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BizEd

AACSB INTERNATIONAL JULY | AUGUST 2017

ASSEMBLING

AN

ALLIANCE

HOW GLOBAL NETWORKS OF BUSINESS
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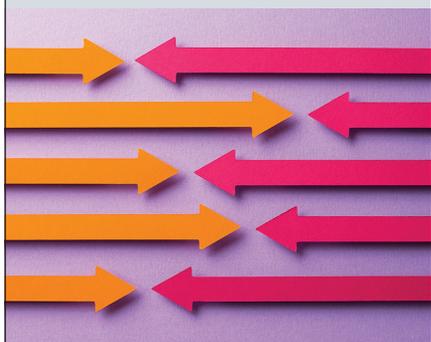
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BizEd (USPS 1884) is published six times a year by AACSB International—

The Association to Advance Collegiate Schools of Business

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www.aacsb.edu bized.aacsb.edu

ISSN number: 1537-338X

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Change of address: Notify publisher at least six weeks in advance, including mailing label from the most recent issue and new address.

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Subscription: The yearly rate is US\$35.

Subscribe online at bized.aacsb.edu. POSTMASTER: Send address changes/corrections to *BizEd*, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602.





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Make No Mistake?

WHEN I READ THAT an organizational psychologist named Samuel West planned to open the Museum of Failure in Sweden, my first thought was, “Why hasn’t someone thought of that before?” After all, some of the inventions we talk about most today were, in their day, spectacular failures. The museum, which opened June 7, showcases the most notorious commercial flops in business history, from Sony Betamax VCRs to Crystal Pepsi to Google Glass. “We welcome any further suggestions,” West told *The New York Times*. “The crazier the better.”

Why did West wish to open a museum to showcase unsuccessful ventures? In an April 22 interview with National Public Radio, West explained, “I think we’re afraid of failures. And I think [this museum] shows that failures need to be accepted if we want to develop, if we want to innovate.” In other words, his museum could be viewed as a product of our time, when experimentation, iteration, and, yes, failing quickly and often in order to reach the next success, have become integral parts of business. In today’s climate for innovation, failures are quickly becoming badges of honor.

I thought it especially fitting that this issue’s Research & Insights department opens on a study that specifically calls for organizations to celebrate their failures. As the study’s co-authors emphasize, leaders “can set a powerful example by openly discussing past failures” to spur employees to apply what they learn to future projects.

Even more than that, this approach emphasizes the need to inspire people to experiment and to take risks by significantly changing the status quo.

Taking risks is an underlying theme in this issue. In “Exponential Alliance,” for example, authors from the Global Network for Advanced Management describe the experimental culture among its member schools, as they deliver joint courses, conduct student team projects, organize a global competition, and disseminate their faculty’s research across the alliance. In the network, “rapid prototyping trumps careful planning,” the authors write. “Rather than having deans and directors debate what an online GNAM course might look like, individual faculty [take] the plunge.”

In “Perfect Unions,” two deans detail what happened when their universities upended their business programs—and years of tradition—by merging units. Some faculty and alumni were skeptical of the change, but over time, these deans say, their schools were stronger for it.

In short, these business schools are looking for new ways to share, learn, innovate, and make an impact on the world, whether via outside alliance or internal merger.

In many cases, educators will make their marks only when they’re willing to experiment, a point that West’s museum brings into focus. Google Glass, for instance, might have fallen out of favor, but Google has created a new division where it is using what it has learned to perfect wearable technology.

Make no mistake (pun intended): Any experiment that moves the world closer to its next solution is, at heart, a success. That’s something worthy of celebration, of discussion, and certainly of a place in business education.

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

Tricia Bisoux
Co-Editor

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(see inset photo)

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OCTOBER 25–27

Asia Pacific Annual Conference
(#AACSBap)
Seoul, South Korea

NOVEMBER 6–8

Associate Deans Conference
(#AACSBassocdeans)
New Orleans, Louisiana

FEBRUARY 7–9

Deans Conference
(#AACSBdeans)
Las Vegas, Nevada

SEMINARS

JULY 24–25

Business Accreditation Seminar **A**
Bali, Indonesia

JULY 26–27

Assurance of Learning I **A**
Bali, Indonesia

AUGUST 21

Assurance of Learning I **A**
Perth, Australia

AUGUST 22

Assurance of Learning II **A**
Perth, Australia

AUGUST 22–23

Assurance of Learning I **A**
New Delhi, India

SEPTEMBER 23

Continuous Improvement Review **A**
Pittsburgh, Pennsylvania

SEPTEMBER 26–27

Business Accreditation **A**
Krakow, Poland

OCTOBER 2–3

Business Accreditation **A**
Portland, Oregon

OCTOBER 4

Impact Forum **A**
Portland, Oregon

OCTOBER 10–11

Assurance of Learning I **A**
Tampa, Florida

OCTOBER 12–13

Assurance of Learning II **A**
Tampa, Florida

OCTOBER 23–24

Leading in the Academic Enterprise
Series®: Strategic Thinking and
Creative Problem-Solving **P**
Tampa, Florida

OCTOBER 24–25

Associate Deans **P**
Assurance of Learning I **A**
Seoul, South Korea

NOVEMBER 5–6

Lessons for Aspiring Deans **P**
New Associate Deans **P**
New Orleans, Louisiana

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- P** Professional Development
- C** Pedagogy Development & Online Learning
- C** Curriculum Development Series



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other events

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Academy of International
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aib.msu.edu/events/2017

SEPTEMBER 18–24

CEEMAN Annual Conference
Chengdu and Hangzhou, China
www.ceeman.org/programs-events

OCTOBER 17–19

CLADEA 2017 Annual
Assembly
Riverside, California
www.cladea.org/eventos

OCTOBER 22–25

Executive MBA Council
Conference
Seattle, Washington
embac.org/conference.html

OCTOBER 31–NOVEMBER 3

EDUCAUSE Annual
Conference
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NOVEMBER 1–3

Global Business School Network
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gbsn.org/2017dc

NOVEMBER 7–8

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onlinelearningconsortium.org/accelerate

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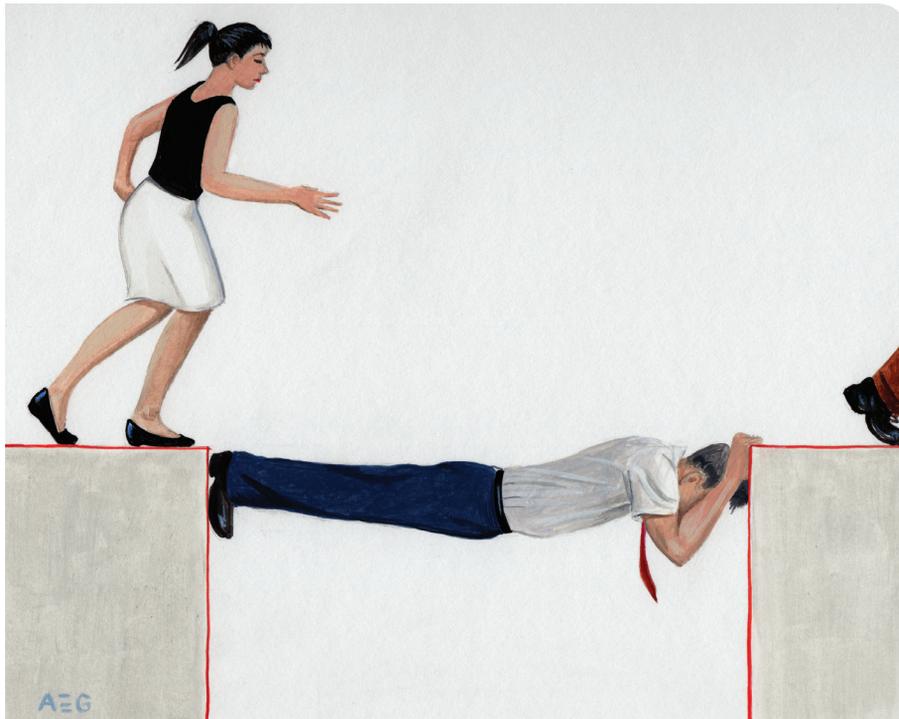
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When Failure Inspires Success

WHY OPENLY SHARING STORIES OF FAILURE LEADS TO BETTER LEARNING

BAD EVENTS HAVE MORE IMPACT on people's thinking than good ones do, but management education largely overlooks that fact, according to a new study by Ronald Bledow of Singapore Management University, Bernd Carette of KPMG Belgium, Jana Kühnel of Ulm University in Germany, and consultant Diana Bister.

"Best-selling managerial books and case studies, such as Jim Collins' *Good to Great* or General Electric's success story during Jack Welch's reign, are expressions of a one-sided focus on other people's successes," they write. "Although [case studies] typically describe a manager whose organization is facing a challenging situation that could lead to failure, virtually all of the cases turned into successes for the organization."

The researchers conducted experiments with 50 students who listened to five fictional stories that dealt with various aspects of management, from change management to conflict resolution. Half the participants heard stories that ended with success, and half heard tales of failure. After listening to each story, participants were asked to reflect on how it might be useful to them.

Researchers then presented participants with a case study about an advertising agency and asked them to respond to five management questions related to issues in the previous scenarios. Two independent raters—who did not know whether participants had listened to stories of success or failure—found that, in general, failure scenarios proved significantly more likely to result in learning transfer.

Nonetheless, researchers believe success stories have their place. "Success stories serve as inspirational examples and ... can build learners' confidence in their abilities, in particular when they see similarities between themselves and a role model," the authors note. They believe failure stories could be especially effective when learners need to develop flexible knowledge or when they lack the motivation to study a topic intensively because they underestimate its difficulty. "Failure stories could then serve as wake-up calls," they write.

The authors recommend that organizations create cultures where all employees are willing to share their failures. "The top-management team of an organization can set a powerful example by openly discussing past failures," they write. "Organizations can also institutionalize communication about failures by providing a platform for employees to share failed experiences."

"Learning from Others' Failures: The Effectiveness of Failure Stories for Managerial Learning" appears in the March issue of *Academy of Management Learning & Education*.

COMPARING MEN & WOMEN CEOS

How do the top women executives compare to their male counterparts? In a March 2017 study, recruitment firm Talentful found only 54 female executives in the list of Fortune 1,000 companies—but that was three more than there were in 2014. Talentful compared those 54 women to an equivalent number of men on the same list to discover similarities and differences in their paths to leadership.

The company found that men bring

home more money, receiving an average of US\$4,438,366 more than women in total compensation. However, while Disney CEO Robert Iger is the most highly paid executive at \$43,490,567, Safra Catz of Oracle is right behind him at \$40,943,812, and the next two slots are also held by women.

Education makes a difference: 21 of the male CEOs in the comparison group had earned MBAs, compared to 25 of the women. Engineering degrees often lead to

success, as ten women and 13 men on the list held degrees in engineering fields. Seventeen of the men and eight of the women were Ivy League graduates.

Women tend to hold more jobs on their way up the ladder—11, compared to nine for men. But CEOs of both sexes achieved their positions at the average age of 51.

To see an infographic of the complete results, visit www.talentful.co/blog/posts/men-vs-women-ceos.

The Rise of the Nonverbal in Social Media

THE FIRST EMOTICONS originated in Japan in the late 1990s—creations such as :-)) and :-(were invented to convey emotions via text-based online communications. Today, emoticons and pictorial emojis have become ubiquitous in text-based communications. In a recent paper, three researchers wanted to know just how marketers are going beyond the “smiley face” to translate meaning, emotion, or tone of voice into what the research team calls “textual paralinguage” in social media posts.

The researchers include Andrea Luangrath, an assistant professor of marketing at the University of Iowa’s Tippie College of Business in Iowa City, who led the study; Joann Peck, associate professor of marketing at the Wisconsin School of Business in Madison; and Victor Berger, assistant professor of marketing at the University of Wisconsin–Whitewater.

“Face-to-face communication is rich with nonverbal behavior, including body language, eye contact, and tone of voice,” says Luangrath. “When people exchange written messages electronically, these elements have to be translated into text to be communicated.” As examples of paralinguage, she points to the use of asterisks around words and phrases to convey a physical touch or movement (*high five* or *wink*), the phonetic spelling of non-words to convey voice (“umm...” or “zzz...”), and the use of complex punctuation combinations to get across gestures such as a shrug (¯_(ツ)_/¯).

The research team looked at thousands of social media

posts from 22 corporate brands. They found that 20.6 percent of brand tweets, 19.1 percent of Facebook posts, and 31.3 percent of Instagram posts contained some form of textual paralinguage. Translations of voice qualities were utilized most frequently, while translations of physical touch were used least frequently.

Brands related to consumer products, such as Whole Foods, were more casual in their use of textual paralinguage—including liberal use of punctuation and emojis. Professional firms such as banks or insurance companies often were more formal. The difference lies in whether a brand would rather be seen as warm and amicable or professional and competent.

The researchers conclude that this area is a rich field for future research, including examinations into ways that a nonverbal cue’s meaning could differ depending on context or that different individuals might decode and remember different modes of textual paralinguage in different ways. “Paralinguage is abundant in online communication, and its use will continue to grow with social media,” they write. “Language, as the basis for human interaction ... has the capacity to reveal our social and psychological selves.”



► Their paper appears in the January issue of the *Journal of Consumer Psychology*. It is available at www.researchgate.net/publication/303000998_Textual_Paralinguage_and_Its_Implications_for_Marketing_Communications.

Women and Work



WHAT CHALLENGES DO WOMEN still face in the workforce? That was the question behind a recent study conducted by the Global Network for Advanced Management (GNAM), an international network of business schools, which surveyed students and alumni at 28 member schools (read more about GNAM in “Exponential Alliance” on page 18). The 4,881 respondents collectively have workplace experience in more than 100 countries. Among the findings:

- **Time is money.** When deciding who should be promoted, respondents show no preferences based on gender, but they are 36 percent more likely to recommend promoting the candidate who can be “available to work at any time, including nights and weekends.” Given that women provide more of the care for family members in many parts of the world, this requirement means they have fewer opportunities for advancement at work.
- **Workplaces favor assertive individuals.** Respondents believe that both men and women with assertive personalities are more likely to be promoted than more reserved individuals—but there are great variations across countries. For instance, in societies with male-dominated labor markets, families might socialize daughters to improve their marriage prospects by being congenial and docile rather than competitive and assertive. But if employers prefer workers with assertive personalities, professional women might be harmed at work by the very traits that smooth the way for their social relationships.
- **Women are still presumed to be the caregivers.** Employees on average expect women to be responsible for 55 percent of childcare. However, they believe senior managers expect women to do even more—65 percent of childcare. As a result, women face a tough dilemma: If they spend more time at work, they might get promoted, but their co-workers might view them with disfavor because they fail to conform to expected behaviors.
- **Working remotely extends the workday.** Respondents report that working remotely during regular business hours is viewed negatively, while working remotely outside of those hours is seen positively. Thus, technology may be extending the hours people are expected to work, rather than simply giving them more flexibility.

The GNAM report concludes that employers can create better workplace environments for women by encouraging a healthy work-life balance for all employees. It notes, “Such a culture could prove an advantage in the competition for the best talent.”

▶ **To read “Women in the Global Workforce,”** visit advancedmanagement.net/about/women-global-workforce.



CANCER DATA

Data analytics are becoming increasingly important in the healthcare field, particularly in determining the best treatments for targeting certain illnesses.

Recently, three Tennessee researchers studied a small sample of patients with metastatic breast cancer to determine how their life expectancy was affected by the treatments they received—specifically when they had “discordant receptors,” where the primary tumor receptors differed from the metastatic tumor receptors. The researchers found that those who followed treatment plans based on their primary tumors survived for 48 months, compared to 8.4 months for those who followed treatment plans based on their metastatic tumors.

The study was conceived by T. Allen Pannell Jr., now at Lincoln Memorial University in Harrogate, when he was working on his dissertation in statistics at the University of Tennessee, Knoxville. His wife developed metastatic breast cancer with discordant receptors, living three years after her initial diagnosis and only six months after her cancer reoccurrence. Pannell wanted to investigate how a specific kind of treatment might have shortened her life.

Pannell was joined in his research efforts by Russell L. Zaretzki, associate professor of business analytics at UT’s Haslam College of Business, and Timothy J. Panella, an oncologist at UT Medical Center.

The researchers admit the sample size is statistically small—only 14 of 317 patient cases at the University of Tennessee Cancer Institute fit all criteria for the study. But they believe the results are clear: the status of the primary tumor should take precedence when developing the first-line treatment plan for a patient with newly diagnosed recurrent metastatic breast cancer.

“The Prognostic Impact of Determining Treatment Plans Based on Discordant Metastatic Tumor Receptors on Relapse” was published in the *American Journal of Hematology/Oncology*.

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Rivals and Reciprocity

DO PEOPLE KNOW WHO their biggest competitors are at work? Probably not, say three organizational behavior researchers. While most people can judge whether others view them favorably, they might be less adept at identifying their biggest rivals.

In a recent paper, Noah Eisenkraft of the University of North Carolina at Chapel Hill, Hillary Anger Elfenbein of Washington University in St. Louis, Missouri, and Shirli Kopelman of the University of Michigan in Ann Arbor examined the concept of “dyadic meta-accuracy,” defined as how people determine whether or not others like them.

In one experiment, the team focused on 14 salespeople from a car dealership—the researchers chose this group because car salespeople must compete with each other for commissions. The salespeople completed questionnaires that asked them to rate, on a nine-point scale, how much they liked each of their colleagues and how much they viewed each colleague as a rival. The participants also indicated what they thought each of their colleagues thought about them. When the researchers compared the questionnaires, they found that the salespeople were much more accurate at knowing who liked them than they were at knowing who viewed them as rivals.

In a second experiment, 263 college students in a class on corporate strategy and organizational behavior were assigned

to one of 56 teams to work on a three-month project. Their grades for the project were based entirely on group performance. After ten weeks, the students completed questionnaires similar to those completed by the salespeople at the dealership. Once again, participants exhibited a faulty perception of who their rivals were on their teams.

The research team believes this area is worthy of further inquiry, primarily because how well people identify their rivals can significantly impact their interactions with others in the workplace. But their ability to identify rivals can be hindered by the fact that those who are their biggest competitors will tend to hide that fact to be polite. Not only that, unlike friendship, competition requires no reciprocation, giving people one less clue about who their rivals are.

How can companies use these findings? By promoting friendly competition, says Elfenbein. “At the car dealership, everybody knows they are competing against each other,” she says. “But if you create a climate where there are boundaries you don’t cross, you can make space for mutual healthy competition to be rewarded.”

“We Know Who Likes Us, but Not Who Competes Against Us: Dyadic Meta-Accuracy Among Work Colleagues” was published online January 12 in *Psychological Science*.

The Robot in Cubicle B

Technophobes are more afraid of the automation that could lead to job displacement than they are of romantic rejection, public speaking, or police brutality. Paul McClure, a sociologist in the College of Arts & Sciences at Baylor University in Waco, Texas, used data from The Chapman Survey of American Fears, a national random survey, to study how people feel about impending automation.

He found that 37 percent of the respondents fit the definition of a “technophobe”—someone who is either afraid or very afraid of robots in the workforce, decision-making robots, artificial intelligence, or technology they don’t necessarily trust or understand. Those in historically marginalized groups—

women, nonwhites, and the less educated—report being most fearful of technology. Technophobes are three times more likely to be fearful of unemployment when compared to others, and nearly three times more likely to fear not having enough money in the future.

While some futurists contend that technology will bring new job opportunities, “many people in the United States suspect that technology will not deliver widespread financial security,” McClure says. “People in certain occupations may legitimately fear losing their jobs to robots and software that can work for cheaper and

for longer hours than any human.”

McClure’s study—“You’re Fired; Says the Robot: The Rise of Automation in the Workplace, Technophobes, and Fears of Unemployment”—was first published online March 20, 2017, in *Social Science Computer Review*.





