. Some have a traditional focus; they want to demonstrate mastery of a course and receive a certificate of completion. Others enroll solely to interact with other students and expand their understanding of the world around them. For students who simply want to audit a course, completion may not be the desired goal.

#### **What metric should we use to measure whether MOOCs are successful, if not completion rates?**

While completion rates, borrowed from the traditional university model, are certainly an important measure, they only represent one small segment of a diverse group of MOOC learners. With MOOCs, we need to change the lens through which we view student success, while also working toward further understanding and improving the learner experience.

We are capturing demographic information about our learners as it relates to the courses for which they register. We want to know where they are located, how old they are, and where their interests lie. We're also measuring what they learn and how they learn it via coursework, assignments, discussion boards, and assessments. Additionally, we are measuring the impact of teaching techniques through student response and understanding. As we continue to gather learner and teaching data, we hope to move beyond course completion rates as the primary benchmark for measuring success.

**MOOCs present amazing opportunities for students, as well as great challenges to traditional educational models. How do you think traditional schools should**

#### **adjust their approaches if more students opt for free or low-cost online education?**

As MOOCs become more and more the norm, the best thing universities can do is take an unbundled approach to education—by unbundling the clock, the curriculum, and the credential.

Unbundling the clock might mean allowing students to take the first year of college fully online, perhaps while they're still in high school. They would spend the next two years on campus before joining the workforce for a few years to gain real-world skills. Finally—instead of taking the traditional

fourth year at a university—they would take MOOCs or other online courses as needed throughout their careers.

In a world where such continuous lifelong education is the norm, universities also might be able to unbundle the curriculum. Historically, three- and four-year higher education institutions have tried to provide learners with a wide range of content and degree programs. While some older institutions can offer such variety, newer colleges find it difficult because of the challenges they encounter as they try to attract professors and build out their curricula. When universities unbundle the curriculum, they can focus on what they care about most—for instance, delivering a broad liberal arts education. Students who want specialized courses such as computer sciences can take those courses online from a third-party provider.


When universities unbundle the credential, students will have even more

educational opportunities. For instance, they might be able to obtain digital credentials for smaller amounts of online work, as they can

through the Global Freshman Academy or MicroMasters programs I mentioned earlier.

By unbundling their offerings and creating innovative delivery models, universities will open up new markets and save on operating costs. These efficiencies will help universities remain financially viable as MOOCs account for a bigger share of the market.

#### **Do you think MOOCs or other forms of online education ever will replace face-to-face learning altogether?**

MOOCs won't replace universities; they'll enhance the quality of education by incorporating blended learning. In the future, education will be either blended or fully online. Purely face-to-face education will exist only in the history books. 

## TOP FIVE

### **To date, these have been the most popular courses on edX:**

1. Introduction to Computer Science (HarvardX)
2. Introduction to Computer Science and Programming Using Python (MITx)
3. Introduction to Linux (LinuxFoundationX)
4. The Science of Happiness (UC BerkeleyX)
5. English Grammar and Essay Writing (UC BerkeleyX)

### **These have been the five most popular edX courses in business:**

1. Analyzing and Visualizing Data with Excel (Microsoft)
2. The Science of Everyday Thinking (UQx)
3. Entrepreneurship 101: Who is your customer? (MITx)
4. Introduction to Project Management (AdelaideX)
5. Inclusive Leadership: Becoming a Successful Leader (CatalystX)



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**BY LAURIE PICKARD**  
PHOTOGRAPH BY  
CRYSTALINE RANDAZZO



**RETOOLING  
EDUCATION**

**“SHOULD I GET AN MBA?”** For years, this question hung around on the sidelines of my life, taking center stage whenever I faced a transition. It whispered to me as I finished my master’s degree in geography, lingered through my two years of service as a Peace Corps volunteer, and practically shook me by the shoulders as I prepared to move across the world and look for work in the field of international development. Given my industry’s increasing focus on partnership with the private sector, I knew an MBA could provide me with valuable skills, and many job listings specified that candidates should have the degree. But at 32 years old, with a short but growing work history and one master’s degree already under my belt, I wasn’t prepared to drop everything to

pursue graduate business studies, nor was I keen to go into debt to do it.

Fortunately, my deliberations over business education coincided with the growing availability of massive open online courses (MOOCs). When I learned that some of the business schools on my short list were making their courses available online for no cost, I saw another way to get the education I desired, without dropping out of the workforce or burdening my fledgling career with student debt. Thus began my quest to fashion my own “MBA” out of MOOCs, books, digital internships, TED Talks, and anything else I could get my hands, eyes, and ears on. I didn’t plan to earn a degree, but I believed I would be able to achieve career advancement on the basis of my new knowledge and skills, even without those three extra letters on my résumé.

# THE MOOC-BA

LAURIE PICKARD WANTED THE SKILLS AN MBA WOULD GIVE HER, BUT DIDN'T WANT TO DROP OUT OF THE WORKFORCE TO EARN ONE—OR ABSORB THE \$100,000 COST. SO, SHE TURNED TO MOOCs TO ASSEMBLE THE COURSES SHE NEEDED. WHAT CAN BUSINESS SCHOOL DEANS LEARN FROM HER STORY?



Since MOOCs already had achieved considerable popularity by the time I heard about them, I was surprised to find that no one had yet chronicled an attempt to cobble these free courses together into an MBA-style business education. Jonathan Haber's cleverly named blog, DegreeofFreedom.org, covered his pursuit of an undergraduate degree through MOOCs; other blog sites followed along with MBA graduates as they pinched pennies to pay off their business school loans. But no one was writing about staying out of debt in the first place by using MOOCs to get a free top-tier business education. I decided to become that blogger. I purchased the domain name NoPayMBA.com and resolved to record my experience, both to provide evidence

of my own learning and to help others with a similar aim. I launched the site in November 2013.

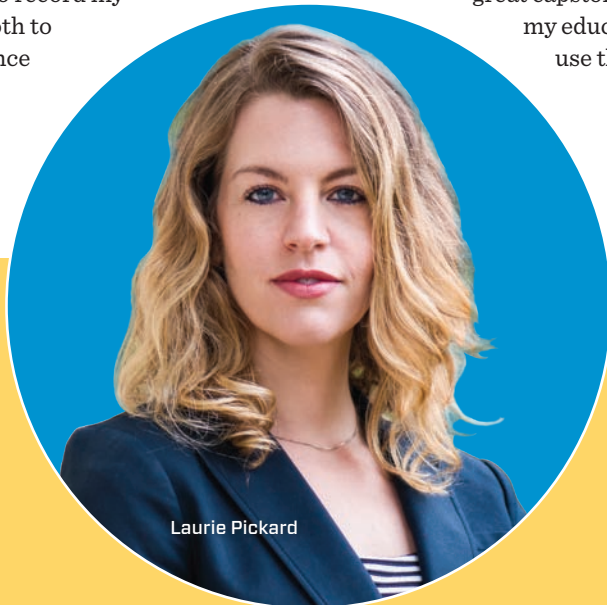
My MOOC MBA has surpassed all my expectations. I've studied accounting and operations with Wharton, finance with NYU Stern, design thinking and strategy with Darden, supply chain management with MIT Sloan, and the list goes on. Nor have I limited myself to academic courses; one of my best learning experiences was a branding course taught by an independent graphic design artist. I've balanced T-accounts, conducted net present value analyses, and assessed product-market fit. In July 2015, I used the website to launch a business, which seemed like a great capstone project for my education. I now use the site to pro-

vide digital materials offering guidance to people who are crafting their own No-Pay MBAs and to offer them a portfolio space to document and showcase their accomplishments.

Through my MOOC studies, I also have become a stronger representative of my employer, the United States Agency for International Development, and I have earned a sizeable promotion. Meanwhile, my blog site, No-Pay MBA, has become a starting point for many people seeking an affordable business education.

### **BUSINESS SCHOOL, MEET CODING BOOT CAMP**

I can see no reason for anyone to spend US\$100,000 on an MBA if a MOOC specialization will result in the desired outcome. But I freely acknowledge that the method I chose for getting my



Laurie Pickard

# ASED MBA



# Business schools should find ways to emulate the just-in-time, outcome-oriented education model.



business education doesn't work for everyone. It is a lonely effort, requiring a tremendous amount of self-discipline. Independent study also comes without the ready-made network that some people consider one of the greatest benefits of attending business schools.

Perhaps most important, self-study does not result in a recognized credential. I did not allow this problem to deter me. I created a portfolio and a website to document my studies, profile my education, and market my skills. I was also fortunate that I had an employer who was willing to recognize the value of my new knowledge. But for many learners, the credential is key, and they have found that only university degrees seem to "count" in the job market.

From my small perch as the MOOC MBA blogger, I have had the chance to speak with dozens of would-be business students from around the world and have received comments, questions, and survey responses numbering in the thousands. By far, the most commonly voiced question among my readers is, "If I study on my own, will employers recognize the value of my education?" Learners around the world are desperate for affordable, accessible business education that will result in recognized credentials that can help them land jobs. While many MOOCs allow students the option of paying a modest fee so they can earn a verified certificate upon completion of a course, MOOCs are still widely unknown, and there's a good chance employers won't accept a MOOC certificate.

Not only that, learners often aren't sure what kinds of credentials they need in order to advance their careers. For instance, if a person has a BA in communications and two years of marketing experience, does she need a full MBA? Could she prove her proficiency by earning a Google Adwords certificate, a MOOC certificate in digital marketing, or one of many other available marketing certifications? And would any of those certificates help her secure a job?

This is a very real pain point in many fields. In the world of computer programming education, nonuniversity education providers are responding directly by running coding boot camps. These are short programs—often around 12 weeks—that focus on particular, in-demand skills. The most successful among them, like Dev Bootcamp and General Assembly, make job placement integral to their offerings.

Ryan Craig of University Ventures, an investment fund that specializes in higher education, has described this phenomenon as the "full stack" model of education. Taken from technology, the term describes developers who are capable of performing tasks at any level of the technical stack that makes up the product, from back-end development to front-end user experience. Craig credits marketing expert Mike Fishbein with the idea that in higher education, the final stage of the user experience, aka the very top of the stack, is getting a job. (The article Craig co-authored with Allison Williams for *Educause Review* can be read at [er.educause.edu/articles/2015/8/data-technology-and-the-great-unbundling-of-higher-education](http://er.educause.edu/articles/2015/8/data-technology-and-the-great-unbundling-of-higher-education).)

Business school is not coding boot camp, nor would I suggest that it should be. Part of what is so appealing about the MBA is its breadth and versatility. MBA programs do much more than teach a collection of skills; they strive to create leaders who can understand complex situations, make difficult decisions, and manage teams of people. Developing these leaders is a larger and more difficult task than teaching the basics of programming in Python. As a learner, I sought such a broad understanding. I

wanted to grasp the big picture and to stand on equal ground with people who hold MBA degrees. Those goals can't be accomplished in a 12-week boot camp.

However, business schools soon may face pressure from boot-camp-style competitors who focus on in-demand skills and provide clear pathways to employment. (Readers who don't believe me should just Google Smart.ly.) These competitors will be helped along by companies like Google, which no longer uses grades or transcripts to assess job candidates and is unimpressed by name-brand degrees. We can expect that, following in Google's footsteps, more employers will rely on data to determine exactly which skills, attitudes, and other attributes correlate directly with job success and will hire accordingly.

## A MODULAR MBA?

Despite the many differences between a business school and a coding boot camp, I believe business schools can and should find ways to emulate the boot camp's just-in-time, competency-based, outcome-oriented education model. In doing so, they can continue to create value for learners, serve their missions, and stay relevant to the needs of the workforce. In fact, some business schools are already taking steps down this path.