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Delegation Erodes Trust

HOW FAR SHOULD suppliers go to help their clients make decisions? If suppliers want to build trust, they should provide only the facts—and nothing more. Otherwise, their inherent conflicts of interest can degrade trust, weaken relationships, and even result in decreased profits. This is the conclusion of a study by Özalp Özer, professor of management science, and Upender Subramanian, associate professor of marketing, both of the Jindal School of Management at the University of Texas in Dallas; and Yu Wang, associate professor of marketing at the College of Business Administration at California State University in Long Beach.

Özer, Subramanian, and Wang examined how a retailer's request for information from a manufacturer—for example, a grocery store asking a supplier about the proper shelf space for a certain product—could affect the sense of trust between them. They examined three forms of what they call the “assistance process”: information sharing, in which the supplier simply provides factual details to its customer; advice provision, in which it recommends a decision; and delegation, in which it makes a decision on its customer's behalf within parameters the customer has approved.

These processes can be seen most readily in industries such as health-care or financial planning, the co-authors explain. Both physicians and financial planners can set out the facts, recommend plans of action, or make decisions on behalf of their clients within pre-arranged limits.

In one experiment, 108 participants were paired with one another through networked computer terminals to complete 12 rounds of a simulation. In each pair, one played the role of retailer and one, the role of manufacturer. They switched roles at random for each round. During each round, those acting as manufacturers sent reports to their retail partners, and those acting as retailers indicated the trustworthiness of the information they received. Profits for manufacturers were calculated based on the value of the information. During practice rounds, all participants were informed of the types of assistance they could request or offer.

The researchers found that when those in manufacturing roles engaged in information sharing, those in retailer roles indicated that the information was more trustworthy, and manufacturers realized greater profits. On the other hand, when manufacturers engaged in advice provision, their behavior was viewed as more self-serving and their profits suffered. Delegation, in which manufacturers acted within limits set by the retailers, resulted in the least trust and poorest performance.

The researchers believe their findings could apply to any relationship in which an individual or organization seeks out an expert's opinion. Because an expert “has incentives to manipulate his or her opinion to gain personal advantage,” says Özer, it makes sense for all involved to limit this kind of interaction to information sharing alone.

► **“Information Sharing, Advice Provision, or Delegation: What Leads to Higher Trust and Trustworthiness?”** was published online January 23 in *Management Science*. An earlier version is available at ssrn.com/abstract_id=2565577.



Stable Market for Most Grads

The job market remains mostly stable for students graduating with MBAs and master's-level business degrees—with the exception of international students. This is the most notable takeaway from the Fall 2016 Recruiting Trends Survey conducted by the MBA Career Services & Employer Alliance (MBA CSEA). Conducted in January, the survey garnered responses from 87 schools, of which 83 percent were based in North America, 11 percent in Europe, and 5 percent in Asia.

Among them, 41 percent reported an increase in on-campus recruiting for full-time MBA students in fall 2016, and 29 percent reported that they had seen no change. Twenty-three percent of schools reported they had seen an increase in recruiting for part-time MBAs, and 50 percent reported no change. Schools with specialized master's programs reported similar activity, with 23 percent seeing an increase and 47 percent seeing no change.

The biggest area of concern? The recruitment of international MBA students without permanent work visas. Fifty-one percent of schools reported a decrease in the recruiting of these students, compared to 38 percent in fall 2015. In responses to a follow-up survey, respondents indicated that employers were becoming increasingly cautious in their recruitment of international students because of uncertainty about what would happen with immigration policies in many countries, especially the U.S.

► **Read the survey results at www.mbacea.org/trends.**

MANAGEMENT 101 FOR MDS

MODERN HEALTHCARE DEMANDS that everyone, from community physicians to hospital CEOs, possess strong management skills. By and large, however, they don't. That's why two professors from Johns Hopkins University in Baltimore, Maryland, are calling for all medical schools to embed "Management 101" courses into their curricula.

While many medical professionals receive some management training, the quality varies widely. "What's needed are more methodical efforts at the outset of medical education," says Christopher Myers, assistant professor at the Johns

Hopkins Carey Business School. "Medical schools could partner with business school faculty and other management scholars to bring MBA-style training to the healthcare context."

Myers and co-author Peter Pronovost, professor at the Johns Hopkins School of Medicine, note that many U.S. universities have introduced joint MD/MBA programs, though enrollments have lagged expectations. According to the Association of American Medical Colleges, only 0.7 percent of 2016 medical school graduates completed an MD/MBA program.

"We are not naive enough to believe that instituting 'Management 101' in medical education will completely resolve the leadership challenges facing physicians," they conclude. But it is a necessary first step, they believe, to deliver "high-quality, safe care in the modern medical enterprise."

► **"Making Management Skills a Core Component of Medical Education" was published online at journals.lww.com/academicmedicine/Abstract/publishahead/Making_Management_Skills_a_Core_Component_of.98262.aspx.**

new projects

THE HUMAN FOOTPRINT

Researchers from three universities are collaborating on a project to create a global map of urbanization to get a better understanding of the human footprint and its impact on the environment. The "Worldwide: Mapping Urbanization" crowdsourcing campaign asks volunteers to tag about a half-million satellite images based on the level of urbanization and development.

"People can go to the website, view an image, and tag it as 'built up' or 'not built up.' These tags will then be recorded and added to the overall data, inserted into our machine algorithms," says Ran Goldblatt of the School of Global Policy and Strategy at the University of California in San Diego and a researcher at the school's **Big Pixel Initiative**. The Big Pixel Initiative team is developing machine-learning methods designed to map cities around the world by determining—pixel by pixel—whether plots of land are paved or otherwise covered by manmade surfaces.

The "Worldwide: Mapping Urbanization" campaign is a joint project with Goldblatt and Gordon Hanson of the Big Pixel Initiative, Matei Georgescu of Arizona State University in Tempe, and Amit K. Khandelwal, director of the Chazen Institute for Global Business at Columbia Business School in New York City. The pilot project launched in April. Participants can find images to tag at www.tomnod.com/campaign/campaign_1847/question/6202.

AN UPGRADE FOR MODELING

The **Penn Wharton Budget Model (PWBM)** has received a US\$6.6 million commitment from the Laura and John Arnold Foundation to develop tools to evaluate the economic and budgetary impact of federal policy proposals. PWBM, a nonpartisan applied research organization housed at the Wharton School of the University of Pennsylvania in Pennsylvania, combines economic modeling, big data science, cloud computing, and visualization tools to allow users to test policy ideas before legislation is drafted. The new funding will allow PWBM to develop new tools for modeling of global transactions and forecasts regarding the impact of policy—on topics including taxes, international trade, Social Security, and immigration—over an extended time horizon.

CRISIS PREVENTION

The **Yale School of Management** in New Haven, Connecticut, has raised US\$10 million to expand its Yale Program on Financial Stability (YPFS). As part of this expansion, the school will launch the Crisis-Response Project, an effort to identify best practices and provide training to help governments fight the effects of systemic financial collapses. To support the project, the YPFS will create an online collection of case studies that highlight policymakers' best practices and common mistakes. ►





Exponential Alliance

Twenty-nine schools have joined the loosely allied Global Network for Advanced Management. How does each school multiply the reach and impact of the entire group?

BY EDWARD A. SNYDER, DAVID BACH,
AND CAMINO DE PAZ

ILLUSTRATION BY ALEKSANDAR SAVIĆ

THIS PAST MARCH, 694 MBA students traveled to one of 18 campuses to study with peers and learn from international faculty in an initiative called Global Network Weeks. Students visiting Israel's Technion in Haifa learned why the country is called the Start-Up Nation; those who arrived at the University of British Columbia's Sauder School of Business in Vancouver took a deep dive into green energy; and students who traveled to Jakarta learned from faculty at the University of Indonesia how digital entrepreneurship empowers women. Not a single dollar, euro, peso, renminbi, or shekel changed hands among participating schools to make this extraordinary educational experience possible. This is the power of networked management education.

Global Network Weeks were the first program initiative of the Global Network for Advanced Management (GNAM) when it launched in 2012. The network had its beginnings when the Yale School of Management in New Haven, Connecticut, convened a meeting of deans and directors from 20 business schools to discuss a collaborative effort. The network was founded on three shared beliefs: that the stakeholders of management education are increasingly global; that no one school can have a truly global reach; and that schools can gain tremendously from trade and collaboration.



We believed that a network offered many advantages over the typical globalization strategies of joint degree partnerships, student exchanges, and multiple campuses, which benefit a relatively narrow group of participants and often bear heavy administrative burdens. Networks are flexible and efficient, leverage existing resources, are easily reconfigurable, can be joined and exited, can support multiple overlapping initiatives, and require minimal bureaucratic oversight. They represent an institutional innovation in our extremely disaggregated management education industry.

HOW GNAM WORKS

With GNAM, we do not aim to create a series of specific programs, but to remove obstacles and enable collaboration among member schools. One guiding principle is to minimize bureaucracy, so we have no secretariat, no membership fees, no elaborate procedures, no definition of “academic credit”—we don’t even require that all activities be for-credit. Schools make in-kind contributions; GNAM motivates their engagement by solving problems and smoothing the way. (To read more about GNAM’s governance, turn to “Administering the Network” on page 22.)

Because schools differ in their ability to contribute to the network, the only requirement is that members must engage with and contribute to GNAM activities. There is no “forced march”—schools decide which of the activities facilitated by GNAM will yield benefits for them.

We ask potential new members to write an essay about why they want to join and what they would be able to contribute. To be considered, candidates must be leading business schools in their regions, share a commitment to globalizing manage-

ment education through collaboration, and have at least one graduate program taught in English. Current members discuss the application, assessing whether an applicant shares GNAM’s vision, what it can contribute, and how much additional value its membership would create for current members. Then they vote on whether to admit the new school.

Schools join for three-year terms; at the end of that time, if they want to stay in the network, the other schools vote on whether or not they have been sufficiently engaged to continue as members. Obviously, “sufficiently” is not a precise term, but we expect that a school’s contributions will increase over time. To date, we have not voted against a membership renewal, but there have been times the dean of a more active school has called a less active school to discuss ways to boost participation. So far, these friendly interventions have led to more engagement.

The network currently stands at 29 members. While we are open to adding a few more schools, particularly in regions where GNAM is not yet represented, for the time being we don’t want to get far past 30 members. We are keenly aware that complexity increases as our numbers grow. If we must make a trade-off between widening and deepening the network, we favor the latter.

“DIFFUSE RECIPROCITY”

Once they are part of the GNAM network, member schools are treated equally. Links between Lagos Business School and FGV-EAESP São Paulo are as valuable as those between Tokyo’s Hitotsubashi University Graduate School of International Corporate Strategy and HEC Paris. The network exploits Metcalfe’s Law—its value increases with the square of its nodes.

Take the Global Network Weeks (GNWs), which allow students to supplement their studies by taking a

specialized intensive course at another member school. Each time a new school joins the initiative, the value increases exponentially, because students at all participating schools have additional options for schools to visit and teams on each campus become more diverse.

Colleagues who are not part of GNAM often ask us how we found a time frame for GNWs that fits in the academic calendars of nearly 20 schools. We didn’t. We found one that worked for a core group of five; over time others decided to join. GNWs thereby became more attractive, and as more schools joined, the demand-pull has led 23 member schools to participate to date. With broad buy-in, schools now identify dates two years in advance—usually over spring and fall breaks in mid-March and mid-October. Schools that want to participate adjust their academic calendars accordingly. Minimal coordination coupled with network effects helped overcome a problem that could never have been solved in top-down fashion. As a result, student options have grown exponentially, as shown in the illustration at right.

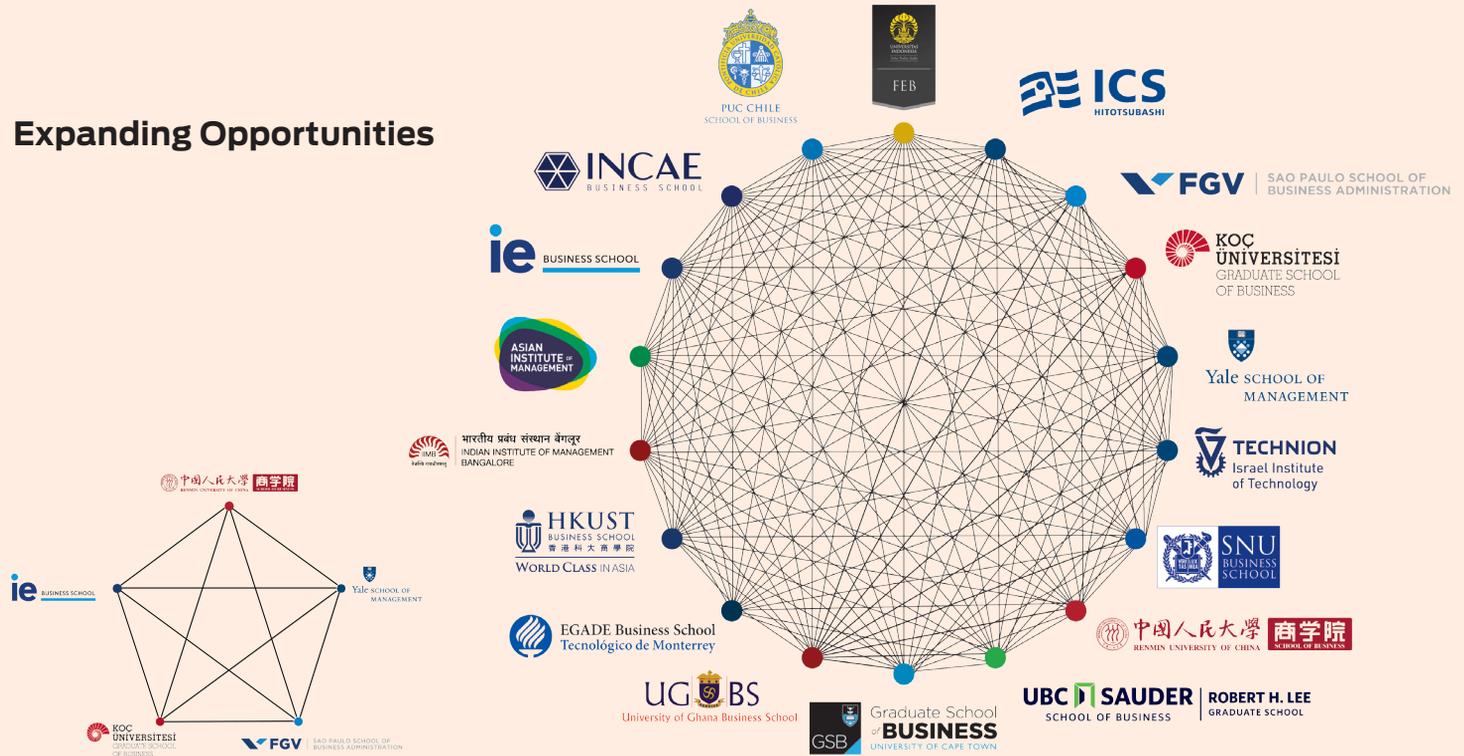
GNWs illustrate another of GNAM’s essential principles: diffuse reciprocity. In a given edition, more students might want to go from Fudan University in Shanghai to University College Dublin’s Smurfit School than vice versa. That’s OK. As schools in the network enjoy repeat interactions across many different issues, they stop looking for *specific reciprocity*, a term Robert O. Keohane uses in a 1986 article in *International Organization* titled “Reciprocity in International Relations.” Instead, they consider the wider picture. They no longer ask, “Is this exchange fair?” but rather, “Am I getting enough value out of participation?” They transcend the bean counting that dominates the world of traditional bilateral student exchange.

A WEEK AWAY

While GNWs are simple in concept, they do require a certain amount of coordination. Each school that wants

SCHOOLS
DECIDE
WHICH
GNAM
ACTIVITIES
WILL YIELD
BENEFITS
FOR THEM.

Expanding Opportunities



In GNAM's first Global Network Week in March 2013, five schools participated, offering a total of ten options to 247 students. In the ninth iteration this past March, 18 schools participated, offering a total of 153 options to 694 students.

to participate picks its topic and states how many students it is willing to host for the week. That list is shared with participating schools, each of which has its own system for determining how its students will be distributed. Schools only can send their students to GNWs at other schools if they also host classes.

For certain schools, there is usually more demand than available spots, so we have created an algorithm to allocate spaces across schools. In short, the more popular a school's option is, and the more generous it is about hosting, the more spots it will secure for its students at other schools. We think this mechanism provides the right incentives, and all members have agreed to it.

Member schools decide whether or not their own students will earn credit for attending GNWs; often, those schools treat the week as a block elective. At most schools, participation

in this opportunity is optional, but a few require their MBAs to take part. To date almost 4,000 MBAs have participated.

Students don't pay extra tuition for attending GNWs, but they do cover the full cost of travel unless their home schools support or subsidize them, as we do at Yale. Interestingly, almost from the beginning, students realized they could set up their own private Airbnb exchanges, swapping apartments for the week.

In 2016, a subset of member schools launched a separate GNW for Executive MBAs. Students engage in pre-work across schools; faculty at the host schools assess deliverables, enabling home schools to translate scores into their respective grading schemes and award credit. Many professors find this a richer option than the faculty-led international study trips that are common features of many MBA programs.

MULTIPLYING CONNECTIONS

As GNWs have grown increasingly popular, GNAM schools have continued to develop additional initiatives to take advantage of network connections:

Small Network Online Courses (SNOCs). In 2013, members began to offer a set of online courses for students at GNAM schools. SNOCs, which generally enroll between 20 and 50 students, include synchronous components, such as lectures, discussion, and student presentations, and asynchronous work via message boards and assignments. SNOCs can be thought of as student exchange programs that last only for one course and don't require students to travel abroad. Students have the opportunity to learn from faculty experts at other schools and forge links with peers, but they do not miss out on other electives or recruiting opportunities at their home schools.

Each school has its own rules about setting up Small Network Online Courses. The idea is to encourage diffuse reciprocity. Your students get access to a pool of electives at no additional cost to you or them; in return, we ask you to occasionally contribute to the pool.

Each home school decides if students will get credit for SNOCs, and if so, which ones. In a few cases, university rules at a member school dictate that no online courses offered by faculty from other schools can count toward a degree.

Each school also has its own rules about when and how faculty can set up SNOCs. Most schools that have offered SNOCs count the effort against the instructor's course load, even though only a few local students might be enrolled. Again, the idea is to encourage diffuse reciprocity: Your students get access to a pool of electives at no additional cost

to you or them; in return, we ask you to occasionally contribute to the pool.

So far, more than 700 MBAs from 25 schools have taken SNOCs through the network, and faculty from eight schools have offered them. Since some schools have never delivered classes online and we want to drive uptake, we allow any student to sign up for a SNOC offered by GNAM faculty, as long as there is room in the course and their home schools will let them do so.

SNOCs have ranged from a course on inclusive business models from IIM Bangalore to one on disruption from the London School of Economics. UBC

Sauder's "Urban Resilience" course was particularly innovative: It brought in additional faculty from Yale, IIM Bangalore, the University of Ghana Business School, and EGADE Business School in Mexico. It also leveraged the Rockefeller Foundation's Resilient Cities Initiative, and it featured an optional weeklong in-person module in Quito that was supported by the local office of Costa Rica's INCAE Business School.

Faculty increasingly realize that online teaching opens opportunities for different kinds of coursework. This spring, an experimental SNOC explored the future of globalization after Brexit and the election of Donald Trump; it engaged more than 40 MBA students from 20 different GNAM schools in team-based data gathering to assess whether similar factors drive rising economic populism in different parts of the world.

Global Virtual Teams. When the network began offering SNOCs, our focus was on connecting faculty in one location with students in others. Over time, however, faculty realized the extent to which these courses facilitated the development of virtual team skills, which has led to this latest initiative.

Starting in January 2016, MBAs enrolled in required operations management courses at Yale, HEC, and EGADE formed cross-school teams to compete in an online simulation where they jointly managed a virtual factory. This year, students at UCD Smurfit joined in, making Global Virtual Teams a four-way initiative. The fact that participating schools have made a GNAM-facilitated curricular element a core requirement underscores how quickly the network has lowered barriers to collaboration.

Before embarking on the group project, students from all four schools first must participate in a course on how to make virtual teams more successful. Through the SNOCs, we already knew the sorts of problems that can crop up when we create teams of five or six students from schools around the world. First, coordination challenges are high,

Administering the Network

Governance for the GNAM network is a fairly simple matter. Deans and directors meet twice a year for two days to discuss how we will coordinate activities. We also schedule an annual meeting for heads of executive education; when necessary, we hold ad-hoc meetings for heads of communications/marketing and alumni relations.

In addition, a steering committee of six members, chosen for two-year terms by the deans and directors, meets virtually a few times in between plenary sessions to address matters of immediate concern. They also help shape the agenda for all meetings and provide guidance to the team at the Yale School of Management.

As the convener of the network, Yale handles basic administration. Three full-time staff members are dedicated to GNAM, and staff in communications and IT departments work for the network part-time. Together they act as the clearinghouse for major activities, maintain GNAM's website and distribution lists, and coordinate major meetings. Yale fully bears these administrative costs.

There is also a shared Dropbox account that contains documents and resources for each school's designated key administrative contact, as well as multiple email lists organized by function—that is, one for deans, one for MBA directors, one for heads of executive education, and so on. Finally, students and staff get information about upcoming activities through monthly newsletters and the GNAM website, www.advancedmanagement.net.



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because students are working in so many time zones. Second, barriers to free-riding are low; because there is no risk of encountering peers in the hallway or at the gym, there is reduced social pressure to contribute. Third, virtual teams are subject to greater conflict, because it's more difficult to avoid and clarify mistakes.

For these reasons, we require virtual team members at Yale, HEC, EGADE, and UCD Smurfit to invest time in getting to know one another at the start. First, they swap videos introducing themselves. Then they join a virtual teambuilding activity where they decide on the rules governing their collaboration, including how to divide tasks and resolve conflicts. In this year's second edition, there are indications that the global virtual teams have achieved better results than traditional on-campus teams in the past.

Global Network Investment Competition. The success of Global Virtual Teams led member schools to look for other ways to connect activities that schools usually do independently—such as running stock market competitions for their students. Finance faculty at Yale launched a network competition, which requires student teams to create portfolios of value stocks from their respective regions. This not only has fostered links among like-minded MBAs, but also has generated insights about the viability of crowdsourcing. Now in its second edition, the competition has attracted 22 teams from 14 network schools.

Global Network Perspectives. This initiative, created by the communications directors for GNAM members, is designed to disseminate faculty research to the widest possible audience. Many schools distribute condensed faculty insights to stakeholders; through this initiative, participating schools aggregate and curate research insights from other members and distribute them through their own communications channels. In less than two years, more than 160 faculty insights have been shared.

Global Network Surveys. We use these surveys to discover what matters to our vast network of students. Working with the World Business Council for Sustainable Development, we surveyed almost 3,000 students in September 2015 about their views on climate change. We learned that these future leaders care deeply about climate change, want more preparation from business schools, and might not be willing to work for companies perceived as laggards in this area. Our findings were presented at the COP21 U.N. climate negotiations in Paris.

In 2016, the second Global Network Survey collected the views of almost 5,000 students and alumni on the challenges facing women in the global workforce. Findings from the data have been disseminated through member school channels, and our hope is to contribute to ongoing policy debates. (See “Women and Work” on page 12.)

Other initiatives. As GNAM schools continue to look for ways to collaborate, efforts are accelerating in the area of executive education. Through the network, members can expand their global delivery capability and supplement their own faculty with experts from other schools—two differentiators that appeal to corporate clients. In addition, 19 member schools have joined forces to create the Certificate of Excellence in Global Business, which recognizes participants who partake in at least 15 days of executive education over two years from at least three different schools in two or more countries. More than 200 open enrollment programs offered by participating schools are eligible and are marketed via a joint website.

Additional GNAM initiatives focus on joint case development and case sharing, joint alumni events, faculty collaboration in areas such as sustainability and entrepreneurship, case competitions, staff exchanges to identify and diffuse best practices, and benchmarking on everything from online education strategies to doctoral programs.

PROMOTING AWARENESS

Despite its successes, the value proposition of GNAM is not self-evident to all potential participants. Newly arrived MBAs are focused on getting to know their classmates and their immediate surroundings, not learning about what a school on another continent has to offer. Faculty are more interested in connecting with immediate colleagues and longstanding collaborators. Some alumni question if it makes sense to invest in a cross-school network rather than to address pressing issues at home. We welcome these responses, because they encourage us to scrutinize all initiatives and relentlessly focus on stakeholder value.

GLOBAL VIRTUAL
TEAMS ACHIEVE
BETTER RESULTS THAN
TRADITIONAL ON-
CAMPUS TEAMS.

However, one of our ongoing goals is to make more students and faculty aware of GNAM and its rich possibilities. Many professors have joined a LinkedIn group where we share opportunities for faculty, and we hope to see more collaborations among those who share common interests. For instance, researchers who focus on sustainability have met in New Haven for a week to share best practices; they also have created an online working group where they can swap syllabi and teaching ideas. A similar effort is developing in the area of entrepreneurship.

In addition, some schools, including Yale, have made funds available for short-term visitors from other schools. We have discussed other initiatives, such as dedicated research funds for cross-school projects, but we're still in the very early stages.



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When students and faculty report that a GNAM activity has enriched their educational experience or professional development, resources materialize and barriers to participation crumble.

We're also trying to make sure more students know about GNAM. Member schools have jointly produced a welcome video that they can show during orientations, and a good number include GNAM in their information sessions. But too many students still only find out about GNAM when they get an email about an upcoming GNW, SNOC, or competition.

We have been working on a cross-school social media platform that also functions as a learning management system to support GNAM's curricular and co-curricular activities. If this gets off the ground, we hope that all new students at member schools will create their profiles as they start and be ready to network with peers at member schools from day one.

Finally, we have launched the GNAM Ambassadors initiative. About two-thirds of our member schools have named student ambassadors who offer us advice on new initiatives, brainstorm with their counterparts at other schools about how to increase student engagement, and serve as a source of information about GNAM for their fellow students.

The longer the network is in place, the more interest we have. During

Global Network Week in March, we informally polled visiting students to ask how many had known about GNAM before they enrolled in their business schools, how many had learned about it during orientation, and how many found out about it only when they discovered the GNW opportunity. The percentages were about 40/40/20, which was much better than in previous years. Student surveys at Yale and other schools suggest that roughly 50 percent of students were interested in attending a school in part because of its GNAM membership.

WHAT WORKS, WHAT DOESN'T

As we focus on increasing awareness, we also reflect on what we have learned in the past five years. We are convinced that the most important step is to build an open innovation platform, removing or at least reducing barriers to collaboration, and enabling stakeholders across our schools to connect with their peers to drive mutually beneficial innovation. We have learned additional valuable lessons that we share with other schools considering launching their own networks:

■ First, there are no self-organizing systems. Yale School of Management convened the Global Network, provided critical public goods, and continues to champion its initiatives through outright leadership or active participation. Over time, however, many other schools have assumed ownership of key initiatives. Leadership, we have found, inspires engagement.

■ Second, nothing stimulates engagement as much as tangible value creation for students and faculty. When students and faculty report to their deans, directors, and colleagues that participation in a GNAM activity has enriched their educational experience or professional development,

resources materialize and barriers to participation crumble.

■ Third, rapid prototyping trumps careful planning. Rather than having deans and directors debate what an online GNAM course might look like, individual faculty took the plunge, put their courses online, and invited students from other member schools to join. It took several schools some time to figure out how to give their students credit for an online course taught by faculty from another school. Yet demand-pull from the student side greatly accelerated these efforts. And in the meantime, faculty learned, improved their courses, and never looked back.

■ Fourth, we must sidestep every bureaucratic issue that could delay or derail collaboration. Should a SNOC be 12 sessions, 18, or 24? Should it be offered on Canvas, Blackboard, or Moodle? It really does not matter. We want members simply to go ahead, do what they would do for their own students, and let the other schools decide whether and how to connect, convert, and validate.

■ Fifth, it's essential to connect the doers, ideally face-to-face. Deans and directors discussed opportunities for executive education on three separate occasions, yet little happened. Then the European School of Management and Technology hosted a separate meeting just for executive education heads, and things started moving. Similarly, after

the communications heads at member schools met for a two-day brainstorming session on marketing, branding, and communications, awareness about the network went way up as schools have joined forces to push key messages.

■ Sixth, we must not position anything in juxtaposition to member schools and their brands. GNAM does not supersede member schools, and its brand is not an umbrella. Rather, it mul-

LET EACH SCHOOL DECIDE WHETHER AND HOW TO CONNECT AND VALIDATE.

tiplies the reach, curricular offerings, visibility, and impact of individual member schools. We think “Intel Inside,” not “Courtyard by Marriot.”

■ Finally, we can reap wholly unexpected results from our mutual trust and collegueship. For instance, confronted with growing concerns about rising economic nationalism and anti-globalization populism, GNAM school deans issued a joint statement in February that underscores the importance of ongoing scholarly exchange and collaboration, especially when it requires students and faculty to cross borders.

THE NEXT STEPS

While GNAM has touched the lives of thousands of students and many professors, we feel that the network has barely achieved 10 percent of its potential—and

we have three reasons for feeling such optimism. First, to date most GNAM initiatives have been designed around programs that existed before schools joined the network. As members launch or revamp programs, they will do so knowing that GNAM puts additional resources within reach. Might it make sense for smaller schools to focus their efforts on required core courses and rely on the network to provide students with a comprehensive set of electives? If faculty teach one course at multiple schools, will they reduce their preparation time enough to free up more hours for research? What other “gains from trade” might we see?

Second, as we produce more alumni who have experienced networked education, they will begin leveraging its benefits for lifelong learning and other

alumni services. Third, employers could start using the network to recruit globally while minimizing costs.

We will realize these advantages only if we continue to enjoy stakeholder demand. But we believe that we have created an effective platform for innovative networked management education that positions all our members to thrive in the changing world of higher education. ■

Edward A. Snyder is the Indra K. Nooyi Dean and William S. Beinecke Professor of Economics and Management at the Yale School of Management in New Haven, Connecticut. David Bach is the school's senior associate dean for executive MBA and global programs and professor in the practice of management, and Camino de Paz is its managing director of global initiatives.

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When b-schools build international alliances, they multiply visibility and leverage their complementarity. Here's how QTEM does it.

ONE OF THE BEST WAYS for business schools to create extraordinary opportunities for students and gain global visibility for themselves is to join academic networks of international institutions. Those were the goals for the Solvay Brussels School of Economics and Management at the Université Libre de Bruxelles (ULB) in Belgium, when it initiated the Quantitative Techniques for Economics and Management alliance, or QTEM.

“We envisioned the network as a way that member schools and corporate partners could provide top students with opportunities to take courses and go on internships in locations around the world,” says Bruno van Pottelsberghe, dean of the Solvay Brussels School of Economics and Management. Van Pottelsberghe, who is the initiator and chairman of the QTEM network, also is a full professor at the school and holds the Solvay SA Chair of Innovation. “We chose to focus on analytics and economics to leverage our own strengths and to help make all partner schools more prominent players on the global stage.”

Solvay began laying the groundwork for the network more than a year in advance, first raising about €400,000 (about US\$440,000) to get the project off the ground, then reaching out to other schools. In 2012, the network was launched with five members: Solvay, BI Norwegian Business School in Oslo, HEC Lausanne in Switzerland, Universiteit van Amsterdam in the Netherlands, and Goethe University in Frankfurt, Germany. Today there are 21 academic members in countries that stretch from Russia to Canada, and from Finland to Australia, as well as 13 corporate partners—and the network is still growing.

The Network Effect

BY SHARON SHINN

ILLUSTRATION BY ALEKSANDAR Savić

COMMITTED PARTNERSHIP

“We leverage complementarities among schools, so we look for institutions that match our analytical focus and bring something a little different from all the other members,” says van Pottelsberghe. Each new school must offer strong quantitative and analytical coursework—delivered in English—and have a research orientation. Schools also must have excellent reputations in their own countries, so international and national accreditations and rankings are important considerations.

In addition, schools must have the resources and personnel to manage QTEM involvement. Says van Pottelsberghe, “At the minimum, their deans must be excited about the network, because unless deans are fully committed, the partnership won’t be successful. It’s also preferable if schools have administrators who are in charge of international student exchange programs and corporate alliances, because these activities are key to securing a successful partnership.”

A school that is interested in joining QTEM must submit a five-page application that is reviewed by representatives from five current members. If the Selection Committee recommends that the school be admitted, the proposal is submitted to all the member deans and one executive who represents all the corporate members; they participate in a blind voting scheme. The school is admitted if 75 percent vote yes.

Each member school is required to bring along corporate partners, who participate in QTEM in various ways. They provide funding for QTEM through membership fees, they offer job and internship opportunities to students, and they provide challenging problems that students work on in various individual or group project settings.

“The corporate members are valuable to the network because they provide our students access to real-world business situations around the globe,” says van Pottelsberghe. “But we believe the corporations also receive excellent benefits



The QTEM team gathers at Monash University in Melbourne, Australia. From left to right: Bruno van Pottelsberghe with fellow QTEM team members Laurent Gheeraert, Eleonor de Garcia, Anne Vaxelaire, and Michele Cincera.

from the partnership as they attain visibility through our website and access to elite students.”

SELECTING STUDENTS

Every school within the network can select a maximum of 20 students to be admitted into QTEM every year. To be considered, students must have scored at least 650 on the GMAT; they must have accumulated impressive academic credentials, while taking a high number of analytical courses; and they must be approved by a panel of academic and corporate members.

Students can earn their QTEM degrees only if they also have received degrees from their home universities. They are expected to have completed two or more international experiences by the time they graduate, as well as an internship. The international experiences might be two exchanges with other schools within the network, or one exchange with another school and an internship at an international company.

“For instance, a student from Waseda University in Japan might complete one exchange at Monash University in Australia and another one at HEC Lausanne in Switzerland before interning at a company in Singapore,” says van Pottelsberghe. “That’s a beautiful illustration of the power of the network.”

While the academic exchanges are generally a semester, students can fulfill

one international requirement by completing a series of one-week summer school programs at several schools. For instance, a student might spend four weeks in Europe, taking one-week courses with four QTEM schools.

Students pay their travel and lodging expenses for the international exchanges, but they have no additional tuition costs associated with the QTEM degree, because the exchanges are set up to be reciprocal.

“We consider the international aspect of QTEM to be as essential as the analytical focus,” says van Pottelsberghe. “Our goal is to create a global tribe of ambitious students who have open minds and excellent analytical competencies and who want to use these skills to create a better world.”

RUNNING THE NETWORK

To make the QTEM experience as easy as possible for the academic partners, most of the administration is handled by a small staff—called the QTEaM—located at the Université Libre de Bruxelles campus, within the Solvay Brussels School. In the 2016–2017 academic year, the QTEaM coordinated about 200 student exchanges. The determination of which students go where depends heavily on how they have scored on GMAT tests and performed academically at their home institutions. Schools send students and they receive students.

The QTEaM staff members first gather the names and GMAT scores of all the QTEM students selected for the year; then they organize the schools by the students' average GMAT scores. All students have already submitted lists of other schools they would like to attend within the network. The first student from the first school gets first pick of his or her international destination; then the first student from the second school; and so on. Each member school agrees to welcome a maximum of 25 students, and so far the network has always been able to reconcile supply and demand.

Internships are handled slightly differently, because QTEM relies on an internal "internship market." Corporations submit information about the internships they offer and whether they are for two or four months. The information is distributed to students, who are in charge of contacting the companies where they would like to intern. Once interviews are conducted, the students and the companies make the final decisions about where the students will work.

The QTEM staff also tracks the success rates of students in the network. According to van Pottelsberghe, "We look at the grade distributions for QTEM students, and they generally are in the top 15 percentile, at home or abroad."

Because the alliance has produced only a small number of QTEM graduates so far, there isn't data yet on job placement rates. However, all QTEM students have access to placement resources not only at their home universities, but also at the schools they have visited. "That gives them an edge in the job market," notes van Pottelsberghe.

While QTEM members are distributed around the globe, they gather together at least once a year at the annual graduation ceremony hosted in the fall by one of the member schools. Because all of the academic members are present at this event, the deans use this time to make key decisions about strategy and governance.

"At the same time, we hold an annual

conference for corporate partners," says van Pottelsberghe. "This year's theme will be on the use of digital tools to improve operations, and it will take place at HEC Lausanne. Students are welcome to attend, and corporate reps are eager to meet them."

LEARNING AND GROWING

For schools that are considering creating their own networks, van Pottelsberghe points out that it always takes more time and resources than they might expect. "They have to be very well-prepared before they launch. They should start with a well-defined concept so that they can talk about it concisely and professionally when they invite other deans to join. Otherwise—as with any innovation or change project—the targeted institution's immune defense system wakes up and sends out its antibodies to resist!"

Schools also have to be aware of the challenges of working with a large number of academic institutions, as they all have different schedules, legal constraints, and requirements. For instance, while most of the QTEM schools run 18- to 24-month programs, some offer only one-year master's degree programs. Says van Pottelsberghe, "Any school that wants to participate in a similar network must be flexible with its own rules—and remember that the benefits always outweigh the challenges."

Finally, schools that want to create or join networks should look at the strategic positioning of their own universities. "At Solvay, we decided to focus on our global, analytical, and multidisciplinary strengths and seek out schools that enjoy a similar positioning and could contribute to the network," he says. "The motto of Belgium is 'Unity makes strength.' We made that the basic idea behind QTEM as well."

Now that the QTEM network has been in place for nearly five years, its members are looking ahead, and one key goal is to keep expanding the network. Current-

ly, only a few member schools have 20 students in the process of completing the QTEM program, but the numbers are growing steadily at all the other schools. For instance, during Solvay's most recent round of applications, 36 students applied and 18 were accepted.

"Eventually, we aim to have 40 academic partners sending about 700 students into the network each year," says

DEVELOPING A NETWORK
TAKES MORE TIME THAN
SCHOOLS MIGHT EXPECT.



van Pottelsberghe. "As we are not a Euro-centric organization, we are expanding primarily outside Europe and currently looking to bring in partners from North America, Latin America, and India."

In addition, QTEM will launch its alumni network this year, as it is starting to build its base of graduates. In early 2014, four students graduated; in 2016, the number was close to 50, and van Pottelsberghe expects about 90 to graduate this November. "We aim at creating a global alliance of people who are connected to universities, corporations, and to each other, and we believe the alumni network will facilitate those connections," he says.

But member schools have an even more ambitious goal: bringing the network to international prominence. Says van Pottelsberghe, "At the moment, if someone asks students what schools they would dream of getting a degree from, they might mention four or five elite institutions around the world. Ten years from now, we want our QTEM network to be part of that conversation. In every school, there are exceptional students, and those are the ones we want to bring to the forefront through our international web of like-minded institutions." 

 [Read more at qtem.org.](http://qtem.org)



What can a business school achieve by merging separate faculties on one campus into one college? If all goes to plan, more efficient operations, a more distinct brand, and a more collaborative and unified community.

Perfect Unions

BY TRICIA
BISOUX
ILLUSTRATION BY
ALEKSANDAR
SAVIĆ

LIKE ANY TEAM or organization, a business faculty can be said to be more than the sum of its parts. But what if the activities of the parts in question clearly complement one another, but currently do not operate as part of a single integrated community? What if they are functioning as completely separate schools? In this case, an institution might decide to disrupt the status quo and combine them into a single unit.