Were I beginning my search for MBA alternatives today, I would find not only one-off courses but also multicourse "specializations" offered by universities through Coursera and edX. I surely would be intrigued by MIT's MicroMaster's in supply chain management, an online program that provides a pathway to on-campus study and a master's degree. I also would be interested in the University of Illinois' iMBA, a com-

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plete MBA delivered via MOOC. These options, especially the latter two, are exciting because they combine modular, flexible, open, online delivery with recognized credentials. In the process, they show us what business education could look like in the not-so-distant future.

Imagine a system in which a student could gradually amass the requirements for an MBA degree by mixing and matching pieces of a business education. Students might transfer modules from one institution to another or test in with skills developed through work experience. Universities even could partner with boot-camp-style programs, MOOC platforms, and other alternative providers to deliver

certain pieces of the MBA through partnerships and MOOCs, but they wouldn't have the burden of creating an entire MBA program online.


The key to realizing this dream may lie in developing a taxonomy of skills and knowledge—a map of the needs of the modern workplace. Such an inventory could form the basis of a modular, competency-based curriculum. It also could aid in the establishment of a system of connected credentials, such as the one suggested by Jamie Merisotis, the president of the Lumina Foundation, in an article that appeared in *Educause Review*. (Read his piece at [er.educause.edu/articles/2016/5/credentials-](http://er.educause.edu/articles/2016/5/credentials-)

placement, and an accredited associate's degree in business. This is precisely the kind of partnership that can help a university further its mission while providing bottom-line value to students.

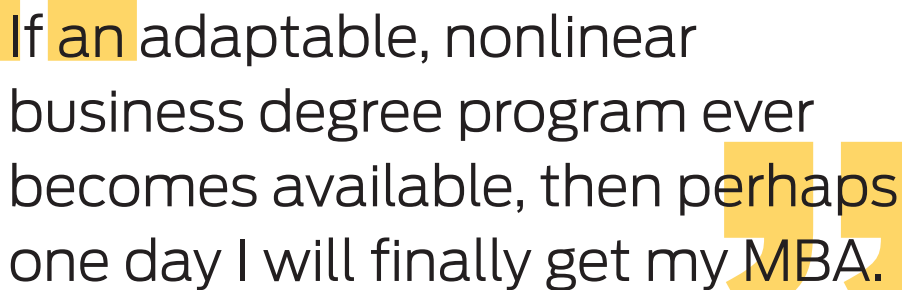
### THE MBA I WOULD LIKE TO GET

Now that I've completed the course of study I set out for myself, I often have been asked whether I will seek an actual MBA degree. Perhaps, some have suggested, I will find a university willing to convert my MOOC coursework into university credit.

Indeed, I would like to exchange my No-Pay MBA for an actual recognized business degree one day. Here's how I'd like to do it: Ideally, I'd have my pick of schools offering a flexible, modular approach to business education. I would work one-on-one with an advisor who would help me figure out which MBA requirements I could test out of, and which pieces I would need to study more intensively. I would hope that I would receive some credit for my MOOC coursework and some for my work experience. I'd expect to take at least a few additional online modules to round out my prior studies. Perhaps I'd attend mini-seminars to brush up on finance or come to campus for a leadership workshop with executives from around the world.

Finally, I would like the degree-granting university I selected to embrace the concept and the imperative of lifelong learning, leaving the doors perpetually open to me so that I easily could add new skills to my repertoire as the need arises. If such an adaptable, nonlinear business degree program ever becomes available, then perhaps one day I will finally get my MBA. 

*Laurie Pickard is an international development worker living in Kigali, Rwanda, where she is employed by the United States Agency for International Development. Her new book, tentatively titled Just In Time MBA, will be published in 2017 by AMACOM.*



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certain modules. Some of these providers also might offer a job-matching service to learners seeking their first jobs in the industries of their choosing.

Would-be MBA students wouldn't have to choose between investing two to three years of their time and multiple tens of thousands of dollars into obtaining their degrees, or forgoing the pursuit of an advanced degree altogether and simultaneously losing all the benefits it could confer. Instead, they could gradually accumulate the pieces of an MBA while investing a lesser amount of time and money into each component.

Such a system wouldn't just benefit learners; business schools would reap results as well. Individual schools, particularly smaller and regional institutions, could concentrate on providing

reform-how-technology-and-the-changing-needs-of-the-workforce-will-create-the-higher-ed.)

More than most other providers of higher education, business schools are well placed to initiate such a revolutionary process, given their close relationships with industry and the high relevance of their subject matter to the needs of businesses.

In the meantime, there are still plenty of innovative ways that schools can deliver value to students, particularly through collaborations with nonuniversity providers. One of my favorite examples comes from Rwanda, where I live and work. Kepler, a nonprofit university program, has joined with Southern New Hampshire University to provide an American-style education, complete with internships, online coursework, job



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VICTORIA BUSINESS SCHOOL CREATES CLOSE TIES TO GOVERNMENT BECAUSE OF ITS LOCATION IN NEW ZEALAND'S CAPITAL CITY. BUT ALL BUSINESS SCHOOLS CAN BENEFIT BY TAKING ADVANTAGE OF THEIR LOCAL CONTEXTS.

# C P I T A L

**WHILE BUSINESS ALWAYS WILL** be affected by new technologies and global trends, it is impacted just as much by changes in government regulations and public policy. Business schools—particularly those located near government offices in capital cities—must contribute not only to “the business of business,” but also to the “business of government” if they truly are to be partners with industry.

Our institution, Victoria Business School (VBS), is situated in the heart of Wellington, the seat of government for New Zealand. Public policy is being made here every day, and that knowledge has influenced the composition of our programs, the direction of our research, and the way we engage with both the private and public sectors. It also is reflected in our current slogan: “Capital thinking. Globally minded.”

While our journey has been shaped by our location, we believe every business school has the capacity to generate substantial impact on its region, whether it is located in a manufacturing hub, a technology stronghold, an agricultural region, or a large metropolis. In fact, creating local impact has become more of an imperative for business schools in

recent years as stakeholders and governments have required greater accountability from educational institutions. AACSB International has recognized this imperative by calling for business schools to develop a “collective vision” that positions them at the intersection of academia and practice.

Every business school will find itself at a slightly different intersection. At Victoria Business School, ours is the one between business and public policy.

## **A LITTLE BACKGROUND**

For VBS, a focus on public policy is a natural fit, as our parent institution has built much of its strategic vision around its role as a capital city university. Furthermore, along with 14 Australian universities, Victoria University of Wellington is part of the Australian and New Zealand School of Government (ANZSOG), which is an initiative of the Australian and New Zealand governments. Together, they provide postgraduate programs for public sector practitioners.

VBS is deeply involved in this collaboration. The head of the School of Government at VBS serves on ANZSOG's board of directors and its audit and risk

committee, while other staff members serve on its research committee. VBS staff helped establish the ANZSOG Case Programme, which features 172 cases and 1,380 active users worldwide. Other VBS staff members teach in ANZSOG programs and speak at annual conferences.

In addition, VBS has developed its own specialization in the field of public policy. The School of Government is one of the six units that comprise our business school. VBS has offered a master's of public policy since the mid-1980s, and our Institute for Governance and Policy Studies was established in 1983.

However, in the past decade, VBS has placed much greater emphasis on developing our contributions to government agencies and public policy. We've done so by focusing on four types of initiatives: establishing partnership chairs, contributing to public policy reviews, expanding the curriculum, and extending the global reach of our school.

## **ESTABLISHING CHAIRS**

With each partnership chair we've launched, our goal has been to focus on important contemporary New Zealand

BY BOB BUCKLE AND DANIEL LAUFER

# IZING ON LOCATION

issues and support partner organizations with research collaboration, staff development, and policy development. We consulted extensively with New Zealand business, public sector, and community leaders as we created the chairs. Each one is supported by an advisory board comprising members of diverse partnering organizations, which include government departments, public policy agencies, businesses and professional firms, and private trusts.

Among the new creations are the Chair in Digital Government, established in 2007; the Chair in Public Finance (2011); the Chair in Economics of Disasters (2013); The Bank of New Zealand Chair in Business in Asia (2013); the Diana Unwin Chair in Restorative Justice (2014); and the Brian Picot Chair in Ethical Leadership (2016). The chairs conduct research, publish newsletters, organize conferences, and provide insights to governmental bodies.

The effects of these efforts can be both profound and far-reaching. For instance, the Chair in Digital Government investigated ways to make it easier for small businesses to interact with government online. After receiving a

low response to an online survey, the researchers concluded that when interacting with the government, participants were dealing with administrative complexities that went beyond channel and technology issues. Researchers ultimately recommended that government agencies build their online channel strategies in close collaboration with the business community and with the business customer in mind.

For instance, they recommended that agencies develop user-friendly websites that offered easy access to staff members and quick response times. They also called for improved internet access in rural areas, better integration of services, the acceptance of digital signatures, and ways to enhance information-sharing. The full report is publicly available on the chair's website and has been discussed with several government agencies, including the Inland Revenue Department and the Ministry for Business, Innovation & Employment, both of which are implementing the recommendations.

As another example, the Chair in Economics of Disasters generated influential research on the economic consequences of the severe 2011 earthquake

in Christchurch, the most costly event to hit any high-income country in more than 60 years. The chair focused on research to answer two crucial questions: What are the likely long-term recovery trajectories for the city, and how can we understand the evidence about the likely risks? For instance, the chair's research showed that even though 75 percent of the recovery costs in Christchurch will be paid for by insurance, the heavy reliance on insurance funding led to high rates of building demolitions and delays in claim resolutions. Such information will influence the way insurance companies and government agencies plan for their responses to the next earthquake.

The Chair in Economics of Disasters also is shaping the future insurance regime in New Zealand through research, public speaking, and policy consultations with government agencies and private sector insurance bodies. For example, the New Zealand government is evaluating a reform of the public earthquake residential insurance scheme, which was established in the 1940s, and the chair is participating in the reform discussions. For this chair, as with all of the ones established at

VBS, we anticipate the focus will evolve over time as we see changes in public policy and the needs of the community.

## CONTRIBUTING TO PUBLIC POLICY

VBS also has participated in public policy reviews for the New Zealand government. For instance, in 2009 the New Zealand Government commissioned a Tax Working Group that brought in several academics from Victoria University of Wellington, including the business school. VBS hosted the meetings and provided support through its Centre for Accounting, Governance and Taxation Research. The recommendations of the Tax Working Group provided the foundations of the wide-ranging New Zealand tax reforms introduced in the 2010 Government Budget.

In addition, VBS faculty have shared their expertise with government and public policy agencies. For instance, in 2012 and 2013, one of our professors was co-chair of the Expert Advisory Group on Solutions to Child Poverty established by the Office of the Children's Commissioner. Among the 78 recommendations listed in the final report were calls to reform child support, im-

plement public-private microfinancing schemes to provide low-income families access to affordable credit, support educational programs for teenage parents, and provide free primary healthcare for all children 17 and younger. To date, 35 of the recommendations have been partially or fully implemented.

the business school, university, profession, and community when we're considering academic promotion. We also look for effective engagement when we're selecting people for senior leadership positions. In addition, Victoria University of Wellington hands out an annual Engagement Excellence Award, and several staff in the business school have been recipients.

Academic staff are invited to participate on various review boards on the basis of their reputations in their fields. Agencies usually approach staff directly, but sometimes they ask for advice as to whom should be invited; at that point, we consider the research and teaching record of the candidates, the relevance of their research, their ability to work effectively with boards, and their experience with public engagement.

We know our school's reputation is bolstered when our professors are involved in public policy boards, but there are many other benefits. For instance, our classrooms are enriched because academics draw on their experiences and insights to illustrate their lectures. Professors also make connections with government ministers and experts from outside the business school, and they're

academics develop the skills needed for public engagement and commentary. For instance, the school could offer media engagement training or training in writing short articles for broad audiences. Schools also might consider whether candidates have these skills when they're recruiting senior academic staff.

## EXPANDING THE CURRICULUM

At VBS, our programs prepare graduates for work in business, public policy, or community organizations. We also recognize that whether our graduates find careers in business or community organizations, they will benefit from understanding government policy and the legal process. For this reason, our bachelor of commerce (BCom) includes a compulsory core course dedicated to these issues.

We also have built degree programs around critical topics, such as our public policy major in the BCom program and our master's degrees in public policy and management. In 2015, we launched a master of professional economics (MPE) degree. This came about after a governmentwide review had concluded there was "a dearth of experienced economic input into policy advice across the public service generally" and the New Zealand Treasury found that there was "no support of formal postgraduate training in economics" of an intermediate or advanced applied nature.

We partnered with leading economists from government, financial institutions, and consultancies to develop the MPE as a hands-on program that would help graduates learn to analyze contemporary world problems. We also designed the program to appeal to people from different educational backgrounds—such as policy, law, or engineering—so they can complement their existing knowledge with an understanding of economics.

The applied nature of the program is part of what appeals to students. The majority are working professionals who bring in problems from their own workplaces and incorporate these into



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often able to invite these experts to participate in guest lectures.

If other schools want to make sure their professors are considered for policy review boards, they should encourage their academic staff to engage with external stakeholders in their fields of expertise and to take opportunities to publicly comment on issues where they have knowledge. Business schools also should provide opportunities to help

At VBS, our professors know how important we consider service on external boards. We explicitly look at service to

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their studies and projects. In the MPE program, they learn the type of economic analysis typically performed in public policy organizations, as well as business and consulting work, in which they learn to understand trade-offs, evaluate options, and work in interdisciplinary teams.

We also have developed many ways to allow VBS students to get hands-on experience in the public policy field. For instance, those who enroll in our master of public policy program can participate in the ANZSOG Graduate Pathway program, which offers three-month internships in various state sectors for a limited number of graduates. VBS also operates a Summer Research Scholarship program in which students undertake research projects for private and public sector organizations under the supervision of professors and staff from the partner organization.

In addition, our partnership chairs find ways to enrich the public policy aspects of our curriculum. For instance, the Chair in Digital Government offers an executive course on using social media for effective public engagement; it also has established a master's program in e-government, to teach students how to manage complex online government initiatives.

## CREATING GLOBAL REACH

Our focus on business and public policy also extends to our international education efforts. Our executive education activities are heavily weighted toward training staff in public sector agencies, and a significant portion of these are directed at government officials from emerging markets. During 2014 and 2015 we delivered programs for government officials in Vietnam, Indonesia, West Papua province, and Papua New Guinea (PNG).

As an example, the PNG Foreign Service Training Program, which is delivered in both Wellington and PNG's Port Moresby, includes modules designed to help the PNG Department of

Foreign Affairs rebuild its department. Three cohorts of 30 participants have gone through the multidisciplinary program, which combines contributions from VBS, the university's English Language Institute, and the School of Earth Sciences. In addition, New Zealand diplomats teach parts of the program.

We've also hosted international conferences linked to our work at the intersection of business and the public sector. The 2015 Global Political Marketing and Management Conference brought together researchers and practitioners from various parts of the world to investigate the impact of marketing and management on

political activities. The conference focused on the current trend in which political marketers have moved from a short-term transaction-based approach to a relationship- and network-based approach, a trend that extends far beyond political campaigns. Researchers offered a number of topics on the theme, ranging from the factors shaping political brand preference in India to the ways market-oriented leaders communicate.

Attendees included local and national New Zealand academics, as well as scholars from Australia, India, Japan, South Korea, and the U.S. The global impact of the conference extended



Victoria Business School is located in the heart of Wellington, the seat of government for New Zealand. It highlights that connection with the slogan "Capital thinking, Globally minded."

well beyond the participants due to the publication of a special issue on political marketing in the international *Journal of Nonprofit and Public Sector Marketing*. (See [www.tandfonline.com/toc/wnon20/28/1](http://www.tandfonline.com/toc/wnon20/28/1).)

### DIVERSIFYING OUR OFFERINGS

While we have used our capital city location to create a focus on government and public policy, we don't want to become over-reliant on government funding and engagement. The predominant range of programs we offer continue to cater to the needs of the business community, and we diversify our portfolio of offerings by determining what other needs our graduates can fill in the local community.

For instance, over the past decade, the Wellington area has emerged as a "Silicon Harbor," and it now produces a quarter of New Zealand's gross domestic product related to information and communications technology (ICT). To fill the growing need for managerial talent in this sector, we have launched a master of information management; we've also created a master in business analysis as part of the ICT Graduate School that was recently established by Victoria University of Wellington and two other tertiary institutions.

In addition, we always try to keep track of what skills employers want from our graduates. We recently commissioned a survey of several thousand local business and public policy institutions and asked them to rank the importance of 20 skills and attributes they look for when recruiting. They identified excellent verbal communication skills and a good work ethic as the top attributes, followed closely by skills in interpersonal interactions, teamwork, critical thinking, self-management, and initiative and enterprise.

The survey made it very clear that our informal professional development opportunities—such as leadership programs, business case competitions,

and team projects—are essential components of what we offer to students to support their career development. As a result of conducting this survey, we know not only what attributes we should be helping our students cultivate, but also what co-curricular initiatives we should be offering.

### LOCAL CONNECTIONS

At VBS, we have taken advantage of our location in the capital city to craft distinctive programs rooted in local context. In addition, we have worked to strengthen our research and teaching standards by earning accreditation from international agencies such as AACSB and EFMD. Through these processes, we've created a virtuous circle of increased student enrollments, higher quality staff, improved facilities, better student experiences, and more effective engagement with business and public sectors.

Similarly, we believe other capital city business schools can benefit by supplementing their business-focused programs with programs, centers, and chairs focused on public policy. But even schools that aren't in capital cities can adapt the same strategies in their own operations. By working with the most important and powerful institutions in their areas, business schools can help shape their communities as they strategically coordinate their research, programs, and teaching with their communities' biggest concerns. (See "Becoming the Go-To Source" at right.) In doing so, they can craft distinctive programs that suit the local market, strengthen the regional economy, and secure their place in the region. ▣

*Bob Buckle is pro vice-chancellor and dean of commerce at the Victoria Business School in Victoria University of Wellington, New Zealand. Daniel Laufer is head of the School of Marketing and International Business, an associate professor, and a member of the faculty management team at the Victoria Business School.*

# Becoming The Go-To Source

At Victoria Business School, we have built many of our programs around the concerns of local government. But every business school can consider these five steps to take advantage of their local connections—and become the go-to source for the major corporations and institutions in its community.

## CAPITALIZE ON...

### LOCATION

Use proximity to major players—whether government departments or multinational corporations—to facilitate close engagement and collaboration around important issues.

### EXPERTISE

Offer courses relevant to the dominant industries, encourage faculty to provide commentary to the media, and support research that is of immediate interest.

### REPUTATION

Enhance reputation through international accreditations, research excellence, and academic centers.

### UNIVERSITY STRATEGY

Align the business school with the overall strategy of the larger university and pursue engagement with members of the sector or industry that is tied to the university's strengths.

### BRANDING

Create branding activities that highlight your engagement with that sector.



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# Personalizing the Student Experience

BY BABACK YAZDANI



## THE CHALLENGE:

According to the United Kingdom's Higher Education Statistics Agency, one in five students at U.K. universities is studying business and related subjects, making business one of the most popular courses of study. As bachelor's and master's programs in business grow larger to satisfy demand, all business schools will face a similar challenge: How do we offer a personalized educational experience within large student cohorts?

The bachelor-level programs in business at Nottingham Business School (NBS) at Nottingham Trent University (NTU) are by no means the largest in the U.K., but even so, we wanted to create a truly personalized experience for each of our 3,500 undergraduates. That's why, from 2008 to 2012, NBS used a balanced scorecard approach to study and analyze the results of all of our activities, including levels of student engagement and progression for all programs. We conducted this

analysis via student focus groups, workshops, and evaluation systems. We also used data from the U.K.'s annual National Student Satisfaction Survey.

Students told us that they felt "mass-processed," as if our program treated them more as a homogeneous group than as individuals. Such "group treatment" had increased student disengagement, which led to slower degree progression and lower likelihood of degree attainment among certain groups. We came to an important realization:

Our students had been silently demanding to be treated as individuals.

Our analysis led the business school's leadership to develop a new framework for learning, which we launched at the start of the 2015–2016 academic year. As part of this framework, students and their professors co-create individual learning plans that meet students' unique needs, enhancing their educational experiences at NBS and increasing their potential for success in their future careers.

## THE APPROACH:

Before we developed this framework, NBS had provided a number of ways for students to personalize their journeys that were loved by many students—including study abroad, internships, community projects, yearlong work placements, and startup opportunities during their second year. But because these programs were voluntary, many students chose not to take advantage

of them. Our approach to engagement at the time was insufficient and ad-hoc, based on programs that were not part of a wider system of engagement with our students.

Under our new plan, we follow a personalization framework that we describe as a "multidi-



dimensional tailoring" of every student's total educational experience. This framework includes four axes of learning—*knowledge, pedagogy, experiential learning, and career development*. To design this framework, we appointed a team leader and invested in 12 faculty full-time equiva-

lents across the school. The team spent four months developing the program, which we supported financially with the university's Strategic Initiative Fund created by our vice chancellor, Edward Peck. We rolled out the new system in 2015.

Our goal was to design a system that would create opportunities across all four axes while also achieving three primary objectives: to embed personalization into the fabric of our program; to increase students' active participation in the learning process; and, most important, to put the student at the center of the learning process.

In our new approach, we work with students to plan the best course of study for them, choosing from a range of professional development activities, second-year study abroad options, internships, community projects, and entrepreneurial opportunities. To allow students to learn in ways that suit them best, we offer online content delivery, simulations, adaptive learning tools, and tailored independent study opportunities.

In addition, we developed several programs to help students discover their long-term educational and career goals:

#### **An academic mentoring system.**

We assign faculty mentors to all students to help them identify individual career aspirations and preparation plans. Throughout the year, students attend both group mentoring sessions and one-on-one sessions with mentors who support students' educational journeys.

**New courses.** All of our approximately 1,200 first-year students now take a mandatory course called Personal and Professional Development I (PPD1). They take PPD2 in their second year and Leadership and Employability (L&E) in their final year. Each course is taught in seminar groups of 18 students, by the professor assigned to mentor those students. Each week, activities might include required readings; lectures on topics such as studying abroad, en-

hancing employability, and crafting a personal brand; and online learning modules and assessments in areas such as establishing a strong digital presence, writing a résumé, strengthening study skills, and avoiding plagiarism. During this course, students work with their mentors as they create their personal development plans.

Our faculty debated a long time over how, and whether, to grade students in PPD1 and PPD2. In the end, we decid-

**A systematic approach to experiential learning.** To make sure our experiential learning opportunities are offered systematically and comprehensively throughout the curriculum, we introduced the NBS Experiential Learning Cycle in 2013–2014. It is founded on an evidence-based learning cycle in which students learn the theory, practice the theory, and experience and observe the theory in real-world applications. Then, they reflect on what

Students told us that they felt “mass-processed,” as if our program treated them more as a homogeneous group than as individuals.

ed to make it a compulsory “pass/fail” course—all students must pass the course to continue to the next year in the program. We took this approach to be sure that students would complete the material and view the course as important to their educational experiences. The debate about grading these courses will be revisited as we collect evidence about their efficacy.