As higher education institutions cope with greater competition and shrinking budgets, they increasingly are seeking to improve the efficiency of their programs. Merging multiple departments, faculties, or colleges can allow an institution to reinforce internal strengths, eliminate redundancies, and maximize resources. However, just because complementary departments are part of the same university does not mean that their integration will be smooth sailing. Each community has its own history, culture, and traditions. Any university must consider these factors before bringing two units together into one.

We recently asked two deans to describe their experiences with on-campus mergers that resulted in new business schools at their universities. Lynne Richardson of the University of Mary Washington (UMW) College of Business in Fredericksburg, Virginia, smoothed out the rough edges of a merger of business school faculties on geographically distant campuses. Soumitra Dutta of Cornell University in Ithaca, New York, helped lead the integration of three previously autonomous schools.

The process of merging on-campus entities can involve managing people, mending fences, and navigating a complex interaction of disparate stakeholders, say Dutta and Richardson. But when different personalities and priorities are carefully taken into account, they emphasize, a university can achieve its ultimate objective: to create a stronger, more cohesive business school that's ready to tackle complex 21st-century challenges.

TWO CAMPUSES, TOO MANY FACULTY

When Lynne Richardson became dean of UMW's College of Business in 2011, the university had just merged the business faculty on its Fredericksburg and Stafford campuses the year before, establishing its new College of Business in the process. UMW administrators had appointed an interim dean to handle the transition and the creation of the new college. After just four months, however, the interim dean urged the school to hire a new dean externally.

The problem was one of trust, says Richardson. "He had been a member of the faculty on the Fredericksburg campus, and many from Stafford believed he was 'playing favorites,'" she explains. Another problem? Professors were still teaching on separate campuses, and the university had created few if any opportunities for the two groups to interact.

Before she took the job, Richardson reached out to Christopher Puto, then at the Opus College of Business at the University of St. Thomas in Minneapolis, Minnesota. After having been through a similar experience, he offered her two pieces of advice: First, move the Stafford faculty to offices on the main campus, and second, get them to work together so that they would see themselves as part of the same community. "That advice made all the difference in the world," Richardson says.

But putting it to work wasn't so simple. Richardson quickly made sure that all faculty not only were assigned offices on the Fredericksburg campus, but also had teaching duties there. Even so, she says, the two groups still seemed to have a sense of "us" and "them"—they still had not established a sense of trust with each other.

The difficulty stemmed from the odd arrangement that preceded the merger. On the century-old Freder-

icksburg campus, tenure-track faculty delivered day courses as part of full-time degree programs, primarily to 18- to 22-year-old undergraduates. The Stafford campus, formed in 1999 and located seven miles away, was home to a very different culture. There, adjunct faculty on primarily rolling contracts delivered continuing education to working adults and veterans. Its degree programs included a bachelor of professional studies, as well as evening undergraduate business and MBA programs. Although these programs followed a business-driven curriculum, they were offered through the College of Education.

"This merger was not the faculty's decision, and they didn't want to work together because they didn't know each other," says Richardson. "That was the mindset that I found when I got here."

In her first two weeks on the job, Richardson had one-on-one conversations with each of the 25 faculty members to discover their personal motivations and outlooks on the new college. She asked them three questions: "What do you do away from work?" "What do you want to do in the future?" and "What can you do to make this the best business school it can be?" In that process, she also fielded their passionate—and often negative—feedback about the merger itself. Her challenge was to get them to share their perspectives with each other in meaningful ways.

That was when she had an unorthodox idea. At the first faculty meeting, she set out a plastic children's swimming pool full of sand, sand shovels, sand pails, and beach balls. She asked professors to find the pails and shovels in the pool that displayed their names.

"People looked at me with expressions that said, 'What the heck?' But after they took their seats, I told them what I had learned in meeting with each of them

over the past weeks. I put up slides that included the negative words and phrases I had heard, without identifying anyone. Some people in the room gasped," Richardson says. "I could see people start to squirm a little bit. Then I said, 'This negative outlook is where we are. If we want to deliver the best experience for our students and achieve AACSB accreditation, we need to agree that we have to play in the sandbox together.'"

Richardson then asked them to take their shovels and pails to their offices as visual reminders of this goal. Although faculty still were skeptical, the message resonated with many of them.

Over the next year, the sense of distrust began to fade, as Richardson began to assign faculty to different programs—for instance, some who had been teaching undergraduates now were charged with teaching MBA students, and vice versa. Richardson also benefited from a chance circumstance: In 2012, the business school's main building was torn down to make way for a new facility, forcing faculty to share temporary offices during construction.

As it turned out, faculty had to share offices for the next two and a half years as the new building was constructed—including Richardson, who shared her office with two associate deans. This situation, which could have been disruptive, turned out to be an unusual—and beneficial—opportunity.

"I'm not saying that any school wants to lose its building! But for us, losing our building turned out to have a great outcome that we couldn't have foreseen when we first learned we would have to share offices," says Richardson. "As one person told me, 'It's hard to hate somebody once you get to know them.' Sometimes bringing people together requires something crazy like that happening."

The merger also forced the new college to address redundant staff positions and identify gaps in the curriculum. Richardson met with two associate deans and a faculty member to examine the current staff and faculty roster and

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HAD A
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compare it to what their ideal roster would look like. At that point, they realized that the college had too many management faculty and no doctorally qualified professor of finance. It also needed more professors of marketing, a central topic in the school's curriculum.

As a result of this analysis, an extra office manager was reassigned to act as the school's student support and outreach coordinator, and the school went from having two associate deans down to only one. Several management faculty were moved to different disciplines in which they also had qualifications. Additionally, as seven faculty members resigned or retired over the following years, Richardson hired five new professors in finance and marketing, as well as the college's first practice academic. This strategy reduced the school's full-time faculty roster from 25 to 23.

In an even more dramatic move, the college reduced its roster of adjuncts from 80 to just 11. One reason for the reduction, Richardson says, was that the new college eliminated the bachelor's in professional studies to concentrate on its more traditional undergraduate business degree programs. Adjuncts now primarily teach specialty electives, rather than continuing education courses.

Another reason for this change was simply a matter of efficiency—the school had too many faculty to teach a portfolio of programs graduating between 125 and 175 students each year. “When I arrived, we had adjuncts teaching classes of just three students, which doesn't make sense financially,” says Richardson. “Today our average class size has grown from 19 students to 25 students.”

The streamlining didn't stop with the size of the faculty. Faculty meetings, too, have gone from more than two hours five years ago to less than one hour today, because participants now work together more effectively and make decisions more quickly. To support this collaborative culture, the school often holds community-building events such as holiday parties for faculty and their

At different moments in the past, various committees had recommended that the schools be consolidated. The deans themselves let the university know that their three schools could have a much larger impact if they were integrated.

spouses. Faculty retreats for the College of Business are now called “faculty advances,” says Richardson. “We call them advances because we want to show that we're moving forward, not backward.”

The merger, and subsequent faculty hiring strategy, offered UMW a rich opportunity not only to design a more efficient program, but also to analyze every aspect of its programs and faculty portfolio. This exercise allowed the school to hone its curriculum in ways that best suited its mission and future objectives, says Richardson. In fact, the college is now ready to pursue AACSB accreditation far earlier than she had imagined—the school recently was notified that it had been approved for its first peer review visit.

“Our culture is now self-sustaining,” she says. “We have a totally different faculty.”

THREE SCHOOLS, ONE COMMON VISION

Early last year, Cornell announced that its leadership would integrate three independent units—the School of Hotel Administration, the Charles H. Dyson School of Applied Economics and Management, and the Samuel Curtis Johnson Graduate School of Management—into one College of Business. The new business school now includes 145 research faculty and serves around 707 students majoring in business from Dyson, 941 from the Hotel School, and 1,087 from the Johnson School—as well as more than 1,340 undergraduates minoring in business subjects.

Earlier this year, the school's initiatives were further supported by a US\$150 million gift from SC Johnson and its CEO H. Fisk Johnson. With this

gift, the school has been renamed the Cornell SC Johnson College of Business.

The Cornell merger is unusual in that, within the new college, each school will maintain its own identity and be led by its own dean. However, the three schools now will work within a unified system of governance and will coordinate their activities and programs more closely as part of a single college. The integrated college also will work closely with the College of Agriculture and Life Sciences, which had previously operated under the umbrella of the Dyson School.

At the time the merger was decided, Soumitra Dutta was dean of the Johnson School. Today, he serves as dean of the newly formed SC Johnson College of Business. He explains that leading up to the decision was a decade of study of what it would take to unify all of the university's schools that offered business-related programs. At different moments in the past, various committees had recommended that the schools be consolidated. In 2011, the deans themselves let university administrators know that their three schools could have a much larger impact if they were integrated.

However, while studies indicated that it made sense to integrate these functions, it took time to overcome the legacies that had led to each school's creation, says Dutta, who also serves as the 2017–2018 board chair for AACSB International. It was the late Elizabeth Garrett, who came in as the university's president in 2015, who finally put the plan into motion.

“In our case, the deans of the three schools were already collaborating,” says Dutta. “But we knew if we wanted to do more, we needed to create a more integrated process.”



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To start the process, administrators first looked at examples of business school mergers in the marketplace, from Arizona State University's acquisition of Thunderbird School of Global Management to several agreements in France and the U.K. But these mergers weren't quite the same, says Dutta—first, because the schools involved were not part of the same institution, and second, because many of these mergers came about because one or more of the participating institutions was struggling.

"In our case, all three schools were strong. We had the option of continuing as-is," says Dutta. "But we realized the advantage of making this change by choice, rather than being forced into it."

The three schools first gathered information from their individual alumni bases, in order to gauge their perceptions of each school's culture and contributions. The goal was to think very carefully about what kind of culture the new college should adopt. The deans did not want to dilute each school's unique character, but at the same time the new school would have to have a character of its own, Dutta says.

The schools also formed a committee of faculty and student leaders in the first six months of planning—its members

THE DEANS DID NOT WANT TO DILUTE EACH SCHOOL'S UNIQUE CHARACTER.

discussed issues such as how the new college would manage its tenure structure and governance. "These were issues that we could not enforce in a top-down fashion. They had to be agreed upon from the bottom up."

Before last summer's formal launch of the new integrated institution, the schools held a large event to bring together faculty from all three communities. The university also set aside funds to en-

"Recognize that there are things you don't know, so you might make mistakes. Be open to listening to others and to correcting course as you go."

—Soumitra Dutta, Cornell University

courage individual departments to gather their faculty for lunches or coffee. "At the time, their knowledge of each other was actually very low, and they had misconceptions of what each school's strengths and weaknesses were," says Dutta. "We knew they needed to slowly develop a sense of mutual trust and respect, so we brought people together in formal and informal events so they could get to know each other and make new friends."

The biggest question was how each faculty member's position would change in the new structure. Now, all professors are part of their school's faculty, but they also have places in their academic areas within the larger school. For instance, a finance professor from the Hotel School is now also a member of the finance department for the SC Johnson College of Business. Academic faculty now work together within their disciplines across the three schools—for example, the newly merged accounting department launched a new master's program in accounting this summer.

One hurdle the university faced was the skepticism of alumni who feared that their alma maters would lose their identities. Many passionately lobbied for their schools to stay independent. But the university was quick to communicate that each school would maintain control over its own academic programs—and that the merger would make each school stronger.

"The alumni were passionate because

they deeply cared about the school, so our challenge was to turn their passion into creative possibilities," says Dutta. Today, most alumni are happy with the new business school, and they have become more involved than they were before. "Earlier, alumni were connected to just one school, but now they're connecting across all the schools," Dutta says. He adds that many are even sharing ideas for the new college's future within online alumni discussion groups and offering suggestions to its board of trustees.

As dean of the SC Johnson College of Business, Dutta oversees all three schools and works closely with Mark W. Nelson, professor of accounting and Anne and Elmer Lindseth Dean of the Johnson Graduate School of Management; Kate Walsh, interim dean of the Hotel School; and Lynn Perry Wooten, who became dean of the Dyson School on July 1. Nelson, Walsh, and Wooten report to Dutta, but all work together on an academic planning committee that oversees the entire enterprise.

The naming gift, along with other donations in the works, probably would not have been possible before the merger occurred, says Dutta. The integration of the three schools "allowed Fisk Johnson to see the new value that we created, which motivated him to name the new college of business," says Dutta. "Even though the merger was challenging, it created new momentum and passion within the donor community."

STRONGER TOGETHER

The transitions that Richardson and Dutta oversaw were comprehensive, overarching—and, at their heart, challenges to their schools' established identities, traditions, and cultures. But a business school does not need to undergo a merger to achieve similar transformations. Any school, these two deans emphasize, can examine its operations closely to find ways to design more financially sound programs, create a more collaborative culture, or identify untapped opportunities.

Richardson offers this advice to schools that want to increase a sense of collegiality among their faculty: Realize that a dose of “tough-love” might be in order. “You can’t force people to like each other,” she points out, “but you can remind them to not lose sight of the school’s goals. You can remind them that they’re all professionals, and they all have to work together.”

She also recommends that schools discover very quickly whether any faculty or departments within their communities suffer from an “us versus them” mindset, which could be stifling collaboration and keeping programs from reaching their full potential. If that mindset is present, she adds, administrators should work very quickly to replace it with a sense of “we” by providing opportunities for faculty and

staff to interact and giving them a common objective, whether it’s designing a curriculum or pursuing accreditation. “As long as faculty think in terms of ‘my campus’ and ‘your campus’ or ‘my students’ and ‘your students,’ there is going to be a problem,” Richardson says. “You need to mix people together and get them to work and interact in the same space.”

Dutta recommends that academic leaders examine their individual units closely to identify redundant programs that could be merged into other functions or activities—that is, elements that could be stronger together than apart. He also urges b-school leaders to look elsewhere on campus to see if other departments have complementary programs and missions. In that case, it could benefit all involved to discuss op-

portunities for a more unified approach.

Regardless of the reasons pushing change, he adds, it takes a great deal of courage, persistence, and humility for a school’s leaders and faculty to depart from tradition to create something new. “You must always recognize that there are things you don’t know, so you might make mistakes,” Dutta says. “Be open to learning from and listening to others and to correcting course as you go. Realize that you cannot mandate things.”

Most important, he adds, “big changes take time. No one can go in and take a sledgehammer to the current system and say, ‘It’s my way or the highway.’ But if you keep sending the right messages, choose the right people, and celebrate both your big wins and small wins, eventually others will understand the benefits of the change.” 

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BY PANKAJ GHEMAWAT AND PHILLIP BASTIAN
ILLUSTRATION BY MARK ALLEN MILLER

(Anti-)

Globalization and Higher Education

EXAGGERATIONS ABOUT THE GLOBALIZATION OF HIGHER EDUCATION SEEM TO HAVE LED TO COMPLACENCY. IN TODAY'S TURBULENT CLIMATE, IT'S MORE CRUCIAL THAN EVER FOR BUSINESS SCHOOLS TO PURSUE AND PROMOTE GLOBALIZATION IN THEIR PROGRAMS.

NOT LONG AGO, it was common to hear about a global marketplace for higher education in which student mobility had reached unprecedented levels and universities around the world competed for top-notch applicants without regard to the passports they carried. Ben Wildavsky, one of the chief cheerleaders of this view, wrote in his 2012 book *The Great Brain Race: How Global Universities Are Reshaping the World* that “in the worlds of business and culture, the globalization trend is so well known as to be cliché. But a lesser-known phenomenon, the globalization of universities, is equally important and has perhaps even more far-reaching consequences.”



Even in the absence of policy restrictions on students, the deterioration in the climate surrounding foreigners is likely to have a chilling effect on international student exchanges.

We contend that the real similarity between the globalization of higher education and the globalization of business is that both have been greatly exaggerated, not just by people who are pushing a particular agenda, but by the general population. In fact, only 2 percent of students enrolled in degree programs worldwide are at institutions outside their home countries. That's lower than all but one of several dozen other measures of global depth outlined in *The Laws of Globalization and Business Applications* by Pankaj Ghemawat, a co-author of this article.

One of the perils of such overstatements is that they reduce our collective sense of how much room we have to boost the globalization of higher education. Such exaggerations also breed complacency at a time when political developments threaten to push the globalization of higher education into reverse gear.

To cut through some of the fog surrounding the globalization of higher education, we review why globalization is important, how it is currently being threatened, and what universities can do to reap more of its untapped potential.

HIGHLIGHTING THE BENEFITS

The globalization of higher education has a wide array of obvious benefits for individuals, institutions, and nations. Let's start at the individual level. By studying overseas, students can access courses for which domestic capacity is lacking or domestic quality is deficient. Such access is a significant consideration, especially when students come to advanced economies from emerging economies. Of the world's top 200 universities, as listed by the 2016 Academic Ranking of World Universities, only 15 are based in emerging economies, and most of those are in China.

Moreover, the positive effects of undergraduate study abroad carry over into other areas besides education. The authors of the book *How College Affects Students: 21st Century Evidence that Higher Education Works* highlight

these outcomes, noting that while study abroad has limited impact on students' development in traditional academic areas, it has significant positive effects on their attitudes, values, and beliefs. Research has demonstrated these effects in areas such as students' knowledge of world geography; their sense of cultural relativism and global interdependence; and their civic values, including the importance they attribute to influencing the political structure. Studies show that international experience makes students more willing to participate in environmental and community action programs; cross boundaries to move from familiar to unfamiliar; and personalize the lived experience of others. More recent literature also indicates improvements in their intercultural communication skills. And perhaps most broadly, they often develop a greater sense of socially responsible leadership.

While these benefits are generally intangible, they are essential in the environment we inhabit today. Furthermore, much of this literature focuses on relatively short-term study-away programs for U.S. students. It is reasonable to hypothesize that longer-term experiences studying overseas provide students with opportunities for even greater immersion in other cultures or contexts, through which they might acquire even more understanding of foreign environments.

Another point worth noting is that, at roughly 300,000, the number of U.S. students who study abroad is less than a third of the number of international students enrolled at U.S. schools (just over 1 million). That discrepancy means that U.S. students are more likely to have meaningful intercultural experiences at home, by virtue of knowing and studying alongside international students, than they are by studying internationally themselves.

These individual benefits have broader implications at the institutional level in three important ways. At a curricular level, international students can help fill advanced courses that otherwise would not achieve the enrollments required to justify offering them to domestic students. At the faculty level, international students often go on to become academics, further contributing to the vibrancy of academic institutions. And at a financial level, international students provide key economic support for a university's activities, because most pay full tuition—in fact, according to the Institute of International Education's 2016 Open Doors Report, only 17 percent of international students reported that their universities served as their primary source of funding.

Finally, we also see considerable benefits at the national level. Consider the United States as an example. At a time when the finances of the educational sector are under enormous pressure, international students directly and indirectly contributed US\$32.8 billion to the U.S. economy and supported more than 400,000 jobs in the 2015–2016 school year, according to estimates by NAFSA: Association of International Educators. One-time foreign students have gone on to start companies that we have all heard of—such as Google, co-founded by Sergey Brin, and Tesla, founded by Elon Musk—and many that we haven't. A study by NAFSA, featured in the July/August 2016 issue of its magazine *International Educator*, showed that 21 of the 87 privately held U.S. companies worth \$1 billion or more had at least one founder who came to the U.S. as an international student.