Students who complete PPD1 and PPD2 also complete graded e-portfolios that document all of their educational and developmental activities during their programs. If they choose, they can show these e-portfolios to potential employers while they're conducting job searches.

**Alumni mentors.** We have instituted an Alumni Fellowship Program, in which we train alumni volunteers to serve as mentors to our students. We then match each student to an alumni mentor whose experience complements that student's career aspirations. So far, we have trained 160 alumni mentors; we plan to increase that number to 500 next year and to 750 the year after that.

they have learned in order to reinforce learning and improve performance when they apply the theory once again. This ensures that our students experience and observe the world as it is, not just as the idealized, simplified, and “sanitized” versions they encounter in case studies and in the classroom.

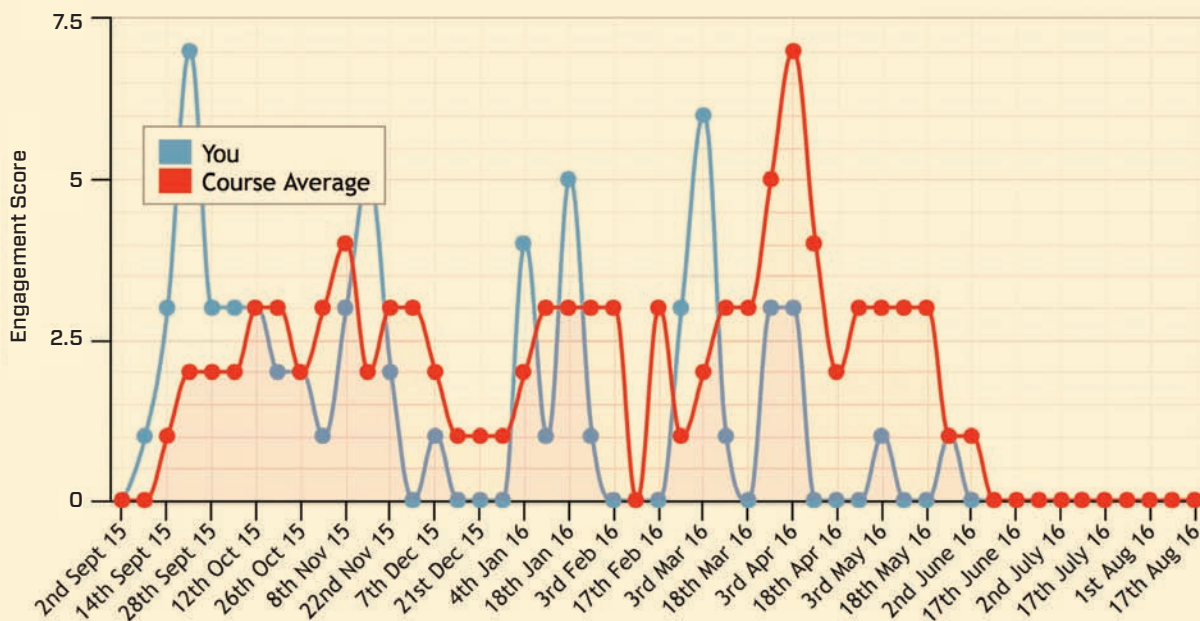
All of our courses adhere to this experiential cycle. Students also complete this learning cycle in internships, learning projects, international exchanges, and our school's business incubator—activities designed to connect students to the business world.

**Personal tutors.** We have brought in personal tutors to work with any students who are struggling in their courses. If we see students showing signs of disengagement, we will contact them and ask them to talk to their mentors and work with their tutors; we even will refer them to counseling, if necessary. In addition, this year we began offering a three-day confidence-building program for a targeted group of students who need greater encouragement in their studies.

## INDIVIDUAL ENGAGEMENT

Shown here are sample graphs from our student engagement dashboard, which indicate a student's individual week-by-week engagement rating and cumulative engagement score, respectively. The graphs also indicate a student's engagement compared to that of his or her peers over time. These scores are calculated using multiple sources of university data, such as those that track library use, access of online materials, and faculty assessments.

### INDIVIDUAL ENGAGEMENT SCORE - WEEK BY WEEK



### ANALYTICS SUPPORT:

To make our personalization framework effective and support learning across all four axes, we had to have a means of tracking each student's progress and level of engagement. That led to what is an integral part of our personalization efforts: our online student dashboard, which is accessible to students and their faculty mentors. The dashboard was developed in partnership with Solutionpath and with contributions from NBS deputy dean Melanie Currie and a team of academics from across NTU. Introduced in 2013–2014, the platform won a *Times Higher Education* Award for “Outstanding Support for Students” in 2014.

The dashboard is a predictive analytical tool that provides a real-time log of students' engagement levels. The dashboard aggregates data derived from several university sources to track students' attendance, use of online study tools, faculty assessments and feedback, and tutor comments. It then creates a graph that provides each student with an “individual engagement score.” (See a sample result above and on next page.)

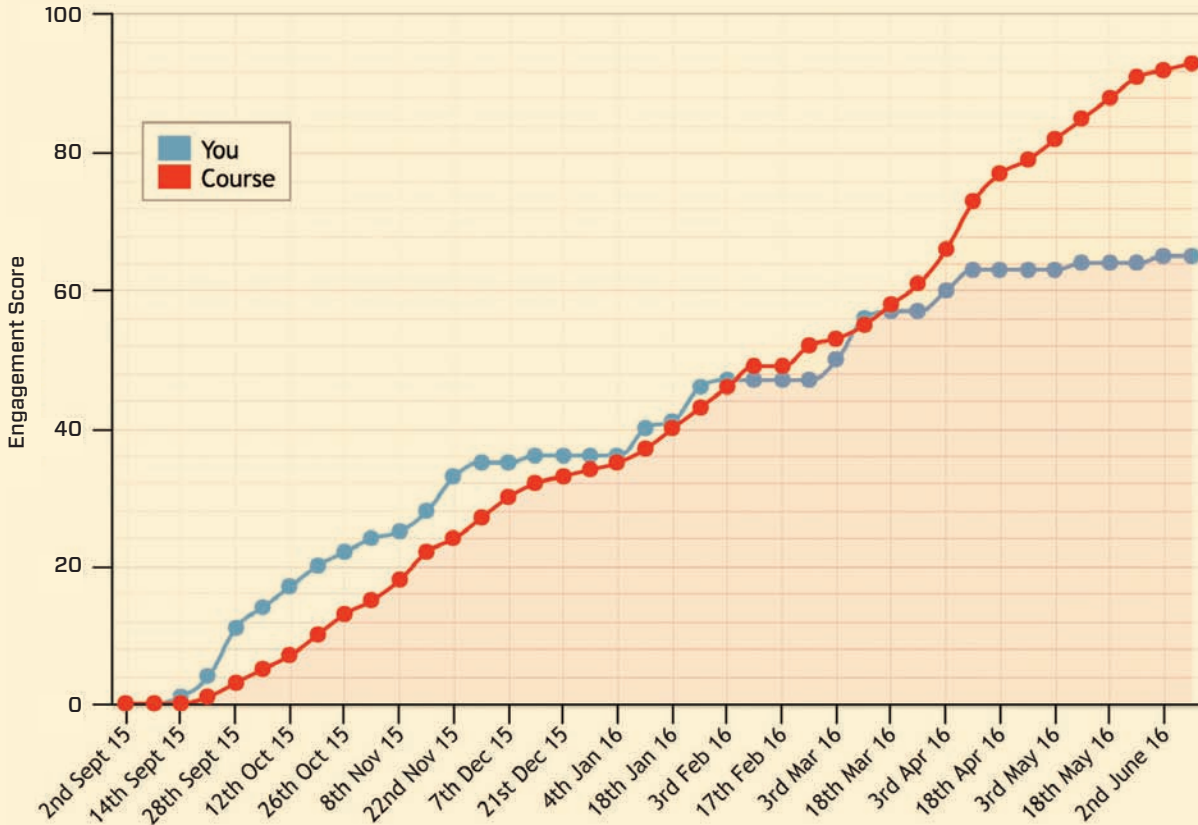
We combine that data with a set of diagnostics to measure students' strengths and weaknesses in several learning dimensions. Students work with their mentors to look at the data and identify points where they are not taking full advantage



of the opportunities available. If students' scores ever drop too far below the average score of their peers, or remain flat over time, our mentors intervene and work with the students to establish individualized plans of action.

We have found that when we combine this technology with face-to-face guidance, we can provide a more holistic learning experience for each student. The more our academic mentors and alumni fellows develop professional relationships with students, the more we learn about each student's needs, aspirations, and capabilities—and the more students become co-creators of their learning experiences and take advantage of the opportunities available.

## INDIVIDUAL ENGAGEMENT RATING - CUMULATIVE



### THE FUTURE:

For us, embedding more personalization has been a strategic response to a persistent problem of student disengagement and, in some cases, lack of progression through the program. So far, we have invested about £700,000 (about US\$910,000) in developing our personalized learning framework.

Those funds primarily have been used to support the deployment of the program, as the cost of the dashboard is centrally funded by the university.

Our internal metrics and an end-of-year survey



indicate that the investment has been well worth it. We have seen a positive impact across the entire student body, with rates of student engagement, participation, and satisfaction showing a marked improvement. The number of students who have signed up for next year’s international student exchange programs has doubled, and the number of student requests for internship placements has increased by 12

percent. We plan to continue to measure the full impact of the personalization framework on an ongoing basis during the 2016–2017 academic year. Now that we have tested the framework in our bachelor’s program, we plan

to adapt it to all of our postgraduate and postexperience students. We look forward to seeing our progression rates and degree completion rates continue to improve and our student satisfaction scores increase even more.

While improvements in these areas offer financial benefits to the school, such benefits are not our primary driver. Rather, we feel as if we understand our students better now than we did before. We want to make certain that, from now on, NBS treats students not as a group, but as individuals. ▣

*Baback Yazdani is the dean and a professor of product development at Nottingham Business School at Nottingham Trent University in the United Kingdom.*



## Hands-On Ethics Education

GEORGETOWN OFFERS COURSES TO STUDENTS—  
AND TRAINING TO TEACHERS **BY MICHAEL DOUMA**

**GOOD PEOPLE, PLACED IN DIFFICULT SITUATIONS**, can act unethically. That's why a grounding in ethics is so important for today's business students. At Georgetown University's McDonough School of Business in Washington, D.C., we not only have developed an ethics program that helps students work through difficult dilemmas, we have designed a workshop where we teach the basics of our program to professors at other schools who want to revamp their own courses.

Our approach includes traditional business case studies, which can be easy to understand but light on theory, and supports them with

philosophical and theoretical underpinning. We use experiential learning—such as interactive exercises, role-playing scenarios, and semesterlong group projects—to make business ethics personal, memorable, and easy to understand.

For instance, in one course project, students form groups and create a hypothetical company, a product, an ad campaign, and a statement of corporate social responsibility. The group then has to persuade the rest of the class to invest in the company and support its ethical mission. Students discover that ideas that at first seem to be both profitable and ethical may turn out to be neither. This experience gives them real preparation for becoming ethical leaders.

For another interactive classroom, we use an exercise that is a staple in economics courses, but we add an ethical twist. In the standard economics class exercise, every student receives a paper bag with a random selection of candy and prizes inside, and all students measure their happiness on a scale of one to ten. After a round of trading, students report their happiness for a second time. They learn that mutually agreed-upon trade leads to higher satisfaction all around.

In our version, we ask students to first compare their candy collections with everyone else's before the round of trading. When students consider what they have compared to what others have, they report lower happiness; but again, after a round of trade, their happiness increases. This exercise inspires discussions of how to maximize well-being while considering justice and the welfare of others. It also raises the ethical question of whether trade is the best way to lead to higher satisfaction. Perhaps instead we should create a bureaucratic office that measures happiness and redistributes candy.

In another course, we offer real financial support to fund student group



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projects. Students who take institutional money must explain how the costs of the project, including their own labor, justify the benefits. These projects naturally teach students about bureaucratic roadblocks, tax laws, and institutional restrictions. Many students have gone on to make a real difference. For instance, one group created a business that allows teenage girls in Gambia to support themselves and their families.

Because values and experiences are diverse, no two courses are ever the same, and the subject remains fresh and interesting for both students and faculty.

## Teaching the Teachers

We think our ethics approach works so well that we have begun to share it with others. In May 2016, the school's Georgetown Institute for the Study of Markets and Ethics (GISME) hosted 16 assistant professors from colleges and universities across the country for a

Teaching ethics isn't about identifying "good guys" or "bad guys." It's about preparing graduates to make tough decisions when they encounter ethical dilemmas.

two-day workshop in teaching business ethics. Participants incurred no cost for attending the workshop, as GISME covered travel and lodging and provided participants a \$500 honorarium.

Most of the professors hailed from business schools, and many were preparing to teach business ethics for the first time. Those new to ethics said they understood the philosophy, but were lacking real-world examples to share with their students. Participants who already had taught ethics courses were looking for ways to revitalize their curricula.

During the workshop, three McDonough faculty presented six sessions. Topics included how to use interactive exercises and role-playing

in the classroom, how to structure a semester-long group project that teaches students to resolve business dilemmas, how to give courses real-world relevance by taking students outside of the classroom, and how to incorporate moral psychology into an ethics course.

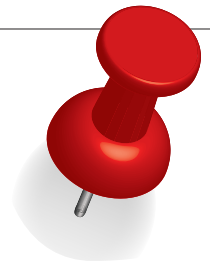
The workshop draws on work from philosophers, moral psychologists, law professors, and business faculty. This multidisciplinary mix indicates how critical it is that ethics be integrated into the curriculum.

Apparently, many other educators agree, because we've had an excellent response to the workshop. We were expecting only a handful of participants for the first one, but we received 25 applications. We plan to bring in 15 new professors for a second workshop in spring 2017. We also plan to build an online toolkit so instructors anywhere in the world can access our information.

At the end of the day, teaching ethics isn't about identifying "good guys" or "bad guys," and it's not about telling people "do this" or "don't do that." It's about preparing our graduates to make tough everyday decisions when they encounter ethical dilemmas in their careers. In the end, teaching ethics is not about making better people; it's about increasing awareness so all of us, whatever our motivations, can make ethical choices.

*Michael Douma is director of the Georgetown Institute for the Study of Markets and Ethics, part of the McDonough School of Business at Georgetown University in Washington, D.C.*

■ **For more details about Georgetown's workshop for ethics faculty, visit [gisme.georgetown.edu/content/workshop-teaching-professional-ethics-through-experiential-learning-georgetown-approach](http://gisme.georgetown.edu/content/workshop-teaching-professional-ethics-through-experiential-learning-georgetown-approach).**



## INTEREST IN PINTEREST

When Pinterest first launched in 2010, users primarily used the website to collect and share their favorite images, quotations, recipes, and other inspirational content on digital "scrapboards." But Pinterest also can be an effective educational tool in a business-based classroom, according to Beverly Amer, a principal lecturer of accounting and information systems at Northern Arizona University's Franke College of Business in Flagstaff.

A non-tenure-track professor at the Franke College for the last 22 years, Amer uses Pinterest to boost student engagement in the university's introductory course in computer information systems, which enrolls about 1,000 freshmen from all disciplines. Amer coordinates the liberal studies course, required of all business majors, and teaches sections along with six other instructors. Throughout the semester, students learn the basics of Microsoft Word, Excel, Access, and PowerPoint. They also work in teams of four to share notes, take group quizzes, and discuss topics that range from Pokémon Go! to driverless cars.

Last year, Amer introduced a new assignment in her sections of the course: Each student had to create a Pinterest board with

ten to 12 “pins” representing their interests and motivations. The impact of the assignment on her classes “was amazing,” Amer says. Before, Amer had offered extra credit to students who visited her during office hours, so she could ask what they expected from the course—those conversations were very instructor-driven, she explains.

But once students began showing her their Pinterest boards, the conversations became very student-driven. Students pinned pictures not only about their majors, but also about their families, friends, pets, travel, hobbies, celebrities, dreams, and even military service. They also pinned quotes and daily affirmations they found inspirational.

“Their boards answered questions I never would have thought to ask,” she says. “Pinterest is a great way to engage students on their own turf and start the conversation about how this class will support their aspirations.”

In addition, the Pinterest assignment lets her students know that she is listening to them and wants them to do well—especially important for students in a large survey course. After completing the assignment, “students interact with me much more, and they ask more questions. They care more and try harder to engage with the material,” she says.

Amer notes that students have told her that they’ve never had a teacher take this much interest in them, and that they wanted to try harder in her course because she got to know them at the beginning.

“Some have said that the Pinterest assignment forced them to stop and think about what is important to them and what they value,” she says. “This assignment motivates them to engage and take responsibility for their learning. That’s an important life skill that will help them progress to graduation and become productive members of the workforce.”

Amer and her husband have written a paper on the use of Pinterest for education. She is presenting their findings at the Decision Sciences Institute’s annual meeting in November.

# Medicine, Meet Business

The Tippie College of Business and the Carver College of Medicine at the University of Iowa recently collaborated to design a new program that trains medical students in a wide range of business skills. The Distinction Track includes 12 modules covering topics such as human resource management, marketing, law, negotiations, managerial accounting, data analytics, teamwork, quality, and safety. Students meet one Saturday per quarter to complete a four-hour session on one module, usually taught by a tenured or tenure-track professor. Delivered over a three-year period, the program’s duration is roughly the same as that of the medical school program.

Prior to each meeting, the med students complete two hours of self-guided case study. After each meeting, the students complete two to four hours of follow-up work with faculty to ensure that students understand the concepts.

Students must complete at least nine of the 12 modules, then participate in a capstone project guided by a mentor physician. Students who complete these requirements are awarded a certificate in healthcare delivery science and management.

The two colleges created the Distinction Track program at the suggestion of Alan Reed, a doctor, a professor of surgery at the Carver College, and an adjunct professor of accounting at the Tippie College. Reed recently completed his business degree through Tippie’s Executive MBA program. During that experience he realized the significant skills gap that existed between practicing medicine as a skill and practicing medicine as a business.

This reality also is what moved dermatologist Marilyn Kwolek to donate the funding for the program. Kwolek was enthusiastic about its creation, says Reed, because she said that she wished she’d had more business knowledge before she started her own practice.

“We send medical students out largely not knowing how they are paid or by whom, what legal ramifications arise from issues such as medical errors, how to build and work in teams, how to run a business, how to negotiate a contract, or much at all about population health, healthcare delivery, or the business of healthcare in this country,” says Reed. “These concepts have never been taught well, or taught at all, in medical school.”

The Distinction Track was first offered during Carver’s spring 2016 semester—the program received 125 applications for 50 initial spots. Tippie is now working with the College of Pharmacy to develop a similar program for its students. Coordinators also hope to partner with the university’s colleges of dentistry, nursing, law, and education to design business leadership certificate offerings.





## The Experiential MBA

**AS ACTION-BASED LEARNING** becomes more of a mainstay in higher education, business schools are designing more ways to integrate experiential learning into their courses. This fall, two business schools have taken that idea one step further, basing their entire MBA programs on experiential learning projects.

■ The new MBA at Suffolk University's Sawyer Business School in Boston, Massachusetts, will integrate immersive experiential learning opportunities into most aspects of its redesigned MBA. For instance, students in an operations management course will consult with a local hospital on an operations problem it faces; students in a collaboration course will analyze and offer solutions to a dilemma presented by a guest executive speaker.

In addition, all students must complete a required domestic or global travel seminar to study real-world problems in their cultural contexts. In spring 2017, students will choose from among destinations in China, Germany, and England.

While the school drew on some existing experiential learning opportunities—such as the global travel seminar—most content for the new MBA was created from scratch, explains Michael Behnam, dean of graduate programs and professor of strategy and international business. This includes “World Class Clusters,” a required first-semester course in which students explore industry clusters while completing projects for companies in Boston's healthcare, finance, startup, or biotech sectors.

Two other required courses include “Collaborate” and “Innovate,” co-taught by three faculty. Each semesterlong course is delivered across three modules, linked by an experiential project

tied to a cluster-based challenge. The program's collaborative features will be supported by a newly opened graduate program space that replicates a professional environment.

■ The University of Denver's Daniels College of Business in Colorado also is taking a completely different approach in its 21-month MBA, starting with the 55-member cohort that entered the program this fall. Its redesigned curriculum replaces its standalone core courses with what the school calls a “challenge-driven” format. Over the four-quarter program, students will compete in small teams in four core challenges, each based on a different theme: *enterprise*, *corporate*, *social impact*, and *global*. Each core challenge is highly iterative, so that students can “do, fail, and learn” repeatedly as they grow more comfortable managing in uncertain business environments.

For the enterprise challenge, students spend the first ten weeks of the first quarter developing entrepreneurial ideas into startups. The next ten weeks will focus on the corporate challenge, in which they'll work on traditional real-world consultancy projects; companies will pay at least US\$10,000 for their projects to be assigned to student teams.

In the spring of their first year, students will complete the social impact challenge, putting their skills to work for a community-based nonprofit in the Denver area. For the global challenge, scheduled to last two quarters during the second year, all students will travel to two “frontier communities” in Uganda, Palestine, or Australia. This component of the program is supported by a US\$500,000 gift from a donor interested in providing international experiences to students.

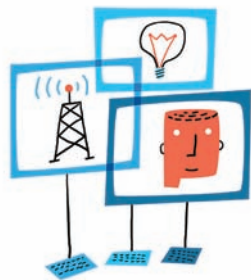
Courses will be delivered as five-week, integrated modules, with content tied directly to the context of the current challenge. The program also integrates ongoing individualized personal growth assessments, in which students craft leadership development plans.

One unusual aspect of the program is how it will end. In February of the last quarter, faculty will ask students to pinpoint concepts they would like to focus on, based on their previous projects. Faculty will then put content together that addresses those concepts in real time, and deliver that content in a special set of courses during the program's last five weeks.

The business school was inspired to make these changes at the urging of employers who have indicated that traditional, lecture-based MBA programs aren't meeting the needs of the market, explains E. LaBrent (Brent) Chrite, dean of the Daniels College.

“We wanted to fundamentally change our approach and integrate experiential learning in more than a one-off capstone or summer program,” says Chrite. “Making this transition wasn't easy—some departments lost courses and everyone has had to change the way they teach—but we realized that we had no choice but to pivot in the direction of the market. We think it's a risk worth taking.”

## tools of the trade



### ANYONE CAN INNOVATE

Drew Boyd and Jacob Goldenberg have created a web-based app as a companion to their book *Inside the Box: A Proven System of Creativity for Breakthrough Results*. The app, **Innovate! Inside the Box**, is based on the five-step method Boyd and Goldenberg created called Systemic Inventive Thinking (SIT). The pair designed the app to encourage college students and young professionals to think more creatively and show them that innovation doesn't necessarily require "outside the box" thinking.