Of course, not all foreign students stay in their host countries. Students who later return home help build ties



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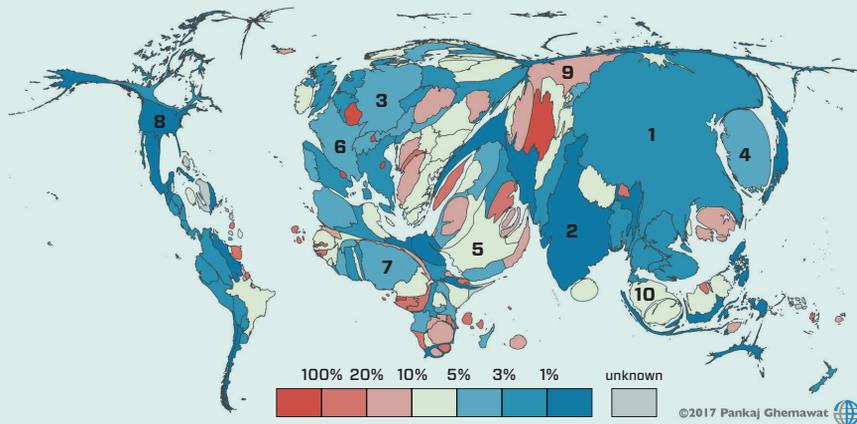
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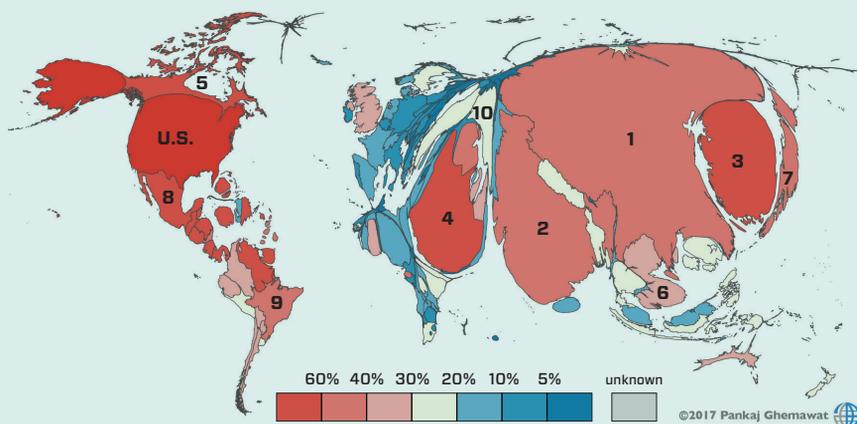
Ratio of International to Domestic Enrollment



- | | | | | |
|---------------------|--------------------------|---------------------------|----------------------|-------------------------|
| 1. China 20% | 3. Germany 3% | 5. Saudi Arabia 2% | 7. Nigeria 2% | 9. Kazakhstan 2% |
| 2. India 6% | 4. South Korea 3% | 6. France 2% | 8. U.S. 2% | 10. Malaysia 2% |

FIGURE 1: This chart shows the home countries of all students enrolled in degree programs outside their countries of origin in 2014. Each country is sized in proportion to its number of outbound international students. The colors represent the intensity of such flows, and each country’s students who are studying abroad is presented as a percentage of its domestic enrollment. (Source: UNESCO Institute for Statistics)

U.S. Share of Exchange Partner’s International Students



- | | | | | |
|---------------------|---------------------------|----------------------|---------------------|---------------------|
| 1. China 33% | 3. South Korea 7% | 5. Canada 3% | 7. Japan 2% | 9. Brazil 2% |
| 2. India 13% | 4. Saudi Arabia 6% | 6. Vietnam 2% | 8. Mexico 2% | 10. Iran 1% |

FIGURE 2: This chart shows the origins of all international students enrolled in degree programs in the United States in 2014. Note that the U.S. is not drawn to scale. (Source: UNESCO Institute for Statistics)

between their home countries and the ones where they studied. Carol Atkinson at the University of Southern California in Los Angeles studied this effect in her 2010 paper, “Does Soft Power Matter? A Comparative Analysis of Student Exchange Programs 1980–2006.” She notes, “Research has consistently shown that exchange students return home with a more positive view of the country in which they studied and the people with whom they interacted. Frequently after returning home, they try to use the knowledge gained during their time abroad to improve the situation in their home country.”

It is for this reason that the U.S. government has long funded international exchanges such as the Fulbright Program. And indeed, many global leaders in business, government, and civil society are alumni of U.S. universities. Their influence extends to the highest levels of government around the world: the U.S. State Department lists nearly 300 current and former heads of state and government who studied in the U.S.

ACKNOWLEDGING THE THREATS

With more restrictive immigration policies on the horizon in many Western countries, we cannot assume that higher education will be spared. Thus, students are currently included in the U.K. government’s net immigration targets, although as of this writing a furious debate is underway within the government about their inclusion. And the U.S. executive order barring entrants from six countries—an order currently being challenged in court—sweeps up students in its fold, which prompted institutions such as New York University to file *amicus curiae* briefs in support of the challenges.

Even where the letter of immigration law does not (yet) preclude student inflows, two major problems arise. First, because studying overseas, particularly for a degree, involves a major commitment of time and resources, it is rational for prospective international

students to worry about how relevant policies might change in response to a general rise in xenophobia and anti-immigrant sentiment. Analytical models call attention to the large deterrent effect of such policy uncertainties on personal investment decisions.

Second, even in the absence of policy restrictions on students, the deterioration in the climate surrounding foreigners is likely to have a chilling effect on international student exchanges. History bears this out: In the closing days of his tenure as U.S. Secretary of State, Colin Powell expressed concern about the decline in the numbers of international students due to expanded visa procedures after the attacks on Washington and New York in September 2001. In spite of an effort to streamline the visa process, he conceded in a November 2004 speech to student journalists at the State Department: “One of the problems we’ve been having is to convince students around the world that we really want them to come here.”

More recently, the number of first-year Indian students pursuing higher education in the U.K.—the second-largest receiving country in the world—has already dropped by more than one-half since 2010, according to UCAS, a U.K.-based nonprofit that guides college students as they pursue their degrees. This decrease has caused some discord between the U.K. and India: When British Prime Minister Theresa May made a state visit to India last fall, Indian Prime Minister Narendra Modi rebuffed her efforts to develop closer commercial ties between the two countries until the issue of student visas was addressed.

In a post-Brexit survey conducted by Hobsons, an educational consulting firm, almost a third of international students reported that they were less likely to come to the U.K. to study because of Brexit. This may be an even bigger problem for business schools: The Graduate Management Admissions Council (GMAC) reports that among nearly 1,300 non-U.K. GMAT test takers, 45 percent

said that Brexit has made them less likely to study in the U.K. And some declines already have been registered. UCAS figures show that the number of E.U. students applying to U.K. universities has dropped by 7 percent since the vote.

U.S. policies in the Donald Trump era are only starting to take shape, but there are clear reasons for concern. GMAC reports that two-thirds of the 86 U.S. MBA programs they surveyed this year received fewer international applications than last year. Furthermore, 43 percent of new non-U.S. registrants to mba.com (these are generally potential students, but registration is open to anyone) in April 2017 reported being less likely to study in the U.S. due to the results of the 2016 presidential election. One of the biggest red flags for potential students would be changes in their opportunities

after graduation. A GMAC survey of 700 non-U.S. GMAT test takers who sent at least one score to a U.S. business school found that 67 percent “would reconsider their study destination if they are unable to obtain a work visa after completing their degree.”

REAPING THE GAINS FROM GLOBAL EDUCATION

What can institutions that support the globalization of higher education do to help themselves—and the world—reap the gains from it, despite the dismal policy climate that is emerging? At least four points are worth highlighting. We have organized them below under the acronym REAP.

RECOGNIZE the full potential of the globalization of higher education. Especially at large universities in the



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The decades of progress the world has enjoyed need not end because of short-term political tides in countries where globalization is under attack.

U.S. and Europe, it is easy to get the impression that tertiary education is highly global, with students and faculty hailing from all corners of the earth. As noted above, this is far from accurate. Overall, only about 2 percent of the world's students are international. While there is obviously some variation around that average, in most countries the number of those studying internationally is less than 5 percent of the number of students studying domestically. Institutions in the E.U. have made considerable efforts to standardize their degree programs for greater mobility, and even their numbers aren't impressive. In fact, only in Luxembourg and Slovakia do the numbers of those studying internationally exceed 10 percent of the numbers of those studying domestically. (See Figure 1 on page 44, which uses 2014 data from UNESCO's Institute for Statistics to disaggregate the global average by sending country.)

Note that China—the largest sending country by far, with 20 percent of the global share—sends only 2 percent of its students abroad. And in the largest receiving country, the U.S., inbound students account for less than 5 percent of total enrollment.

These relatively low numbers should be seen against the backdrop of an apparent decline in international amity. In the U.S., for example, the proposed budget President Trump submitted to Congress effectively de-emphasizes soft power approaches that rely on shared cultural and political values to maintain relationships between countries. These political trends should motivate higher education institutions to promote globalization more actively, rather than rest on a false belief that the globalization of their programs is more wide-ranging than it is.

EXPLOIT natural patterns. We have already made the point that higher education is subject to what Ghemawat has called the first law of globalization:

the law of semiglobalization. That is, international interactions are far less frequent than domestic interactions. That said, the international flows that do take place show clear patterns that conform to what he calls the second law of globalization: *the law of distance.* That is, international interactions are dampened by distance along cultural, administrative, geographic, and economic dimensions. Or another way of putting it is that they are enhanced by proximity along those dimensions.

A simple econometric “gravity” model predicts that, when two countries share a common language, they are expected to exchange 2.9 times as many students as two countries with different languages. This makes intuitive sense since language is an essential factor in learning. Colonial ties are an even stronger predictor, with 3.7 times as much exchange implied between former colonies and their colonizers when compared to countries without such a historical link. And in terms of geography, countries that are half as distant exchange 2.1 times as many students. Even so, student flows seem to be less sensitive to geographic distance than other types of interactions between countries. The average student traveled 5,779 kilometers (3,590 miles) in 2014, compared to, for example, only 3,919 kilometers (2,435 miles) for the average immigrant.

How can universities exploit such global patterns? For one idea, consider Figure 2 (see page 44), which shows the origins of international students pursuing studies in the largest receiving country, the U.S. While the U.S. outperforms the model in terms of the number of students it attracts from some large Asian countries, it underperforms with respect to many other parts of the world. Even within Asia, there are large countries whose students are underrepresented in the U.S., such as the Philip-

pines and Pakistan. This analysis of the effect of distance on international study might serve as a basis for universities, as they target the populations they wish to attract with their marketing efforts.

AUGMENT offerings. Especially in the current climate, it might not be enough for universities to promote their existing offerings to potential international students. They also might need to augment those offerings to counteract forces that deter students from enrolling in their programs.

One approach is to create curricular content that is less home-biased. For ideas on how to incorporate globalization-related themes into business school curricula, see AACSB International's 2009 report, “Globalization of Management Education: Changing International Structures, Adaptive Strategies, and the Impact on Institutions,” especially chapter 4.

Another way that schools could augment their programs is by going beyond simply providing help with increasingly restrictive visa policies to actively promoting multiculturalism. As Mary Howard-Hamilton, Michael Cuyjet, and Diane Cooper put it their 2011 book *Multiculturalism on Campus*, “Multicultural competence extends beyond the student affairs staff, and it is the responsibility of the whole institution to challenge faculty to learn how to apply this cultural competence in the classroom and to engage students in shifting their views about themselves and others.” And, of course, institutions can use technology and, in some cases, even branch campuses overseas to reach out to students beyond the confines of national borders.

PUSH for better policies. Given the shadow that today's policy climate casts over the landscape of higher education, it is essential for colleges and universities to engage with policymakers—perhaps now more than ever. The terrain might seem unpromising: So-called elites are under attack from all sides of the political spectrum, with President

Trump on record as saying that he loves the poorly educated. Given such anti-intellectualism, emphasizing the economic benefits of international education may be helpful. As the title of a March article appearing on the news site Quartz put it, “Trump doesn’t realize that America’s greatest export is higher education.”

Beyond emphasizing the benefits of globalization, both economic and noneconomic, universities can recognize the full range of instruments available for influencing policy at a variety of governmental levels and branches. These include methods such as official testimony, lobbying, political contributions, advocacy advertising, litigation, and, of course, collective action. To some, this list might seem excessive, but just remember how high the stakes are!

HEALING THE WOUNDS

To end on a potentially more hopeful note: While the number of students coming to the U.S. from the Middle East and North Africa declined following the terrorist attacks of 2001, their enrollment has grown rapidly since 2005. Today, the number of students from this region has more than quadrupled, and they make up twice the share of U.S. international students than they did in 2000. So clearly, a rebound is possible.

The fundamental strengths of higher education in the U.S. and other advanced economies that are among the largest host countries, as well as the benefits of international education, have not withered away. So the anti-globalization movement need not signal the end of decades of progress.

This is by no means the first time that academia has faced off against politics and populism. There have often been setbacks, and there will always be barriers, but the will to learn and advance knowledge is a powerful force. **B**

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BY KESTREL LINDER ILLUSTRATION BY SHAW NIELSEN

If schools don't offer options for online giving, they'll miss out on millennial donors—and those from other generations as well.

21ST-CENTURY FUNDRAISING

AS MILLENNIALS BECOME the predominant population of workers and consumers, educational institutions are struggling to engage them as donors. People in their 20s and 30s simply do not respond to the traditional methods of fundraising—such as phone calls and mailed solicitations—that once were effective with their parents and grandparents. If that's the case, how can business schools successfully reach this key audience? By meeting them on their own turf.

Millennials are among the most studied creatures on the planet, with initiatives like The Millennial Impact

Project (www.themillennialimpact.com) devoted to determining what motivates this demographic. At GiveCampus, a social fundraising platform, we've also spent a great deal of time tracking the giving preferences of millennials. Through such research, we've learned that millennials overwhelmingly prefer to donate online and that their friends and social networks play key roles in influencing their philanthropic behavior. We've also learned that if millennials cannot easily donate to a cause or organization from their mobile devices, they are much less likely to donate at all.



Schools have been slow to respond to these realities, and they literally have paid the price: Despite the fact that the vast majority of millennials give to charity, more than 50 percent have never made charitable gifts to their alma maters.

While this may seem like a problem that schools can address at some point in the distant future, it actually is one of their most urgent strategic imperatives. Giving is not something that people start doing in their 50s and 60s; it is a habit that they develop, or don't, in their 20s and 30s. Therefore, if schools don't rapidly gain traction with millennials, they risk missing out on this generation's philanthropy—forever. This would result in a dramatic decline in the number of donors reached and dollars raised in the decades ahead.

MAKING THE SWITCH

Some development officers resist shifting too many fundraising resources into digital, social, and mobile tools because they fear alienating older audiences. However, the data suggests that millennial behaviors and preferences have a tremendous influence on the behaviors and preferences of baby boomers and members of Generation X. It turns out that people between the ages of 40 and 70 often enjoy the same things that “the kids” like these days.

This dynamic has been seen in the context of consumer behavior, but it is also at work with respect to philanthropy. For instance, nearly half of all visitors to our platform are on mobile devices, and roughly one-third of them end up on the website after clicking on a friend's post on Facebook or Twitter. And those visitors are not solely millennials—in fact, equal numbers of them come from other generations. In other words, baby boomers and Gen Xers are just as mobile and social as their millennial counterparts.

Institutions that respond to these trends are reaping great rewards. For instance, our surveys of schools using our platform consistently reveal that approximately half of the donors making

gifts are either first-time donors, donors who do not routinely give to the school, or existing donors who now give more than they have in the past. This means that these schools are generating added value from their digital, social, and mobile fundraising efforts. Here are two examples:

■ Last February, the College of the Holy Cross in Worcester, Massachusetts, ran a 43-hour campaign that raised nearly US\$2 million from more than 6,000 donors. Half of the donors were alumni who had graduated after 1990, and 122 were first-time donors to the college. Large numbers gave from mobile devices.

■ In November, 67 schools—ranging from small primary and secondary schools to top research universities—raised \$3 million through Giving Tuesday campaigns. That money came

from more than 16,000 donors. Half were millennials, and a third were on mobile devices. In addition, 14 percent donated in response to a personal appeal that they received from a friend or peer via email or on social media.

Digital fundraising also works well for graduate and professional schools within the larger university. For example, the School of Law at St. John's University in New York City has run an online campaign in each of the last two years aimed at funding a full-tuition scholarship for a student in financial need. Each year, the law school has surpassed its fundraising target with the support of hundreds of alumni. In the most recent campaign, support came from alumni and students from 50 different graduating classes dating back to the class of 1961.

Business schools definitely can profit from digital fundraising, as well. For details about two such efforts that used

SIX IDEAS TO TRY

Looking for more insights into how and why millennials give? Several nonprofit organizations and industry observers have gathered information about what tactics work with today's young donors. A few suggestions from a roundup of online sources:

- 1. Allow them to give to specific causes**—i.e., student scholarships—not just the institution. (www.achieveagency.com/university-fundraising-3-ways-to-increase-millennial-alumni-giving)
- 2. Go green to play into their desire to be socially responsible.** (www.nonprofitpro.com/post/6-keys-fundraising-success-with-millennials/all)
- 3. Offer opportunities for short-term volunteering, not just giving money.** ([blog.winspireme.com/how-nonprofits-should-reach-millennials-infographic#](http://blog.winspireme.com/how-nonprofits-should-reach-millennials-infographic/#.WGrTgpKLTrg).)
- 4. Create excitement by posting pictures and videos of their classmates participating in similar events.** (www.mobilecause.com/barfing-rainbows-targeting-the-millennial-donor-with-snapchat-for-nonprofits)
- 5. Make it a game.** Forty-three percent of millennials are more likely to get involved if there's a competition. (www.themillennialimpact.com/files/2015/07/MIR2015-GIVE-KeyFindings.pdf)
- 6. Welcome their input, perhaps by putting some of them on the fundraising team.** (www.networkforgood.com/nonprofitblog/5-ways-engage-millennials-small-nonprofit)

A FUND FOR THE GLOBE

A couple of years ago, Linda Sama was looking for a way to boost the course on international social entrepreneurship that she was teaching at the Tobin School of Business at St. John's University in Queens, New York. Sama, the Joseph F. Adams Professor of Management and dean of global initiatives at the Tobin School, had launched the course in 2009 with the idea of having students manage a fund that provided loans to entrepreneurs in emerging nations. She called the fund Global Loan Opportunities for Budding Entrepreneurs (GLOBE) and worked with the Daughters of Charity, a Catholic religious order focused on poverty alleviation, to identify borrowers and distribute funds.

She had obtained seed money for the first iteration of the

While a key objective is to raise funds for entrepreneurs in developing nations, another goal is to gain visibility for the program.

class, and students in subsequent classes raised money through bake sales, raffles, and other fundraisers. But those activities only brought in a few hundred dollars at a time. Since some loans were as small as \$44, even a \$1 donation would help. Then, in 2015, Sama experimented with her first online crowdfunding campaign in the hope of raising a large sum of money with a single concentrated effort.

Sama has since completed four monthlong campaigns over four semesters. Each one has netted between \$3,500 and \$5,000 that the students can use to give loans to more than 150 entrepreneurs in Asia, Africa, and Central America. Each one also has taught her more about the advantages and drawbacks of working with students to run online campaigns for GLOBE.

MAKING THE APPEAL

The online campaigns rely heavily on the power of social media. Students in the class become “advocates” of the campaign and receive their own personal links, which they post whenever they make fundraising pleas; thus, the school can track which students are generating the most activity, and that inspires some friendly competition.

“The campaign is very exciting for students, because they own it,” says Sama. “They can customize their messages to tell contacts about the great work they’re doing in this program.” For instance, one Ecuadorian student recorded a bilingual plea to reach both English- and Spanish-speaking individuals within her network.

But Sama makes it clear that not all donors will respond to social media, so students have to look at other ways to connect with them. Many of Sama’s own contacts are in a much older demographic than those of her millennial students, and they tend to react most favorably to emails or more traditional appeals.

“I impress on students that sometimes they have to go up to people and talk to them, or give an elevator pitch, or write a note,” Sama

says. She also makes sure they understand the value of networking. “One student raised close to \$1,000 single-handedly because her dad had all of his clients contribute to the campaign.”

Students also can spark activity by designing challenges, such as a promise to give an extra \$10 if ten people donate within the next half hour. “These challenges are very important, because typically a campaign has a lot of activity in the first week, then it plateaus,” says Sama. “To make sure people remain excited, we have to inject something in the middle. Sometimes faculty will issue their own challenges, and that’s helpful too.”

So far, all of GLOBE’s online campaigns have lasted one month,

but Sama isn’t sure that’s the ideal time frame. “It might be better to have a shorter campaign and have it be spirited throughout than to have it languish after a week or two,” she says. She’s also considered selecting the “all or nothing” option offered by Give-Campus, in which a group only receives its money if it meets its campaign goals.

“Students are always gung-ho about launching the campaign, but getting them

to move on it can be like pulling teeth,” she says. “In the last two campaigns, I’ve refused to make it all about my friends and family, who are getting tired of my requests for money. In the third campaign, the students didn’t make their goal. In the fourth campaign, they did, but just by the skin of their teeth. I think an all-or-nothing approach might help them stay motivated.”

MORE THAN MONEY

While one of the key objectives of the campaign is to raise funds for entrepreneurs in developing nations, that is not Sama’s only goal. She’s also interested in gaining visibility for the program outside of the St. John’s community. “This is a wonderful way to spread information to a wider audience,” she says. “We talk about the value of GLOBE in terms of systemic change, and it can’t really be systemic unless we can replicate it. So that’s important to us.”

Perhaps even more important is the goal of educating students about the role of business in society—and donors are interested in that aspect of the campaign, too. She knows this, because she conducted a survey during the first campaign, asking what motivated donors to give. Offered four choices, respondents most often picked “educating students.”

She says, “What resonates with these donors, especially older ones, is making a new generation aware of how business can serve as a vehicle for positive social change.” It also resonates with students, who learn how networking, fundraising, and the power of social media can improve the lives of people half a world away.

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A CAMPAIGN TO LOVE

Two years ago, the School of Business at the College of Charleston in South Carolina was looking for a nontraditional way to reach alumni for a fundraising campaign. After the college's centralized giving office conducted a highly successful 36-hour campaign over social media, the development team at the business school decided to try an idea that also relied heavily on online giving.

"In the past, our typical solicitation to business school alumni had been to encourage a gift to our dean's excellence fund, which is our annual giving priority," says Colby Rankin, director of development for the School of Business. While these campaigns had been fruitful, they weren't bringing in new donors, which was one of the school's goals. So Rankin and his team designed an initiative called Give to What You Love.

"Our hypothesis was that if we offered alumni the opportunity to direct their gifts to any purpose, they would be more inspired to step forward," says Rankin. "We decided to set the initiative in the month of February and play off the idea of Valentine's Day." Ultimately, the campaign was set up so that donors could go online to give to one of 18 different areas, including every academic department, program, professional center, and club at the business school. But that was just the first step.

The school also recruited particularly vocal faculty and alumni to become "advocates" for the campaign. During February, the school posted new announcements at least once a month on its Facebook page, and the volunteers shared the information with their own social networks. In total, the school had 25 advocates of varying levels of activity who helped spread the message.

Although alumni from all age groups participated, the majority were millennials, and some became deeply involved. For instance, while every single designation received at least one gift, the hospitality and tourism management department secured the highest number of donors, in part because of two alumni who were especially active.

"If the School of Business had been the only one sending messages, it's likely many of these donors wouldn't have participated," says Rankin. "But because it was a fellow major saying, 'I've already made my gift'—and because we helped every advocate explain why giving to the program was important—it really made a difference."



KEYS TO SUCCESS

While raising money was certainly an important part of Give to What You Love, an even bigger goal was reaching new donors. Again playing off the Valentine's Day theme, the school hoped for 140 donors—double the total it might get in a typical month. It ended up with 189, and of that number 116 had never before given to the school or the college. And while the campaign was aimed at alumni, Rankin notes, it ended up being a call to action for many other stakeholders who appreciated the chance to direct their gifts. The campaign was successful enough for the business school to repeat it in February 2017.

Rankin believes three factors were key to the campaign's success: the social media aspect; the ease of donating online; and the fact that donors could direct where their money would go. "I think that being able to choose is really compelling to the millennial donor," he says.

It also helped that Give to What You Love took place in the final stretch of a six-year comprehensive fundraising campaign for the entire college, he says. That's because the whole college was presenting consistent messages and analyzing what factors inspired alumni to give, especially for the first time.

For such a campaign to succeed, Rankin emphasizes, "it's crucially important to engage the faculty. First, educate them about the campaign, and second, find a way to give them a role." At the College of Charleston, the development team was able to speak at faculty meetings before the campaign launched and while it was under way, which helped professors understand how their own departments and programs would benefit. The development team also encouraged faculty by "providing context" and writing emails designed to help them solicit gifts in their respective areas.

It's also critically important to leverage the power of enthusiastic alumni who can be champions, says Rankin. "If you have tried-and-true leadership donors who really believe in growing the base, engage them as challengers to make the event more exciting and to bring more attention to the opportunity," Rankin adds. "I can't imagine doing a campaign like Give to What You Love and not having some really active voices in your stakeholder community saying out loud, 'This is important and this is fun.'"

our platform, see "A Campaign to Love" above and "A Fund for the GLOBE" on page 51.

DONORS OF THE FUTURE

As state support shrinks and more business schools look toward outside sources of revenue, it is clear that they must incorporate digital, social, and mo-

bile tools into their fundraising strategies. Such tools resonate with everyone, but they are a prerequisite for effectively engaging millennials.

Of course, it takes more than an online strategy to engage millennials. To learn other ways to catch the attention of these donors, see "Six Ideas to Try" on page 50. The key thing to remember is

that millennials will be among the most important philanthropists of the 21st century—which means schools need to connect with them right now. **D**

Kestrel Linder is CEO of GiveCampus, a social fundraising and engagement platform with offices in Washington, D.C., and San Francisco, California.



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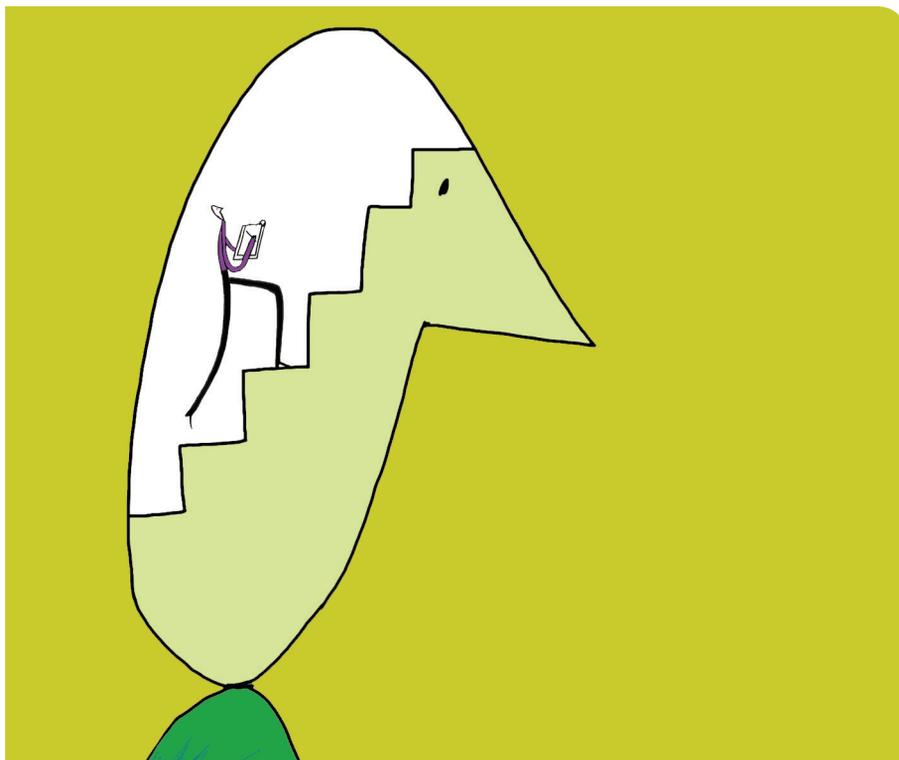
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The Brain and Ethics

NEW INSIGHTS FROM NEUROSCIENCE BY MICHAEL DeWILDE

ARE WE TEACHING ETHICS in the most ethical way possible? Not if we're not including recent research based on neuroscience.

For most of its history, ethics has been taught through normative theories derived from religious teachings and 2,500 years of moral philosophy. Teachers have drawn from utilitarianism, deontology, virtue ethics, and other dominant theories to help students think about moral dilemmas. The pedagogy didn't change even when social scientists began to claim that there was little proof these philosophies led to more ethical behavior.

However, in the past few years, consensus has been growing among those who teach ethics that we simply cannot go on with business as usual. This attitude has emerged as we have learned more about the moral behavior of humans through disciplines such as behavioral economics, evolutionary psychology, primatology, and—most particularly and perhaps most controversially—neuroscience. Now we face our own dilemma: Do we begin incorporating insights from neuroscience into

our understanding of ethical behavior? Or do we continue to leave them aside, either because they are too complex to teach or because they are not yet well-established enough to include?

Here I offer three assertions about why we must begin to incorporate neuroscience into our teaching. I also present the common objections, and my responses to those concerns.

Assertion: *Those who teach business ethics must do their best to understand what neuroscience tells us about how the brain's evolutionary history affects human behavior and moral decision making.*

It is one thing to introduce the class to classical utilitarianism by debating the Trolley Problem—i.e., if there is a runaway trolley and you can save five lives by sacrificing one, should you do it? It is quite another to use that example as a way to suggest that different populations will make different decisions because of variances in their dorsolateral prefrontal cortex system, or the region of the brain associated with personality expression and decision making. If some individuals are predisposed to think and act differently from others, shouldn't we consider how that affects their ethical decision making? If we want students to understand the actual decision-making processes that humans use, shouldn't we discuss what science is finding to be true?

Objection: Neuroscientists themselves disagree about the origins of morality in the brain system. Some will say we still know little about how the moral systems in the brain have evolved and that it is too early to teach anything definitive about neuroethics. Others will point out that neuroethics is such a complicated subject that few philosophy or religion professors can be expected to fully grasp its complexities and teach it competently.

My response: While I acknowledge that few religion or philosophy professors would have the same educational background as credentialed neuroscientists,

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University of Detroit Mercy
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The University of Scranton
Wheeling Jesuit University
Xavier University

I believe we still have an obligation to educate ourselves and our students about neuroethics. Otherwise, we find ourselves in the situation that has garnered us so much criticism in the past: ignoring actual evidence and relying too much on our own speculations and revered history.

We have learned to incorporate other research from the social sciences into our business ethics courses, and there's no reason we can't do the same with neuroscience. Business professors don't need PhDs in Buddhist studies to explore the way Buddhists respond to ethical dilemmas; similarly, they shouldn't need doctoral-level grounding in neuroethics to lead a discussion of its implications for ethical behavior and practice.

There's still the question of how we teach about moral behavior and the brain when much of that research is still ambiguous, and certainly incomplete. But most of us trained in the humanities live with the ambiguity of competing positions all the time—the ability to critically assess them might even be considered our strength. As educators, we are aware of our obligation to present evidence and arguments from many points of view—including the position that neuroethics itself is a young field that undoubtedly will change a great deal. But that's no argument for not teaching it now.

Assertion: *We have a professional and moral obligation to teach ethics from the point of view of science, because science provides us with the most accurate picture of our species.*

Objection: Just because science can provide us with “brute facts” about ourselves, it shouldn't determine what we should do or be. We must uphold Hume's law that we cannot derive an ought from an is. We need only look to past discussions of eugenics, for example, to see how dangerous science can be when it is unchecked by critiques from philosophy, religion, or political science.

My response: As always, good teaching means choosing which topics

to include in a course, and in the case of neuroethics we should choose to teach the topics that help reveal us to ourselves. The science of neuroethics has convinced many of us that, as a species, we should be humbler than we are. Our evolutionarily developed trait of self-deception, for instance, means we do not have as good a sense of ourselves as we often assume. Philosophy teaches us that we can alter the behaviors that are causing harm to ourselves and others. Neuroscience shows us that automatic processes in the brain often direct our decisions before we are even aware we are making them. When we understand that we aren't always in control of our decision-making processes, and that we confuse rationalizations for reasoned positions, we can seek new ways to overcome our influences.

Ethics still gets taught, primarily, as a way of thinking about situations more clearly. I don't suggest abandoning that goal, but I do think we must acknowledge what neuroscience shows us—that many of our choices will remain mysterious to us even when we have more information. If we take neuroethics seriously, we will need to step back from ideological certainty and step toward understanding why our default positions tend to be self-involved righteousness and why we have such a difficult time conceding that others have valid points.

Assertion: *Teaching ethics from a more scientifically informed perspective will decrease the knee-jerk judgments that prevent moral progress and will give students realistic ways to change their behaviors.*

Objection: There is little hard evidence that an ethical education based on religion and philosophy will change a student's behavior or decision-making process—but neither is there any evidence that a scientifically informed approach will have more impact.

My response: One of the great discoveries of recent neuroscience is neuroplasticity, the brain's physical malleability

based on its capacity for attending to one thing as opposed to another. Despite our cognitive blind spots, we can change—in greater degrees and later in life than we previously assumed. Neuroethics directs us to the types of questions we should ask and the kinds of actions we should recommend if we want to build good lives, businesses, and communities.

For instance, neuroscience teaches us that we make better ethical decisions if we cultivate empathy, educate our emotions, meditate to reduce the effects of chronic stress, create checklists to identify blind spots, and develop a greater awareness of depression and psychopathy. When we approach ethics from a neuroscience perspective, we don't just teach students about normative theory; we help them understand and respond effectively to their own and others' ethical struggles.

KNOWING OURSELVES

Even though leading thinkers in the field of neuroscience can disagree on the meaning of various kinds of evidence about the brain, they all realize we know very little about our own moral positions and failings—their evolutionary origins, their susceptibility to cultural relativism, and their tendency to default to irrational settings in the face of stress. Those of us who are using recent research to teach ethics should cultivate moral humility as our first step.

“Know thyself” has been a cornerstone of philosophy since ancient times. We now have a new, promising way of meeting that goal by carefully studying all neuroethics can offer. When we teach ourselves about ourselves, our classrooms will become the places where science and philosophy illuminate each other. ▣



Michael DeWilde is director of the Koeze Business Ethics Initiative at the Seidman College of Business at Grand Valley State University in Grand Rapids, Michigan.

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Making Vision a Reality

WORKING TO PUSH THE BOUNDARIES OF BUSINESS EDUCATION

BY STEPHEN HODGES AND JOHAN ROOS

THE INK ON AACSB'S 2016 Collective Vision is barely dry, but business schools already are striving to become the institutions described in its pages: catalysts for innovation, co-creators of knowledge, hubs of lifelong learning, leaders on the development of leadership, and enablers of global prosperity. At Hult International Business School, we have launched a variety of programs that align with these five roles, but we are putting special emphasis on three.

Catalyzing innovation for global prosperity. One way that we inspire students to think creatively about addressing the world's problems is through the Hult Prize, which encourages teams of students around the world to develop sustainable startup enterprises aimed at solving the planet's biggest challenges. (Read more at www.hultprize.org.) Founded in 2011, the prize is supported by Swedish entrepreneur Bertil Hult, who provides the US\$1 million annual prize.

In the first phase of the competition, students use an online portal to network and find teammates. To enhance cross-disciplinary collaboration, only one participant per team can be an MBA student; others must come from other fields. Teams first compete on their local campuses, where more than 600 schools have sponsored competitions.

Local winners then compete at one of Hult's six campuses in Boston, Massachusetts; San Francisco, California; New York City; London; Dubai; or Shanghai. Regional winners are invited to our Bos-

ton location to participate in the Hult Prize Accelerator. During this six-week program of intensive entrepreneurial seminars, all the teams test and refine their proposals.

For the global final, a panel of judges—who have included Nobel Laureate Muhammed Yunus and One Laptop Per Child founder Chuck Kane—listens to presentations and selects the winning team. In recent years, the final event has been moderated by former U.S. president Bill Clinton, who awards the prize. The winning team immediately works to launch its new social enterprise, receiving ongoing support from the Hult Prize Accelerator and its partners.

For instance, in 2016, the challenge was to improve the lives of some of the 10 million slum dwellers in Africa. The winning team, Magic Bus from Earlham College, created an app that facilitates

bus transportation for workers in Nairobi and other crowded African cities. Their technology is drawing significant interest from other cities in the developing world.

The winners of the 2011 challenge, m.Paani (www.mpaani.com) from Cambridge University, have created a sophisticated loyalty program to help urban slum dwellers in India. The winners of the 2013 challenge, Aspire Food Group (www.aspirefg.com) from McGill University, have become the world's largest producer of insect-based food.

The 2017 competition challenges teams to build sustainable enterprises that restore the rights and dignities of refugees. Around the world, schools have hosted 300 events, engaging 25,000 students. Among the regional winners are teams developing solar-powered rickshaws, solar-powered internet hardware, mobile toilets, and language apps. These teams will compete in the final round in September.

In the seven years since the prize was launched, more than 100,000 students have competed, learning how to create a social enterprise and what an important role business plays in society. So far, 14 members of finalist teams have been named in the annual Forbes "30 Under 30" list. We hope our prize winners will continue to have an impact as both innovators and enablers of global prosperity.

Co-creating knowledge. Last year Hult implemented a program called Hult Realtime Research (HRR). We invite our best and most motivated students from each of our major campuses to form mixed global teams to collaborate across time zones on high-value projects supplied by corporate clients. During the first year, we selected 40 students from the group of applicants; we hope to grow this number to 100 in the second year.

To find companies to pair students with, we seek input from colleagues throughout Hult. Once we identify corporate partners, we work together to

find appropriate projects, which might include testing new products or services for millennials in large cities, benchmarking competitors, or developing new business models. Each team has only two months to complete its project before presenting its findings directly to a senior executive at the firm.

HRR teams have worked with executives at Google, Red Bull, Swarovski, and Ferrari. One team worked with alternative lodging supplier Airbnb to test the company's hypothesis that it could step into a new market. Hult students first analyzed markets, customer profiles, and competitors in various regions across the globe, then followed up with field research that included consumer questionnaires and focus groups. While their conclusions remain proprietary, Airbnb executives had their question answered in record time.

We believe that by conducting real-time research through HRR, students gain proficiency in the methodologies of project management, market research, and business planning; they also develop skills in areas such as teamwork, creative thinking, client management, cross-cultural communication, and project scoping. In addition, they get a firsthand look at the kinds of problems companies are dealing with today, while engaging extensively with top executives at branded companies.

Other participants also benefit. Faculty not only interact with leading executives, they also gather information that can lead to new case studies, new research projects, and expanded teaching materials. Client companies test ideas, conduct global market research, connect with millennial researchers, build brand recognition, and improve their marketing strategies. While HRR is currently an extracurricular activity for students, our plan is to build more connections with client companies so that we can incorporate more projects like these directly into our master's programs.

Delivering lifelong learning. Hult has long seen alumni relations as being about ongoing professional development, and for a decade we have allowed all alumni to take an elective course each year for free. Now, we are taking advantage of our strategic alliance with Ashridge Business School in the U.K. to offer our alumni free executive education courses, particularly in the fields of leadership and change management.

One of our major strategic initiatives for 2017–2020 is to implement a new and more relational model for lifelong learning. Our plan is to develop online nano courses with industry experts, focusing on the potential applications of a number of disruptive technologies. We not only will build these nano courses into our degree programs, but also will offer them to our global base of alumni. Our goal is to have every Hult graduate come back to class at least once every three to five years.