Users bring an existing product or service they wish to develop to the app, which then walks them through five SIT techniques, from subtracting a feature from a product to see what happens to thinking of unexpected connections. With the help of guides, dialogue boxes, and note-taking tools, the process is meant to help users spark, manage, and evaluate new ideas and find new solutions to problems.


Boyd is an associate professor of marketing and innovation at the University of Cincinnati Lindner College of Business in Ohio. Goldenberg is a marketing professor at the Interdisciplinary Center in Herzliya, Israel, and a visiting professor at Columbia Business School in New York City. The pair launched the app in April and planned to use it in their own classes during this fall semester. Individual users can subscribe to the platform for an annual cost of US\$12. *Innovate! Inside the Box*, as well as a guide for faculty for its use, is available at [www.drewboyd.com/the-app/](http://www.drewboyd.com/the-app/).

### LEARNING DASHBOARD

Instructional design firm iDesign has added a Continuous Improvement Dashboard to its suite of services that schools can integrate into their existing learning management systems. The dashboard allows faculty and instructional designers to track and benchmark the time it takes for students to complete different tasks and progress through a course so they can identify pitfalls and enhance course design. Visit [www.idesignedu.org](http://www.idesignedu.org).

### CAREER DAY

To help higher education institutions improve their career services programs, **Keypath Education** and **Huron Consulting Group** have introduced a Student Lifecycle Career Diagnostic and Survey. Through this offering, they will evaluate an institution's practices and strategies against industry standards, conduct proprietary surveys with students and alumni, provide information on industry best practices, and help university leaders develop actionable programs to maximize career ROI for students.

"Most university leaders lack the metrics to know which programs and services are having the greatest impact," says Huron's Peter Stokes. "We believe this solution can help schools get more from their programs, identify gaps, and map a way forward to a stronger career preparation offering." Visit [info.seelio.com/diagnostic](http://info.seelio.com/diagnostic). 

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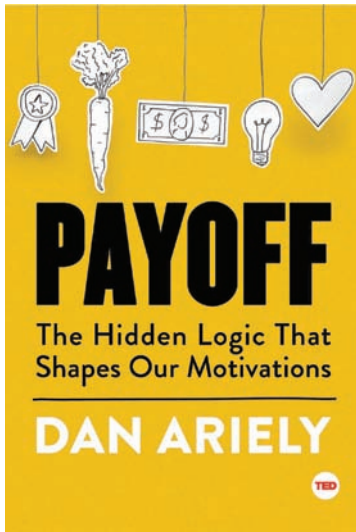
The AACSB Bridge Program prepares business leaders to move from the corporate office into the classroom. It is open to **senior-level business professionals that meet the initial requirements for instructional practitioner status** at AACSB-accredited schools. Applications are now being accepted for the 2017 programs.

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## PAYOFF

If you and your team did an outstanding job at the office, what would motivate you to keep working hard on successive days—a monetary bonus, a voucher for free pizza, a “good job!” message from your boss, or no acknowledgement at all? Pizza wins for the short-term, but the appreciative note has longer cumulative effects. That’s only one of the insights Duke University’s Dan Ariely offers in this short and fascinating account of what motivates people at work and in every other aspect of their lives. But people aren’t just looking for recognition or rewards; they crave connection to the work they do and a sense that they are engaged in an activity that has intrinsic value. “Human motivation is actually based on a time scale that is long, sometimes even longer than our lifetimes,” Ariely writes. “We’re motivated by meaning and connection because their effects extend beyond ourselves, beyond our social circle, and maybe beyond our existence.” An insightful read for leaders who want to know how to get the best out of everyone around them. (TED Books, US\$16.99)

## STOP SPENDING, START MANAGING

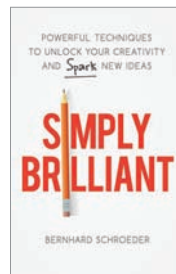


A single people-oriented problem can cost an organization more than US\$15 million and 5,000 hours, according to a survey of 83 executives. Even worse, all the attempts to solve the problem can be fruitless, say Ohio State’s Tanya Menon and Northwestern’s Leigh Thompson. That’s because managers tend to fall into one of five “spending traps,” such as relying on tried-and-true interventions that

have worked previously or being too uncomfortable with conflict to speak up plainly. Menon and Thompson offer detailed advice about how to break old patterns—for instance, they provide several ideas for managers who want their people to stop seeking information only from familiar sources. Managers can try simple solutions, such as expanding lunchroom tables to allow more people to sit together. Or they can try more structured ways of mingling co-workers, such as bringing in individuals from other departments to participate in team meetings. Such exercises are hugely beneficial, they note, because “people problems, not technical problems, exact the greatest toll on productivity.” (Harvard Business Review Press, US\$30)

## SIMPLY BRILLIANT

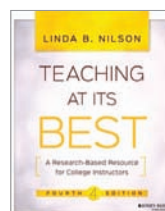
“Everyone is creative, and you can develop your inherent creative skills just like you would any other skill,” writes Bernhard Schroeder, a former marketer who now teaches entrepreneurship at San Diego State. In his book, he first debunks common myths about creativity: For instance, it doesn’t come in a single flash of inspiration, it’s rarely produced by a lone thinker, and it’s



less likely to be a completely new idea than a recombination of existing solutions. He also describes the conditions needed for individuals and co-workers to be creative. They must have a growth mindset; they must be situated in an environment where the culture promotes creativity; they must be in physical spaces, or “habitats,” that facilitate creative interactions; and they must properly employ

brainstorming tools, not merely generate as many ideas as possible. He fills the book with anecdotes about famous creative businesspeople and details about some of the exercises he uses with students. He notes that, in a business environment where “the new normal is fast, faster, fastest,” all businesses will need to be creative just to survive. (AMACOM, US\$24)

## TEACHING AT ITS BEST

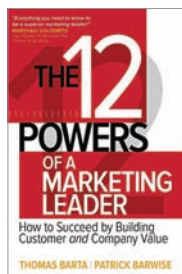


Skilled researchers often aren’t comfortable in their roles as teachers, but they have an excellent resource in the fourth edition of Linda B. Nilson’s comprehensive guide. Nilson, the founding director of Clemson’s Office of Teaching Effectiveness and Innovation, explores virtually every aspect of classroom

instruction in this book. Chapters cover the common traits of today’s millennials, the optimum way to structure a course, what technology to use inside and outside the classroom, and how to design grading and assessment rubrics. She offers a wealth of supporting research and alternative approaches for every topic; for instance, a chapter on how to teach criti-

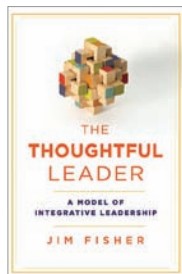
cal thinking presents numerous models and provides several different step-by-step approaches. Nilson is in favor of limiting technology in the classroom, but supplies detailed information about how teachers can utilize everything from learning management systems to social media pages, and she's just as thorough on other topics. There's something here for anyone teaching at the university level. (Wiley, US\$46)

### THE 12 POWERS OF A MARKETING LEADER



Chief marketing officers can help their companies succeed—and incidentally, create more fulfilling careers for themselves—by demonstrating how essential marketing is to the overall enterprise. Consultant Thomas Barta, formerly of McKinsey, and Patrick Barwise of the London Business School urge CMOs to push themselves beyond their baseline skills of creating brands and promoting products. They must become leaders who use their knowledge “inside the organization to improve the end-to-end customer experience.” To do this, the authors write, CMOs first must identify the “value creation zone,” or V-Zone, where the needs of the consumer and the needs of the company overlap. They must understand what the CEO considers to be the company's top priority, and they must show how marketing efforts align with that priority. Note Barta and Barwise, “Marketers should be in the forefront of making customer focus happen—especially in a digital world, where many CEOs are looking to marketers to lead the way.” (McGraw Hill, US\$30)

### THE THOUGHTFUL LEADER



“I believe that everyone has within themselves the capability to lead if they only know to break the idea of leadership into understandable chunks and then integrate it back into a more powerful whole,” writes Jim Fisher of the University of Toronto. He draws on much of the existing leadership literature to do just that, creating a framework that guides would-be leaders through the essential steps. His framework consists of three key elements—managing, directing, and engaging—but each element contains its own subset of three tasks. For instance, a leader in the managing stage of the cycle must plan, organize, and control the workflow; one in the directing phase must develop a vision, get alignment on that vision from others, and motivate workers. A leader in the engaging phase communicates values, provides clarity around goals, and encourages the involvement of others in the enterprise. “The model builds from the concrete step of determining what specific action is required and organizing people to achieve it, to the more inspirational world

of purpose and meaning, and finally to the more spiritual world of engaging,” Fisher explains. Even more important, he notes, is that all the elements must interact. He points out, “The real secret is consistency.” (University of Toronto Press, US\$32.95)

### WICKED STRATEGIES



Business leaders can't solve today's complex global challenges with yesterday's tactics, which is why the University of Pittsburgh's John Camillus has developed a clear, if hardly simple, framework for solving wicked problems. First, he writes, leaders must recognize the transformative mega-forces shaping business, such as globalization, innovation, and shared value; then they must understand how the interactions among these forces lead to disruptive technologies, conflicted stakeholders, and unknowable futures. The hardest part is converting challenges into competitive advantage. “Wicked strategies embrace disruptive technologies to create innovative business models, engage conflicted stakeholders to co-create value, and resolve and master unknowable futures through feed-forward processes,” he writes. Those “feed-forward” processes use scenario planning to envision the future rather than relying on feedback to analyze the past. While Camillus notes that “it is impossible to solve complex problems piece by piece,” he does offer hope that they can be solved. (University of Toronto Press, US\$32.95)

### ENVIRONMENTAL ADVERTISING IN CHINA AND THE USA



While this book seems to tackle a niche topic, Babson's Xinghua Li makes a powerful case for why environmentally themed advertising in these two countries has vast importance. The U.S. and China are the world's biggest polluters, and their actions contribute to the ongoing and disastrous effects of climate change. Furthermore, as consumerism grows in China, many U.S. companies are supplying goods that might or might not be environmentally safe. Therefore, Li believes it's critical to examine advertising that claims to be about green products, because false advertising might lead large numbers of customers to buy products that are harmful to the environment. As part of her premise, Li looks at advertising from a psychoanalytic perspective, specifically its ability to create desire. “Desire, as the fundamental force that drives our being, does not operate according to conscious reason and nor does it succumb to behavior control,” she writes. “It drives overconsumption and leads to social inequality and ecological destruction.” A deep dive into a complex subject. (Routledge, US\$145) [D](#)



Paul Romer

## NYU Prof Joins World Bank

ROMER IS URBAN EXPERT

Paul Romer of New York University's Stern School of Business has been selected to become the next chief economist of the World Bank. Romer currently is director of the NYU Marron Institute of Urban Management and founding director of the NYU Stern Urbanization Project. His appointment was effective in September.

Romer's work on long-term growth fuels his belief that people can achieve enormous economic gains from interaction and collaboration, particularly within thriving cities. The Marron Institute is dedicated to improving urban management by working with civic innovators to make cities safer, healthier, and more mobile and inclusive.

Says Romer, "My new role at the World Bank will provide me with a unique chance to learn about the thing that fascinates me most—producing knowledge that benefits billions of people."