PUSHING THE BOUNDARIES

At Hult, we subscribe to the philosophy of Howard Thomas, former dean of and now a professor at Singapore Management University, who has spoken out against the increasing sameness among business schools and who urges schools to build distinctive approaches based on their own unique capabilities.

AACSB's Collective Vision encourages institutions to "push the boundaries of traditionally defined business school models and roles," "pursue uncommon strategies and solutions," and "set the standard for a new concept of business education." With our ongoing initiatives, we want to teach students to understand and address the societal issues that affect populations around the world—and we want to be the place they come whenever they need to learn more.

Stephen Hodges is president of Hult International Business School, which is headquartered in Boston, Massachusetts. Johan Roos is its chief academic officer.

A Culture for Teaching

HOW CAN A BUSINESS SCHOOL encourage faculty to refresh and rethink their teaching practices? Put systems in place that make it easier for faculty to adopt pedagogical innovation. At Bryant University, a management-focused institution in Smithfield, Rhode Island, administrators and faculty have implemented initiatives to create a culture of teaching innovation:

Faculty Without Borders (FWB). Bryant has created an online calendar where professors willing to open their classrooms to other faculty can note both best times for visits and the number of empty seats available. As part of their posts, they also can include details of what these specific class meetings will entail. Then, other professors can sign up to visit classes they are most interested in. After each visit, both faculty members discuss and reflect on the teaching approaches applied.

“Not only does FWB help faculty share pedagogical ideas with their peers, to explore and experiment,” explains Edward Kairiss, Bryant’s director of faculty development and innovation, in a school publication, “it also helps build a culture where teaching excellence is paramount.”

Academic Innovation Center. The AIC, opened last year, supports pedagogical innovation by providing faculty access to a range of collaborative learning spaces, including tiered classrooms to promote debate, flat classrooms with modular furniture, and breakout rooms. Before teaching in the AIC for the first time, faculty meet with technology and teaching support specialists to become familiar with each room’s features.

REDay (Research and Engagement Day). The school cancels classes for a full day each April to hold this event, where students and faculty from across campus showcase not only their papers and independent study projects, but also pedagog-

ical innovations they’ve implemented, via presentations and poster sessions. During last year’s REDay, the school introduced a new activity: a “teaching slam,” in which ten faculty each were given ten minutes to demonstrate a technique they use in their classes and explain why they find the approach valuable.

Teaching workshops. The school regularly chooses books about great teaching, which the faculty read before attending workshops to discuss their content. Occasionally these workshops feature guest speakers who present on pedagogical topics. Last semester, for example, professors read the book *Small Teaching: Everyday Lessons from the Science of Learning* by James Lang—then Lang himself came to campus to participate in the workshop discussion.

Teaching-oriented scholarship. Professors who introduce teaching innovations in their classrooms then assess the outcomes of those interventions. In many cases, that assessment will form the basis of a scholarly publication.

Kairiss emphasizes that he does not expect a single day’s observation, one new idea, or an isolated research paper to have a sudden transformative impact on a professor’s pedagogy. However, in combination, they can have an amplifying effect. “By encouraging the exchange of experiences about classroom engagement,” he adds, “we continually advance the culture of innovation in teaching and learning.”

■ For information about REDay, visit my.bryant.edu/portal/reday/. Also read “Getting ‘REDay’ for Research” on page 72 of the January/February 2012 issue of *BizEd*.

‘Teach-Outs’ Tackle Hot Topics

The global political landscape over the last year or two has been nothing if not eventful. As a result, schools want to educate students on quickly evolving current events, in ways that get them involved and expose them to a wide range of perspectives on hot-button issues.

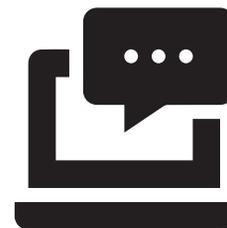
The approach at the University of Michigan in Ann Arbor was to design a series of MOOCs called “teach-outs”—a revival of

the “teach-ins” that its faculty held in the 1960s to express concern about the U.S. government’s role in the Vietnam War.

The first teach-out, “Democratic to Authoritarian Rule,” was delivered over three modules by six history and political science academics. Offered on March 31 via MichiganX, UM’s presence on the edX MOOC platform, the event delved into the changing political landscape in areas such as India,

the Middle East, and Eastern Europe.

The university offered three more teach-outs over the six weeks that followed. “Fake News, Facts, and Alternative Facts” was delivered by three communication studies professors. “Reach Out and RELATE: Communicating and Understanding Scientific Research” was delivered by an engineer, a professor of health behavior, and two neuroscience scholars. “The Future of





Eric Harvey with a student in CADMA's social media lab.

MASTERING SOCIAL MEDIA

JUST BECAUSE TODAY'S undergraduates have grown up using social media platforms doesn't mean they know how to use them effectively. To turn marketing students from social media users to social media pros, Ball State University's Miller College of Business in Muncie, Indiana, recently opened an interactive social media lab within the Miller College's Center for Advancement of Digital Marketing and Analytics (CADMA).

Opened in 2016, CADMA immerses students in hands-on social media projects as they complete courses in marketing research, marketing communications, social media marketing, and brand management. Seating up to 35 students, its 750-square-foot lab is equipped with mobile seating, mobile whiteboards, and five large displays, two of which employ touchscreen technology.

The lab serves as a "command center" where students work

on a range of projects. For instance, students have managed social media marketing platforms—such as Facebook fan pages—for local businesses and campus organizations. This spring's class took over the social media activity for the Miller College of Business and its departments. They completed a social media audit, designed a platform management strategy, and provided the school with analytics and weekly updates.

CADMA also offers a social media certification, as a way for students to show employers that they're ready to handle digital marketing. To receive the credential, students must earn at least three industry-recognized digital marketing certifications using platforms such as Hootsuite, Hubspot, or Google Analytics. So far, approximately 100 students have either earned their certifications or are working toward completion.

The certification grew out of a junior-level social media marketing course taught by Eric Harvey, CADMA's director. Students in Harvey's course always have been required to earn three industry certifications.

To fund the lab, the college used proceeds from a US\$299,999 Academic Excellence Grant from the university. The award will be issued over three years; after that, the center will seek out future grants, donations, and sponsorships.

As part of the grant's requirements, CADMA has opened a student-run social media marketing agency, has sponsored a social media competition, and plans to hold a digital marketing summit. The center also provides faculty with social media data they can use in their projects.

Through their work at CADMA, Miller students are developing a sought-after skill set to work in an evolving area of business, says Harvey. "Companies—from the largest Fortune 500 firms to small startups—are seeking well-educated, highly motivated people" to manage their digital marketing, he adds. "We will continue to evaluate the marketplace for changes in demand so we know how to shape our marketing students."

Obamacare" was delivered by a professor of health management and public policy. All three courses attracted nearly 6,000 participants from more than 130 countries.

Unlike the teach-ins of the 1960s, teach-outs are delivered as MOOCs, which allows them to reach a much larger audience, explains Arun Agrawal. Agrawal, a professor of political science in UM's School of Natural Resources and Environment, taught part of the "Democratic to Authoritarian Rule" teach-out. "University professors and university researchers, this

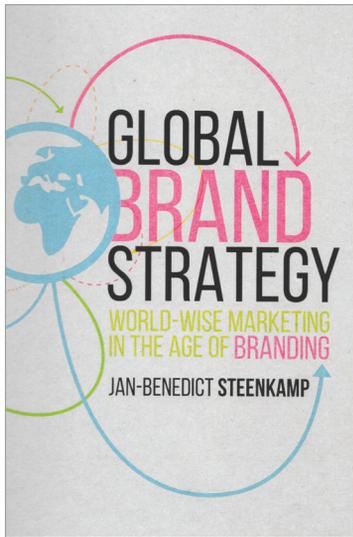
is what they do," Agrawal says. "They work with students in the effort to educate, provide information, engage, and inspire."

UM faculty decided to develop the teach-outs in late January, announced them in mid-March, and launched the first on March 31. This initial experiment shows that teach-outs can be "an agile model for the creation of these unique, just-in-time teaching and learning opportunities," says James DeVaney, the university's associate vice provost for academic innovation.

DeVaney adds that faculty from the

Ross School of Business have expressed interest in this initiative, which could inspire future teach-outs on business topics.

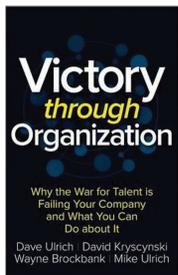
Many students often learn about current events primarily through fragmented information delivered over social media, says Agrawal. "What we're offering instead in the teach-out is a story, a narrative," he adds. "It's a way of thinking about and connecting different facts so that they make sense. And I think there are many people who are hungry for this kind of engagement and thoughtful conversation." 



GLOBAL BRAND STRATEGY

As of January 2016, Starbucks had about 2,000 stores in China—a remarkable achievement for a company that sells coffee in a country that has idolized tea for 2,500 years. “That’s what global brands do: they influence culture,” writes Jan-Benedict Steenkamp of the University of North Carolina. He examines how branding has skyrocketed in tandem with the digital revolution and global connectivity. He also explores the ways in which global brands deliver value, from creating organizational benefits (promoting a single identity that all employees can rally around) to driving innovation (allowing companies to exploit knowledge gained from markets around the world). One of the most interesting benefits of global branding is that it influences customer preferences—people might buy a product because they think a global brand signals high quality or because they want to be associated with the country where that brand originated. Above all, a brand lets consumers know exactly what they’re buying. Writes Steenkamp, “Imagine selecting a car...in a world without brands!” (Palgrave Macmillan, US\$29)

VICTORY THROUGH ORGANIZATION



“HR is not about HR. HR begins and ends with the business,” write Dave Ulrich and Wayne Brockbank of the University of Michigan, David Kriscynski of Brigham Young University, and Mike Ulrich of Utah State University. The authors have developed their insights about HR professionals by conducting seven rounds of their Human Resources Competency Study in the past

30 years. In this book, they examine the four forces reshaping business—including the context in which it operates, the velocity of the changes it faces, the expectations of the stakeholders it must satisfy, and the effects of changing societal standards on its workers. One conclusion: The “war for talent” is leading companies astray. “Having great people is critical and wonderful, but if HR departments are not organized appropriately to do something with them, they are missing a major opportunity,” the authors write. “The critical issue is not the individual talent that you have; the competitive advantage is what you do with the talent once you have it. And that is an organizational issue.” (McGraw Hill, US\$35)

FAST/FORWARD

“Every source of competitive advantage carries with it the seeds of its own destruction,” write Julian Birkinshaw of London Business School and Jonas Ridderstråle of Ashridge. “The attribute or capability that makes companies successful in one era makes them susceptible to failure in the next era.” While they believe we are still deep in the Information Age,



they point out that data is so freely available that it offers less and less of a competitive advantage. What’s needed are managers who can act quickly on gut instincts when information isn’t enough. Birkinshaw and Ridderstråle quote a *Fast Company* article in which Amazon founder Jeff Bezos calls fact-based decisions “the best kinds of decisions! ... Unfortunately, there’s this whole other set of decisions that you can’t ultimately boil down to a math problem.” To thrive in whatever era follows the Information Age, firms will need to move quickly, most often by blending decisive action with emotional conviction. That’s because, according to Birkinshaw and Ridderstråle, “To be effective, action needs adrenaline—in sports, in ballet, and in business.” (Stanford Business Books, US\$29.95)

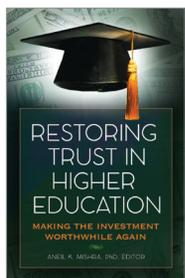
THE POWER OF ONLYNESS



Speaking directly to idealists who have always wanted to make a difference, author and entrepreneur Nilofer Merchant has crafted a book that is part blueprint, part motivational speech designed to turn dreamers into doers. Her main message is that technology and the power of crowdsourcing have made it possible for anyone to bring an idea to fruition. “Even wild ideas now have a chance to flourish because networks allow anyone to bypass the standard gatekeepers and the frameworks they hold as true,” she writes. She believes that everyone has

something unique to offer, drawn from personal experience and deep-seated passion—the elements that make up each individual’s “onlyness.” But Merchant underpins her theories with solid business research and provides a host of inspiring examples, from Kim Bryant’s launch of Black Girls Code to André Delbecq’s creation of a spirituality course for Santa Clara’s MBA program. By the end of the book, most readers will be thinking, “What’s my big idea—and how can I make it happen?” (Viking, US\$27)

RESTORING TRUST IN HIGHER EDUCATION



“Higher education still needs significant reform,” writes East Carolina University’s Aneil K. Mishra, who edited this collection of essays. In the opening chapter, Mishra points to high tuition, mounting student debt, large class sizes, and decreased completion rates as factors eroding the public’s trust in higher education. The 14 essays that follow offer ideas designed to reverse this trend. Kellie Sauls of the University of Texas at Austin suggests that institutions partner with struggling K-12 schools to give disadvantaged students a better start. Spring Hill College’s Christopher Puto, a former business school dean, advises students to rely less on a school’s marketing message and more on whether its core values suit their goals. In the final essay, Aneil Mishra and Karen Mishra, also of East Carolina, argue that universities must focus on rebuilding the “ROCC of Trust”—that is, they must be “reliable, open and honest, competent, and compassionate.” Stakeholders can disrupt the status quo, the Mishras add, but only if they “vote with their feet and their pocketbooks so that these efforts can be scalable and sustainable.” (Praeger, US\$48)

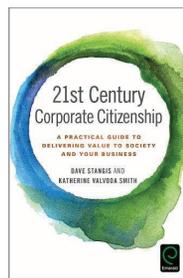
POWER PLAY



When is a video game more than a video game? When it becomes an instrument for social change, say Asi Burak, executive director of the nonprofit Games for Change and a former member of the Israeli military, and journalist Laura Parker. The authors look at how games have evolved beyond the frivolity of Angry Birds to the likes of PeaceMaker, the brainchild of Burak and Ross Popoff-Walker, Burak’s former classmate at Carnegie Mellon University. Set amidst the Israeli-Palestinian conflict, PeaceMaker helps players build negotiation and conflict resolution skills. The book explores the impact of games such as Macon Money, meant to ease racial tensions in Macon, Georgia; 9 minutes, which teaches pregnant women in developing countries about proper prenatal care; and the virtual reality games

developed by the Be Another Lab, which help individuals experience the world as if they are different ages or genders. “Understanding someone else’s point of view has the potential to have an impact on every aspect of everyday life,” says lab member Philippe Bertrand. The book offers a compelling look at how video games can be a serious force for good in today’s world. (St. Martin’s Press, US\$27.99)

21ST CENTURY CORPORATE CITIZENSHIP



Dave Stangis of Campbell Soup Company and Katherine Valvoda Smith of Boston College have crafted a how-to guide for anyone handling environmental, social, and governance (ESG) issues at their organizations. The authors first provide research showing how ESG and financial performance are closely linked, then offer step-by-step advice on working with every stakeholder, from company directors to outside activists. They note that many activists, for instance, care about a single issue: “They wake up in the morning and it’s deforestation; they go to bed at night and the issue is still deforestation.” The key is to work with them, learn from them, and use that knowledge to improve the firm. Every brand-name company in the world deals with ESG issues, write Stangis and Valvoda: “They do it either because they’re forced to do it, because they want to do it, or because it gives them a competitive advantage.” (Emerald Group Publishing Limited, US\$46.50)

LOBBYING FOR CHANGE



“People who engage with public life tend to enjoy longer, healthier lives,” notes Alberto Alemanno of HEC Paris. Yet even in today’s democracies, it’s difficult for the ordinary individual’s voice to be heard. “The most powerful players in the policy game are the wealthy, the educated and the well-connected,” Alemanno points out. As he advocates for every citizen to get involved in lobbying efforts that affect public policy, Alemanno offers research, case studies, and suggestions for bringing about change. While this isn’t precisely a management book, business themes weave throughout the text. For instance, Alemanno describes citizen lobbying efforts that resulted in new regulations on corporations; he also makes it clear that businesses already are deep in the game, representing close to 90 percent of lobbying interests in the U.K. and the U.S. He calls on universities to teach students how they can make a difference, writing, “By reconnecting with the real world, education can empower each of us, not as spectators but as world actors.” (Icon Books, US\$14.95) ▣



Purdue Acquires For-Profit Kaplan U

THE ACQUISITION SUPPORTS PLANS TO ESTABLISH A NEW PUBLIC UNIVERSITY FOR ADULT LEARNERS.

THE EVOLUTION OF online education just took a different turn with Purdue University's April 27 announcement that it would acquire for-profit Kaplan University in a bid to expand the public's access to higher education. The announcement noted that, with this purchase, the university wants to create what it calls the "world's next new public university" to better serve nontraditional students, including working adults and those who never have taken college courses.

According to an online FAQ page, this transaction "will not require an upfront purchase price." Instead, Purdue has entered into a revenue-sharing agreement with Kaplan via its parent company, Graham Holdings, with a buyout option in six years. Kaplan must guarantee that the new university will "meet its mission to serve adult learners" as it converts from a for-profit to a public higher education institution that operates within the Purdue system.

The acquisition of Kaplan is a strategic move to strengthen

Purdue's position in the online higher education market, said Mitch Daniels, Purdue University's president, in the press release. "A careful analysis made it clear that we are very ill-equipped to build the necessary capabilities ourselves, and that the smart course would be to acquire [Kaplan] if we could."

The new university will deliver its curriculum primarily online. It will be based on Kaplan University's existing operations, including its 15 campuses and learning centers and seven schools and colleges, through which it will continue to deliver Kaplan's more than 100 diploma, certificate, undergraduate, and graduate degree programs. Kaplan's 32,000 students and 3,000 employees will transition to the new university, whose name and brand will connect to Purdue's in a way yet to be determined.

However, while the two brands will be linked, the new school will maintain its own identity and operate separately from the two arms of Purdue's system, which include its central campus in West Lafayette, Indiana, and its regional campuses. In effect, it will become a third arm of the university's system, fully supported by its own tuition and fundraising efforts. It will not accept state appropriations. While it will maintain an open admissions policy, it will provide discounted tuition to Indiana residents. A subsidiary of Kaplan Inc. will provide nonacademic services.

What this means for the two schools—or for the for-profit higher education market—has yet to be seen, but the announcement has gotten the industry's attention. The new institution will be finalized within the next five months and begin operations upon approval from the U.S. Department of Education and the Higher Learning Commission. Its chancellor will be Betty Vandembosch, Kaplan's current president.

► Find additional information at www.PurdueNewU.org.

HEC PARIS OFFERS MOOC- BASED DEGREE

This September, HEC Paris in France will go one step further toward creating a revenue-generating model for its MOOCs, when it accepts the first cohort into its new Master's in Innovation and Entrepreneurship (OMIE) online degree program. The curriculum for the international degree program, which the school created in collaboration with the online learning platform Coursera, will be based on stackable credentials. That is, participants can take a single course, complete one or more specializations, or complete the full degree, paying for each step of the process as they go.

The program begins with foundational courses that lead to a series of specializations. Completion of those specializations leads to a certificate in innovation management and entrepreneurship. To earn the degree, students must then take a series of project-based courses, in which they work in teams over a six-month period on an entrepreneurial project of their choice. During that time, they will receive coaching from experienced entrepreneurs and business leaders.

Unlike traditional MOOCs, which accept students via open enrollment, the OMIE will accept students based on HEC Paris' normal selection criteria. Prospective students still can take the courses and specializations at any time. However, they can apply completed specializations for credit toward the OMIE degree only once they have applied and been admitted to the program.

► **Information about OMIE is available at www.coursera.org/degrees/masters-innovation-entrepreneurship.**



Daniels College, Herat U Launch MBA Program

THIS FALL, HERAT UNIVERSITY, Afghanistan's second largest university, will launch a new MBA program, under the mentorship of the Daniels College of Business at the University of Denver (DU) in Colorado. The program's development is supported by a grant from the United States Agency for International Development.