## Attracting Young Talent To Accounting

In an effort to increase and diversify the number of students entering the accounting profession, the American Institute of CPAs (AICPA) and NAF, a professional network of leaders interested in preparing high school students for college and careers, will formally launch the AICPA/NAF Recognition Program. Piloted at schools in Florida, Maryland, New York, and North Carolina during the 2015–2016 academic year, the program was rolled out nationwide this fall at 209 NAF Academies of Finance operating in 117 school districts in 32 states and the U.S. Virgin Islands. NAF Academies partner with high schools in primarily low-income communities to offer a curriculum focusing on literacy, STEM, and college and career preparation.

The yearlong Recognition Program will introduce students to career opportunities available to certified public accountants. It also will teach them skills in accounting and finance, as well as leadership, entrepreneurship, communication, and time management. To be recognized by the AICPA/NAF program, students must pass at least two finance or accounting courses, graduate from high school, participate in NAF-facilitated paid internships, complete an online enrichment program, and register as student affiliate members on the AICPA's "Start Here, Go Places" website.

Students are more likely to enter the accounting profession if they've had early exposure to accounting courses and information about the opportunities related to careers as CPAs, says Kim Drumgo, AICPA director of diversity and inclusion and vice chair of the National Commission on Diversity and Inclusion. "This program is a way to increase the diversity in the profession by drawing from the widest possible pool of talented students."



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#3 Best Part-Time MBA Program for a Public University in NC (*US News* 2017)

#4 Fashion Merchandising & Design School in the South (*Fashion-Schools.org* 2016)

#3 in NC - Best for Vets (*Military Times* 2016)



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IMA endorsement is a stamp of excellence and signifies that the program provides the rigorous curriculum needed for students to prepare for the CMA exam and successful careers in management accounting.



For more information, please visit [www.imanet.org/endorsement](http://www.imanet.org/endorsement)

# ACCOUNTING PROFESSORS HONORED FOR INNOVATION

The American Accounting Association has given two 2016 Innovation in Accounting Education awards to teams of professors:

The first team from North Carolina State University's Poole College of Management in Raleigh include Frank Buckless, KPMG Professor of Accounting and head of the Poole College's Department of Accounting; Kathy Krawczyk, Dixon Hughes Professor of Accounting and director of the college's Jenkins Master of Accounting program; and Scott Showalter, professor of practice in the accounting department. The three professors were honored for their use of Second Life to teach students how to conduct a physical examination of inventory.

They chose to work in SecondLife because no real-world warehouse would be able to stop operations long enough for students to get on-site inventory experience. In 2009, they used US\$500,000 in funding from the EY Foundation and NC State alumni to build the stocked warehouse, office, and brewery space for the virtual RedPack brewing company, where students could learn the processes involved in this area of accounting. Since the simulation was completed in 2010, the professors have guided close to 800 students, via their avatars, through simulated inventory procedures at RedPack.

The professors now are working to convert the Second Life simulation to a new virtual reality program that they hope will create an even more true-to-life simulation. They plan to have the new simulation completed by the 2017–2018 academic year.

The second team honored includes Michael J. Meyer, an associate teaching professor at the University of Notre Dame's Mendoza College of Business in Indiana, and Teresa S. Meyer of the University of Notre Dame's Office of Technology. The association recognized them for their creation of Accounting Case Search, an online search tool where users can find published cases in accounting. Their website includes cases from the *Journal of Accounting Education*, *Issues in Accounting Education*, and the *IMA Educational Case Journal*.

■ **A paper by Buckless, Krawczyk, and Showalter on their simulation, "Using virtual worlds to simulate real-world auditing procedures," was published in the August 2014 issue of *Issues in Accounting Education*. To view a video that introduces students to the Second Life simulation, visit [youtu.be/r\\_qGgEsBcfs](http://youtu.be/r_qGgEsBcfs).**

**The Meyers wrote "Accounting Case Search: a web-based search tool for finding published cases," a paper that appeared in the December 2014 issue of the *Journal of Accounting*. The site, Accounting Case Search, is located at [www.cases.ndacct.com/](http://www.cases.ndacct.com/).**

**To read about other recipients of AAA's 2016 awards for outstanding service, best papers, and other contributions to the accounting field, visit [aaahq.org/education/awards](http://aaahq.org/education/awards).**

## TRANSITIONS

Ramapo College of New Jersey in Mahwah has appointed **Ed Petkus Jr.** as new dean of the Anisfield School of Business. Petkus joined Ramapo in 2006 as a marketing professor and directed the marketing and international business programs. Petkus has previously held positions at ISM University of Management and Economics in Vilnius, Lithuania; the National Economics University in Hanoi, Vietnam; and Mary Baldwin College in Staunton, Virginia.

**François Ortalo-Magné** has been named the new dean of the London Business School, effective in August 2017. He currently is dean of the Wisconsin School of Business at the University of Wisconsin-Madison. Ortalo-Magné will succeed **Andrew Likierman**, who has been dean since 2008 and who will return to his previous role as a member of the faculty.

**Sunil Kumar**, dean of the University of Chicago Booth School of Business in Illinois since 2011, has been appointed provost and senior vice president for academic affairs at the Johns Hopkins University in Baltimore, Maryland. He took his new post September 1.

**Elaine Worzala** has been chosen to lead the Corky McMillin Center for Real Estate at San Diego State University's College of Business Administration in California.

**Anita McGahan** has been installed as president of the Academy of Management, a post she will occupy for the 2016-2017 term. She holds the Rotman Chair in Management at the University of Toronto's Rotman School of Management in Ontario, Canada. She also was associate dean of research and director of the PhD program at the Rotman School from 2010 to 2015.

## NEW PROGRAMS

The **University of Massachusetts Dartmouth** has expanded its online program offerings, which now include two new blended accounting programs. One is a bachelor's degree; the other is a one-year, 30-credit undergraduate certificate that prepares students for the CPA exam. Applicants for the undergraduate certificate must already have a bachelor's degree.

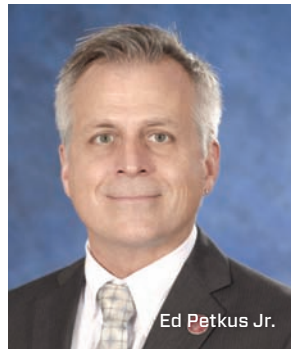
This fall, the School of Business Administration at **Stetson University** in Deland, Florida, will offer a new concentration that allows undergraduate finance majors to meet all the requirements necessary to sit for the Certified Financial Planner (CFP) exam upon graduation.

A new program designed to increase entrepreneurial activity and stimulate job creation in Oregon and the Pacific Northwest is now being offered in Portland by **Oregon State University's** College of Business. The goal of Launch Corps is to provide startup support services for select students who are enrolled in the college's Innovation Management MBA program and who also are developing business ideas. Students in Launch Corps will have access to mentors, services, equipment, and training programs. In addition, students will be offered office space at the college's new Portland headquarters at WeWork, a co-working community for multiple ventures and startups.

The Haas School of Business and the College of Engineering at the **University of California, Berkeley**, are collaborating to deliver the Management, Entrepreneurship & Technology (M.E.T.) program. M.E.T. students can choose to pursue either a track in electrical engineering and computer sciences or a track in industrial engineering and operations research. As they complete the four-year program, students will earn one bachelor's degree in business administration and one in engineering. Cohorts will be limited to about 30 students; applications are being accepted for fall 2017.

The School of Business at **St. Bonaventure University** in New York State has established three new MBA tracks in its online program in the areas of accounting, finance, and marketing. Courses last seven weeks; students generally complete their degrees within five to seven semesters.

Babson College in Wellesley, Massachusetts, is offering a new graduate school elective on food entrepreneurship that will help food entrepreneurs move from initial idea to new venture launch. Students will gain an understanding of the current state of the food industry, interact with experts to learn about trends and market dynamics, and work with local food businesses on problem solving.



Ed Petkus Jr.



François Ortalo-Magné



Sunil Kumar



Kenneth and Julie Kendall



Eli Jones (left) and José Rosa (right) stand with Bernard J. Milano, president of the PhD Project

The **Frankfurt School of Finance & Management** in Germany has launched its new online master's program on leadership in development finance. Electives include Islamic microfinance, microinsurance, risk management, and renewable energy finance.

The **Rutgers School of Management** in New Jersey and the Labor Relations' Center for Women and Work have launched Leadership Development for Early Career Women, an executive and professional education certificate program. The program is designed for women who are three to five years into their careers, which is when research shows that they commonly veer off the leadership track. To reach their full potential, participants will create a Personalized Leadership Development Plan that encompasses personal branding, awareness of workplace culture, work-life integration, and networking.

### HONORS AND AWARDS

One dean and three professors have been newly inducted into the PhD Project's Hall of Fame, based in Montvale, New Jersey. The Hall of Fame was established in 2011 to recognize individuals who

have sustained an unwavering commitment to the PhD Project's mission of increasing the presence of minority professors in business education.

The 2016 inductees are **Eli Jones**, dean of Mays Business School at Texas A&M University in College Station; **Julie Kendall**, professor of management at Rutgers School of Business-Camden; **Kenneth Kendall**, distinguished professor of management at Rutgers School of Business-Camden; and **José Rosa**, professor of marketing and sustainable business practices and director of the PhD program in marketing at the University of Wyoming College of Business in Laramie. For more information, visit [www.phdproject.org](http://www.phdproject.org).

The International Council on Hotel, Restaurant and Institutional Education has recognized **Patrick Moreo**, the dean of the College of Hospitality & Tourism Leadership at the University of South Florida Sarasota-Manatee, with its Howard B. Meek Award for Lifetime Achievement for his contributions to the field.

The American Marketing Association Teaching and Learning Special Interest Group has recognized marketing professor **Jane Sojka** of the Univer-

sity of Cincinnati's Lindner College of Business in Ohio with its Solomon-Marshall-Stuart Award for Innovative Excellence in Marketing Education. She was honored for creating a professional selling course for women at the Lindner College. The course content focuses on helping women develop confidence and overcome fear of failure. Sojka's course was featured in "Helping Women Conquer 'Confidence-Killers,'" which appeared in the Ideas in Action section of the May/June 2016 issue of *BizEd*.

*BizEd* magazine took home six prizes in the annual Charlie Awards competition sponsored by the Florida Magazine Association. Two were Charlie Awards, or gold-level awards, for writing excellence. One was for the "Ideas in Action" department that appeared in July/August 2015; and one was for Tricia Bisoux's editorial, "Do You Love Us?"

which appeared in the same issue. The magazine also won two silver awards: one in the category of best service feature for the article "Bucking the Trend," which was written by Yale's David Bach for the September/October 2015 issue, and one for best overall design. Finally, *BizEd* won two bronze awards for its March/April 2016 issue in the categories of best cover and best theme issue. The competition recognizes excellence in areas of editorial, design, and printing for Florida-based publications.

## COLLABORATIONS

**Northumbria University's** Newcastle Business School in the U.K. has announced a partnership agreement with the Qatar Finance and Business Academy (QFBA) to provide joint professional and academic programs. The schools will launch

strategic cooperation in various technical and scientific fields and engage in an exchange of professors and expertise.

Thunderbird School of Global Management in Glendale, Arizona, part of **Arizona State University**, has signed a memorandum of agreement with the U.S. Department of Commerce's International Trade Administration (ITA), the U.S. government's lead export promotion agency. The new initiative allows academics and researchers at the Thunderbird School to utilize ITA's network of trade specialists and commercial diplomats in more than 75 countries and 100 U.S. locations.

The **University of Tennessee, Knoxville**, and IBM are collaborating on a new advanced analytics lab that will enable the university to securely store large amounts of unstructured data while allowing students and researchers to access and analyze it. The analytics lab has been established with technology donated by IBM and has been developed as a joint resource for UT's College of Engineering and Haslam College of Business.