As part of the partnership, DU faculty will mentor Herat faculty to teach in both online and face-to-face environments, to design an MBA curriculum that will increase the leadership capacity and employability of Afghan citizens. Once the program is up and running, Herat faculty will deliver all face-to-face teaching, with some video lectures provided by Daniels faculty.

The program's coordinators plan to create cases and projects suited to the local context, says Brent Chrite, dean of Daniels College. "The primary difficulty," he says, "is that there's not a culture of financial transparency and disclosure, so we expect companies to be reluctant to provide access to the information required for a meaningful case analysis." To create these cases, the school will work with leaders in Afghanistan's emerging private sector and government ministries, many of whom are eager to engage with academia, Chrite says.

Chrite has helped develop similar programs for other Afghan institutions previously in his career, including Kabul University and Balkh University. However, at that time, the U.S. State Department was still allowing travel to the country. Today, all travel to Afghanistan from the U.S. is restricted because of safety concerns. For that reason, in January faculty from both institutions traveled to Mumbai, India, for a face-to-face meeting.

"Afghanistan is one of the most difficult places on the planet, with profound structural, political, economic, and cultural challenges that must be addressed," Chrite says. "We believe in the power of the private sector as an essential catalyst for capacity building in other organizations, and business schools have unique capabilities in this arena."

TRANSITIONS

Jean-Michel Blanquer, dean and president of ESSEC Business School in Cergy, France, has been appointed as France's Minister of National Education under the presidency of Emmanuel Macron. Before becoming dean at ESSEC, Blanquer served as director-general for schools in France's Ministry of Education and chief education officer for French Guiana. He has taught civil law at the University of Tours and Sciences Po Lille and directed the Institute of Latin American Studies at the Université Sorbonne Nouvelle.



Jean-Michel Blanquer



Linda Livingstone



Catherine Cassell

Linda A. Livingstone has been chosen as the 15th president of Baylor University in Waco, Texas. Livingstone most recently was dean and professor of management at the George Washington University School of Business in Washington, D.C. She has served as dean of Pepperdine University's Graziadio School of Business and Management in Malibu, California, and she has held faculty and administrative positions at Baylor's Hankamer School of Business. In 2014–2015, she was board

chair of AACSB International. Livingstone is the first woman to be president of Baylor in the institution's 172-year history.

Emmanuel Métails has been appointed the new dean of EDHEC Business School, which is based in Lille, France, and has four other global campuses. Métails, a professor of strategy, has been at EDHEC for more than 20 years and has served as associate

dean for graduate studies since 2015. He succeeds **Olivier Oger**, who was dean for nearly 30 years. Métails begins his role on July 1.

Catherine Cassell will be the first woman to serve as dean of the University of Birmingham Business School in the U.K. She is currently a professor of organizational psychology and deputy dean at Leeds University Business School, also in the U.K.

Obituaries

Howard Frank, who served as dean of the University of Maryland's Robert H. Smith School of Business from 1997 to 2008, died on May 1, 2017, at age 75. Frank, who held master's and doctorate degrees in electrical engineering, came to the Smith School after holding positions at the Wharton School at the University of Pennsylvania and the University of California. In his business career, he founded and led Network Management Inc. and Network Analysis Corporation; served as CEO of the information systems division of Contel Corporation; and acted as director of the Information Technology Office of the Defense Advanced Research Projects Agency (DARPA). As dean at the Smith School, Frank led a curricular redesign, doubled the size of the faculty, increased research support for both doctoral students and professors, and launched the Undergraduate Fellows program. He was active in the business education industry, serving as president of the Mid-Atlantic Association of Business Schools and as a member of the board of directors for AACSB International.



Howard Frank



David A. Garvin

The industry also lost **David A. Garvin** on April 30 after a long battle with cancer. He was 64 years old. After earning his PhD in economics from the Massachusetts Institute of Technology in 1979, Garvin joined the HBS faculty, holding several positions before he was named the C. Roland Christensen Professor of Business Administration in 2002. During his career, he authored or co-authored ten books and 37 articles. He won McKinsey Awards for two *Harvard Business Review* articles: "Managing as if Tomorrow Mattered," co-authored with Robert Hayes in 1982, and "Quality on the Line" published in 1983. In 1998, he won the Richard Beckhard Memorial Prize for authoring the best article in the *Sloan Management Review* on planned change and organizational development. Among his books is *Rethinking the MBA: Business Education at the Crossroads*, which he co-authored with HBS professor Srikant Datar and then-research associate Patrick Cullen. It was selected as one of the best business books of 2010 by *strategy + business* magazine.



Brian Klaas



Anne P. Massey



Matthew B. Myers



James Goodrich

The University of Missouri-Kansas City has named **Brian Klaas** the new dean of its Henry W. Bloch School of Management. Klaas is a professor of management, senior associate dean for research and academics, and director of the Riegel & Emory Human Resource Center at the University of South Carolina Darla Moore School of Business in Columbia. Klaas replaces **David Donnelly**.

Anne P. Massey has been selected as the next dean of the Wisconsin School of Business at the University of Wisconsin-Madison. Massey, currently at Indiana University Bloomington, is a professor of information systems at the Kelley School of Business, as well as associate vice president for academic affairs. Massey will succeed **François Ortalo-Magné**, who has been named dean of London Business School.

The University of Saskatchewan Edwards School of Business in Canada has named **Keith Willoughby** its new dean. Willoughby, who has been with the school since 1997, became associate dean in 2011 and interim dean last July.

Cleveland State University in Ohio has named **Sanjay Putrevu** dean of its Monte Ahuja College of Business. Putrevu previously served as dean of the University of Wyoming's College of Business in Laramie and, prior to that, as associate dean of the School of Business at the State University of New York at Albany. Putrevu began his new role July 1.

John E. Gentner Jr. has been appointed dean of the Capitol University School of Management and Leadership in Columbus, Ohio. Gentner has served as director of the MBA program since January 2016. He previously was the MBA program director and an executive-in-residence at the University of Dayton; prior to that he was an executive at Fifth Third Bank.

Fort Lewis College in Durango, Colorado, has selected **Steven Elias** as the new dean of the School of Business Administration. Elias, who most recently was the Robert O. Anderson Distinguished Professor for the College of Business at New Mexico State University in Las Cruces, will take over for interim dean **Paul McGurr** this summer.

Matthew B. Myers has been named the new dean of the Southern Methodist University Cox School of Business in Dallas, Texas. Myers currently serves as dean and Mitchell P. Rales Chair of Business Leadership at the Miami University Farmer School of Business in Oxford, Ohio. Myers will replace **Albert W. Niemi Jr.**, who has been dean of SMU Cox since 1997.

Imperial College London has named **Francisco Veloso** new dean of its business school. Veloso has served as dean of the Católica Lisbon School of Business and Economics in Portugal since 2012; he also maintains an adjunct position in innovation and public policy at Carnegie Mellon University in Pittsburgh, Pennsylvania.

Eugene "Gene" Anderson has been appointed dean of the Martin J. Whitman School of Management at Syracuse University in New York. Anderson previously served as the Schein Family Chair in Business and professor of marketing at the University of Miami School of Business Administration in Florida; he was dean at that school from 2011 through 2016.

After serving six years as dean of the College of Business and Economics at California State University, Los Angeles, **James Goodrich** will become dean and Stoller Distinguished Chair of Business at the recently created College of Business at Pacific University in Forest Grove, Oregon.

Michael Benarroch, who was dean of the Asper School of Business at the University of Manitoba in Winnipeg for six years, is stepping down to become provost and academic vice president of Ryerson University in Toronto. In addition to serving as provost, Benarroch will hold a tenured appointment in the department of economics.

NEW PROGRAMS

INSEAD, headquartered in Fontainebleau, France, will roll out a new MBA curriculum in September. The program will retain its ten-month format, but provide enhancements. Among them are a leadership development program that uses professional and peer coaching; new courses emphasizing the responsibility of business to society; new electives in digital innovations and data analytics; and a capstone course simulating a business crisis.

Babson College's Olin Graduate School of Business in Wellesley, Massachusetts, has launched a Business and Social Innovation Intensity Track for MBA students. It requires a combination of coursework and entrepreneurial experiences that allow students to practice the concepts of social innovation. Babson also has introduced a full-time Certificate in Advanced Management (CAM)-Accelerate program on its campus in Boston, Massachusetts. The program focuses on developing students' ability to think and act entrepreneurially.

The **University of Miami** School of Business Administration in Florida has announced a master in health administration program to start in August. The program will include paid internships with

healthcare organizations and offer elective courses on marketing, entrepreneurship, and other topics.

This fall, **Warwick Business School** in the U.K. is launching an MBA with an entrepreneurship specialization for its full-time and executive programs. The program includes modules on innovation and creativity in organizations, entrepreneurial finance, and new venture creation. Students will be mentored by members of the Warwick Entrepreneurship Professional Network and Warwick Ventures, which spins out businesses from the university.

The Wharton School of the **University of Pennsylvania** in Philadelphia has established the Grayken Program in International Real Estate, part of the school's Samuel Zell and Robert Lurie Real Estate Center and Real Estate Department. The

leadership gift from investor John P. Grayken will fund academic programming, industry events and outreach, and faculty research.

In April, **Audencia Business School**, with campuses in Nantes and Paris, France, began offering its EMBA program in Algiers, Algeria, in partnership with the Ecole Supérieure Algérienne des Affaires; in October, the schools will launch part-time master's degree programs. In July, Audencia begins offering its EMBA jointly with the newly founded Audencia Shenzhen Business School in China.

In September, **ESCP Europe** will launch a one-year master's program in big data and business analytics on its Berlin and Paris campuses. The full-time program will cover business analytics, data science, and business applications. It also includes an

international seminar in China, one online module, and an internship. ESCP Europe has additional campuses in London, Madrid, Turin, and Warsaw.

In May, **Harvard Business School's** digital learning initiative, HBX, launched Managing Your Career Development, a seven-session program offered via its virtual classroom HBX Live. Formerly a pilot program available only to participants who completed a three-course online program called HBX CORE, Managing Your Career Development was offered for the first time to a general global audience of participants. The program targeted individuals with fewer than ten years of work experience and was delivered once a week at two different times of day—12:30 p.m. ET and 7:00 p.m. ET—to accommodate participants in different time zones.

The Stern School of Business at **New York University** is launching two specialized one-year MBA programs: one in technology and one in fashion and luxury. The structure of both programs consists of a business core; a technology or fashion and luxury core; real-world experiential learning projects with organizations; and electives. The core of the Tech MBA was designed in partnership with NYU's Courant Institute of Mathematical Sciences. Students in the Fashion & Luxury MBA will have access to the Stern Fashion Lab, a central hub for projects and networking for all Stern students.

GIFTS & DONATIONS

INSEAD, headquartered in Fontainebleau, France, has received a gift of €10 million (about US\$10.6 million) in endowed funds to promote academic excellence in entrepreneurship. It is the largest gift the school has received from an individual donor and an alumnus. The yield from the endowed gift will help establish several academic positions and PhD scholarships in the area of entrepreneurship.

The Harold Alford Foundation has pledged up to US\$4 million to **Husson University** to be used toward the construction of a new College of Business building on the school's campus in Bangor, Maine. The foundation will provide a \$1 match for every \$2 donated to Husson for the project, which has a fundraising goal of \$16 million. The building will feature approximately 32,000 square feet of experiential classrooms and offices, supported by an advanced technology infrastructure. It will fuse

New Online Degrees Reach the Market

To reach students seeking flexible degree formats, three schools have introduced new online degree options to the market.

In April, the Barney School of Business at the **University of Hartford** in Connecticut announced its launch of a master of science in management (MSM) program designed for working professionals without formal business education. Delivered fully online, the 30-credit, part-time MSM has three intakes throughout the year and requires less than two years for students to complete. In addition to foundational business knowledge, the program emphasizes areas such as negotiation and conflict resolution, leadership and organizational behavior, innovation management, and business communications.

Two other schools have partnered with the online educational platform 2U Inc. to create flexible online MBA programs. The Daniels College of Business at the **University of Denver** in Colorado has created MBA@Denver. Students in its program will meet with faculty weekly in live online classes and will access interactive course content online.

The **University of Dayton** School of Business Administration in Ohio has begun accepting applications to its new online program, MBA@Dayton, which offers two options. The first, a 48-credit general MBA, targets individuals with limited business backgrounds. The second, a 30-credit Advanced Standing MBA, targets those who have recently earned undergraduate degrees in business. Students with significant work experience might be eligible to have their previous experience count as credit toward the Advanced Standing MBA, allowing them to complete the program in as little as one year.

Both MBA@Denver and MBA@Dayton will require in-person immersion experiences, in which students will have opportunities to interact with other students, faculty, and members of the business community. MBA@Dayton, which includes immersions on the Dayton campus as well as in other U.S. cities, will welcome its first cohort in October. MBA@Denver will launch in 2018.

business education with science, technology, engineering, art, and math (STEAM) opportunities.

COLLABORATIONS

The Kelley School of Business at **Indiana University** in Indianapolis has partnered with Talent Nexus, a professional development and mentoring initiative of Diverse Talent Strategies (DTS). DTS, whose research shows that women and minorities benefit from strong mentors, connects Kelley students with mentors in the business community and helps them become good mentors themselves.

In other news from Indiana University, the Kelley School of Business also has partnered with FLAME University, a liberal arts institution in Pune, India, to launch reciprocal study abroad programs.

Ecole Hôtelière de Lausanne in Lausanne, Switzerland, and Swiss International Air Lines are joining a new partnership. Through the arrangement, Swiss Air Lines will provide students real-world opportunities to apply their knowledge and hone their innovation skills, while students add value to the airlines through consultancy projects.

The Kenan-Flagler Business School at the **University of North Carolina in Chapel Hill** is partnering with *Fortune* magazine to create online business programs to launch this fall. The certificate programs, targeting emerging and mid-level leaders, will incorporate content from

UNC Executive Development and video interviews with Fortune 500 executives.

NEW CENTERS

Surrey Business School at the **University of Surrey** in the U.K. has launched a Centre for Management Learning designed to prepare students to lead in a constantly changing workforce.

The School of Business and Economics at the **State University of New York at Plattsburgh** has opened a Center for Cybersecurity and Technology, an interdisciplinary venture involving the business school's management information systems and analytics department and SUNY's computer science department.

In April, **ESSEC Business School** based in Cergy, France, opened its ESSEC Africa-Atlantic campus in Rabat, the capital of Morocco. Starting in September, the campus, which will act as a hub for ESSEC on the African continent, will welcome students from the school's Global BBA, MSc in Management, and executive education programs. The school also plans to develop an incubator on the new site to support the local entrepreneurial community, as well as partner with institutions such as the International University of Rabat and Ecole Centrale in Casablanca.

J.B. Hunt Transport Services Inc. has invested US\$2.75 million to create the J.B. Hunt Innovation

Center of Excellence at the **University of Arkansas** in Fayetteville. Created jointly by the company, the College of Engineering, and the Sam M. Walton College of Business, the center will be an interdisciplinary space where teams of students from business, engineering, and computer science devise solutions to supply chain management problems.

Entrepreneur and philanthropist T. Denny Sanford has provided a US\$5 million grant to **Long Island University** in Brookville, New York, to create the LIU T. Denny Sanford Innovation and Entrepreneurship Institute, which includes a 3,935-square-foot renovated space. Through the institute, LIU will connect its on-campus incubators for startups and support its student consulting service. In the second phase of the project, the university will add 12,000 square feet of incubator space.

Baylor University's Paul L. Foster Campus for Business and Innovation, home of the Hankamer School of Business in Waco, Texas, has been certified LEED Gold by the U.S. Green Building Council.

Late this fall, **Clemson University's** College of Business will break ground on the construction of a US\$87 million, 170,000-square-foot, five-story building, nearly doubling the space for business education. LMN Architects of Seattle is collaborating with South Carolina-based LS3P, the architecture firm leading the project. The school expects the building to be ready for occupancy in early 2020. **D**

Collaboration Seeks to Elevate Research

Three research-based organizations have announced a collaboration to help elevate the visibility of academic research in the fields of accounting; banking; economics; finance; healthcare; statistics; and environmental, social, and governance, or ESG. The three organizations include research platform Wharton Research Data Services (WRDS), working paper database SSRN, and SSRN's parent company Elsevier, an information analytics firm specializing in science and health.

As part of this alliance, the partners will create the WRDS Research Paper Series (RDS), a searchable repository of SSRN papers that cite WRDS data. They also have launched the annual WRDS-SSRN Innovation Award, which will be given to three "emerging business schools," which the partners define as "AACSB-member schools in the process of taking that next step... to grow their research output and innovatively tackle research challenges" in the target fields. Winners will be selected from schools in North America, Europe, and the Asia-Pacific. The first award recipient, the College of Business at Sam Houston State University in Huntsville, Texas, was announced in April at AACSB International's annual conference in Houston.

These efforts aim to offer researchers an expanded database and more opportunities to increase their Eigenfactor score, a measure of an article's influence according to the publishing journal's size and importance (www.eigenfactor.org).

D For more details about the alliance, award, and paper series, visit www.whartonwrds.com/about/our-impact.

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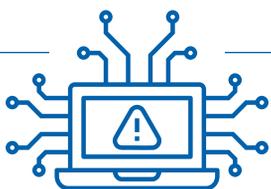
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<50%

The percentage of millennials who have made charitable gifts to their alma maters.

SEE “21ST-CENTURY FUNDRAISING” ON PAGE 48.



SERIOUS ABOUT CYBER

“Turning college graduates into cyber soldiers may be the only way to stem the growing threat of global hacking,” writes Moez Limayem of the University of South Florida in Tampa. “It’s not enough to teach marketing, management, and finance when everything marketers, managers, and advisors can do can disappear in an instant. How to protect your systems needs to be a part of every curriculum.”

READ “HACKERS AT THE GATE” IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

LEGAL EASE

Managers at every level make decisions that have legal implications, says George J. Siedel of the University of Michigan in Ann Arbor. These decisions range from signing contracts to creating intellectual property to establishing product safety standards. “Fewer than one-third of these middle managers consulted the legal department when making their decisions,” he notes. “In other words, they relied on their own knowledge of the law.”

► READ “LAW AND THE BUSINESS SCHOOL CURRICULUM” IN THE YOUR TURN SECTION AT BIZED.AACSB.EDU.

VIRTUAL SETTING, REAL LEARNING

“Simulation technology can rescue learners from mundane classroom experiences and help them apply their creativity to solving chronic problems and generating fresh opportunities,” writes Usman A. Ghani of the University of Texas in Dallas.

► READ “SIMULATIONS AREN’T JUST FUN AND GAMES” IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

HEALTHY PARTNERSHIPS

Arjang A. Assad of the University of Pittsburgh in Pennsylvania calls for business schools to form more frequent collaborations with scholars and practitioners in the healthcare sciences. “Often, these potential partners are already on our campuses, possibly in different units,” he writes. “We simply have to work harder at building bridges to take full advantage of the expertise across different domains.”

► READ “PIONEERING INNOVATION IN HEALTHCARE MANAGEMENT” IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

51

The average age at which CEOs of both sexes achieve that rank.

SEE “COMPARING MEN & WOMEN CEOs” ON PAGE 11.

The portion of students worldwide who are enrolled in degree programs outside their home countries.

2%

SEE “(ANTI-)GLOBALIZATION AND HIGHER EDUCATION” ON PAGE 40.



LEARNING TO THINK

“Universities have done a good job of revitalizing their MBA programs with new initiatives on globalization, big data, social responsibility, and ethical decision-making,” writes Mary Lippitt, also of the University of South Florida. “Unfortunately, too little attention has been given to strategic thinking, mental agility, complex systems, organization savvy, change management, and coping with complexity.”

► READ “ARE TODAY’S MBA STUDENTS BAD CRITICAL THINKERS?” IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

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