## NEW CENTERS AND FACILITIES

Through a partnership with the Philippine Development Foundation and Silicon Valley entrepreneur Dado Banatao, the **Asian Institute of Management (AIM)** in Manila, the Philippines, has opened the AIM-Dado Banatao Incubator as a hub for entrepreneurs, angel investors, and venture capitalists from the ASEAN region. AIM plans for the incubator to start with four to five startups. In conjunction with the new incubator, the school also is relaunching its 18-month master in entrepreneurship program and launching a new ten-month program—a master of science in innovation and business.

In September, the Marshall School of Business at the **University of Southern California in Los Angeles** officially opened Jill and Frank Fertitta Hall, its fifth and largest building. The 104,000-square-foot building is certified as LEED Gold.

**Webster University's** George Herbert Walker School of Business & Technology in St. Louis, Missouri, has partnered with St. Louis-based Eden Theological Seminary to launch the Walker Leadership Institute to train faith-based leaders. The

## AOM Professors Receive Recognition

In August, the Academy of Management honored business professors with its 2016 All-Academy Awards, which were presented at the organization's Annual Meeting in Anaheim, California.

The Career Achievement Awards were presented to **Thomas William Lee** of the University of Washington, who received the Distinguished Service Award; and **Denise M. Rousseau** of Carnegie Mellon, who received the Distinguished Award for Scholarly Contributions to Management. The George R. Terry Book Award, which goes to the author of a book that has made the most outstanding contribution in the past two years, went to **Charles Heckscher** of Rutgers University for *Trust in a Complex World: Enriching Community*.

Also presented were two 2016 Annual Meeting Program Awards for papers nominated by the Academy's Divisions and Interest Groups. This year, **Aruna Ranganathan** of Stanford University won the William H. Newman Award for "The Artisan and His Audience: Identification with Work and Price-Setting in Southern India." The Carolyn B. Dexter Award went to **Mattia Anesa, Nicole Gillespie**, and **A. Paul Spee** of the University of Queensland and **Kerrie Sadiq** of the Queensland University of Technology for "Field-Level Legitimization of Corporate Tax Minimization."

In addition, 21 professors received ten journal awards; details can be found online at [aom.org/meetings/awards/publication-awards.aspx](http://aom.org/meetings/awards/publication-awards.aspx).

At the meeting, eight scholars also were inducted into AOM's Fellows Group, which recognizes those who have made significant contributions to the science and practice of management. They are: **Don Siegel** of the University at Albany; **David Harrison** of the University of Texas in Austin; **Pamela Tolbert** of Cornell University; **Ronald Burt** of the University of Chicago in Illinois; **Belle Rose Ragins** of the University of Wisconsin at Milwaukee; **Laurie Weingart** of Carnegie Mellon University; **Carrie Leana** of the University of Pittsburgh; and **Ruth Kanfer** of the Georgia Institute of Technology.

institute will offer certificate and executive-level courses designed to train individuals to lead in religious organizations and nonprofits.

The **American University in Cairo** (AUC) in Egypt has partnered with the Commercial International Bank-Egypt (CIB) to create the AUC Venture Lab FinTech Accelerator. Through a 12-week acceleration program, fintech startups will receive support to launch and grow their businesses.

### GIFTS AND DONATIONS

In September, **Southern Methodist University's** Cox School of Business in Dallas, Texas, announced that it had received a US\$10 million gift from Diane and Harold (Hal) Brierley, who have long helped companies in the areas of database marketing and customer loyalty programs. The gift will fund the creation of the Brierley Institute for Customer Engagement.


The **University of South Florida's** Muma College of Business, in partnership with CareerSource Tampa Bay, received a US\$3.8 million TechHire Partnership Grant from the U.S. Department of Labor to train young adults in Tampa Bay to fill technology roles. Part of a White House initiative to close a skills gap in the tech workforce, the grant was one of just 39 federal grants awarded nationwide to support community-based public-private workforce partnerships. Funds will support the TechHire IT boot camp, a nondegree training program that targets veterans, underemployed young adults, and at-risk individuals.

**New York University's** Stern School of Business has established the NYU Stern Venture Fellows Program with a US\$1 million gift from technology executive and alumnus David Ko and his wife, Jennifer. Each fellow will receive a stipend of US\$10,000, workspace, and access

to a summer program that includes a weeklong immersion in Silicon Valley.

### OTHER NEWS

The Ted Rogers School of Management at **Ryerson University** in Toronto, Ontario, has launched a new brand identity and name for its MBA program. The school is naming its flagship program the Ted Rogers MBA as part of the revamp and to help celebrate the upcoming 10th anniversary of its naming gift from Ted and Loretta Rogers.

**Rice University's** Jones Graduate School of Business in Houston, Texas, has launched an online magazine, [RiceBusinessWisdom.org](http://RiceBusinessWisdom.org). The site delivers peer-reviewed research in a quick-read format. Weekly articles will be based on research by Rice faculty and cover topics such as finance, workplace psychology, ethics, and leadership. 



## May 2017

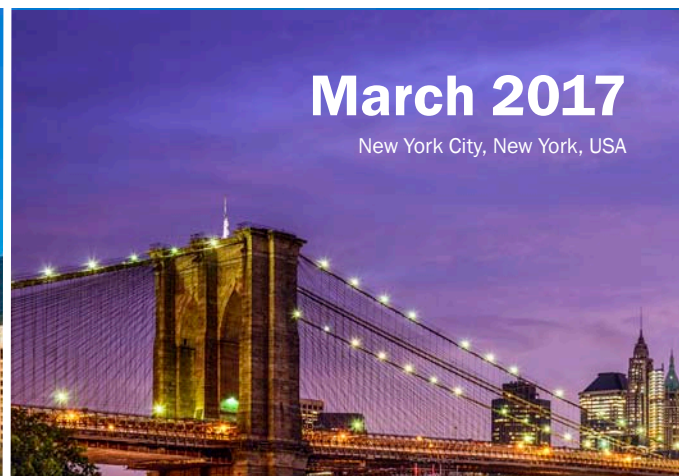
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Campus life is vibrant and varied. The University's student athletes compete in 18 Division III varsity sports. More than 120 organizations and clubs serve student interests. While Montclair State offers all the resources of a large, comprehensive university, a student-to-teacher ratio of 17:1 and average class size of 23 provide students with individualized attention from a top-tier faculty.

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In fall 2015, the Feliciano School of Business opened a new 143,000-square-foot, six-story, high-tech, interactive learning environment for more than 3,200 undergraduate and graduate students. The building features a 3D printing innovation lab; a Financial Resource Center with multiple Bloomberg terminals; interview rooms for corporate recruiting; collaborative spaces for networking, team building and group study; and market research/analysis labs. The Ellyn A. McColgan Student Services Center provides integrated and individualized academic advisement and career placement programs. The School also houses the Feliciano Center for Entrepreneurship, which fosters an entrepreneurial mindset and nurtures an extensive community of followers through innovative, interdisciplinary programs and events.

Successful candidates for tenure-track faculty positions should possess a PhD in the discipline or a related field (or be expecting to complete their PhD by August 2017), and exhibit strong potential for success in teaching and research. Preference will be given to candidates with a demonstrated ability to build relationships with business partners.

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**Human Resource Management (V-F29)**

**Project Management (V-F28)**

**Economics (V-F27)**

**Entrepreneurship (V-F42)**

**Accounting Forensics and Analytics (V-F26)**

To access the full position postings and apply, please visit:

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- Assistant/Associate Professor, specialization in Auditing/Financial Accounting

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**Finance Department**

- Assistant/Associate Professor, specialization in Financial Economics

**Hospitality & Tourism Management Department**

- Assistant Professor, specialization in Food and Beverage, Conventions, or Service Operations Management

**Information Systems Department**

- Assistant Professor, specialization in current Information Systems areas

**Management Department**

- Assistant Professor, specialization in Business & Society/Sustainability
- Assistant Professor, specialization in Strategic Management
- Assistant Professor, specialization in Organizational Behavior (2 positions)

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**APPOINTMENT DATE:** Fall Semester 2017

**POSITION DESCRIPTIONS** may be found at <http://cob.sfsu.edu/workforcob/ft>

**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 2017). 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.

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: [acthire@sfsu.edu](mailto:acthire@sfsu.edu)
- Decision Sciences Candidates: [dssearch@sfsu.edu](mailto:dssearch@sfsu.edu)
- Finance Candidates: <https://academicjobsonline.org/ajo/jobs/7811>
- Hospitality & Tourism Management Candidates: [arwalls@sfsu.edu](mailto:arwalls@sfsu.edu)
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READ "ARE BOOT CAMPS BOOMING?" ON PAGE 15.

# 8,000,000

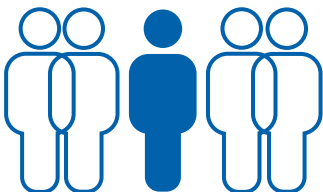
The number of learners enrolled in courses through edX as of July 2016. The most popular business-oriented course offered through edX is Microsoft's "Analyzing and Visualizing Data with Excel."

READ "MOOCS 2.0" ON PAGE 32.

## NEARLY 1 IN 5

The number of college students studying business fields in the U.K. in 2014–2015—the most of any discipline—according to the U.K.'s Higher Education Statistics Agency.

READ "PERSONALIZING THE STUDENT EXPERIENCE" ON PAGE 50.



## TRUE PARTNERS

"Business schools—particularly those located near government offices in capital cities—must contribute not only to 'the business of business,' but also to the 'business of government' if they truly are to be partners with industry," according to Bob Buckle and Daniel Laufer of Victoria Business School in New Zealand.

READ "CAPITALIZING ON LOCATION" ON PAGE 44.

## ELITE ONLINE EDUCATION

"My MOOC MBA has surpassed all my expectations," writes Laurie Pickard of No-Pay MBA. "I've studied accounting and operations with Wharton, finance with NYU Stern, design thinking and strategy with Darden, supply chain management with MIT Sloan."

READ "THE MOOC-BASED MBA" ON PAGE 38.

## 20% of the time

That's how often men get raises when they ask for them; by comparison, women who ask for raises are successful only 16 percent of the time. Figures are drawn from a recent survey of 4,500 Australian workers.

READ "DO WOMEN ASK FOR RAISES?" ON PAGE 14.



## DISASTER PREPAREDNESS

"It's hard to believe it has been 15 years since the fall 2001 semester. ... While business policy has always been focused on developing a strategic mindset, in recent years I have concluded that the successful business professional must also have the knowledge and skills that contribute to what I call a 'contingent mindset,'" writes Robert S. Fleming, a professor at Rowan University's Rohrer College of Business in Glassboro, New Jersey. Leaders with this mindset must possess a "proactive planning orientation to anticipate the various crisis situations their organizations might face—and the potential threat to their success and survival."

▶ READ HIS OP-ED "PREPARING BUSINESS SCHOOL GRADUATES TO MANAGE SUCCESSFULLY IN TIMES OF CRISIS" IN THE "YOUR TURN" SECTION OF [WWW.BIZEDMAGAZINE.COM](http://WWW.BIZEDMAGAZINE.COM).

## NO-TECH ADVANTAGE



Students who are not allowed to use

laptops and tablets in the classroom perform better than students who are, scoring 1.7 points higher on final exams. The data comes from a working paper published by three West Point economists.

READ "SCREEN FREE" ON PAGE 14.

## ASSESSING VALUE

"Universities cannot both say that education matters and pretend that education does not matter by using undergraduate tuition to subsidize research," says Ben Nelson, founder and CEO of the Minerva Project.

READ "GLOBAL AND CAMPUS-FREE" ON PAGE 20.

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