

EXPERIENTIAL METRICS

EFFECTIVE ASSURANCE OF LEARNING PRACTICES IN EXPERIENTIAL COURSES **P. 38**

ACTION PLANNING

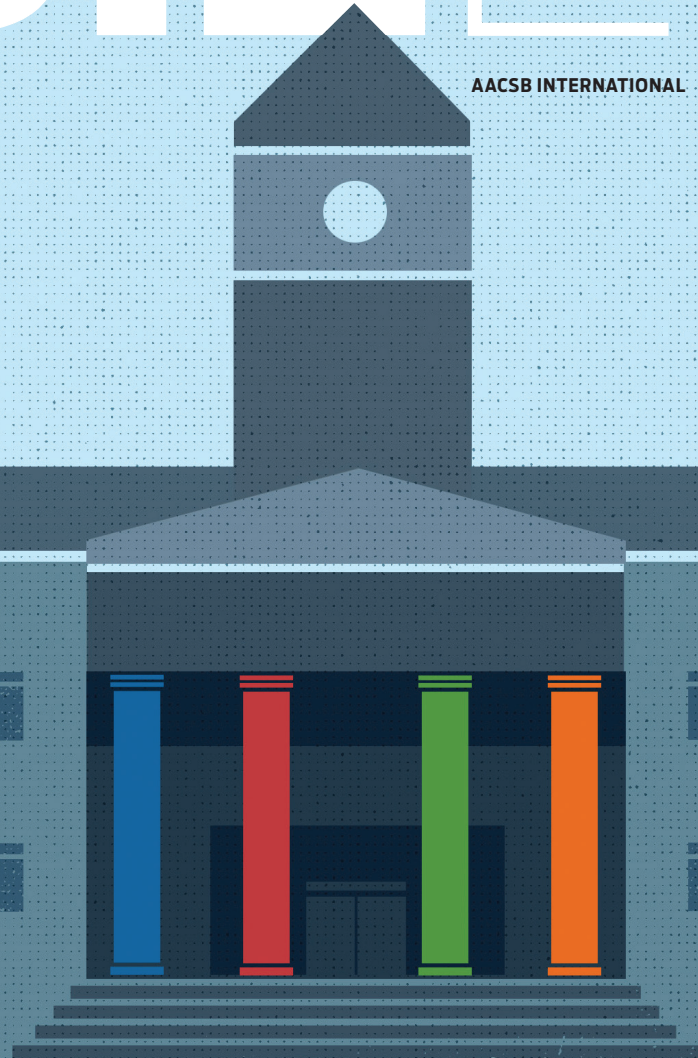
HOW FOUR B-SCHOOLS MOBILIZED THEIR COMMUNITIES DURING TRAGIC EVENTS **P. 44**

DIGITAL IMPRESSIONS

TEACHING STUDENTS AND FACULTY TO CRAFT AUTHENTIC DIGITAL LIVES **P. 58**

BizEd

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SUPPORTING THE ACADEMIC ENTERPRISE

FACULTY CAN MAKE UNIQUE CONTRIBUTIONS WITHIN FOUR DISTINCT CATEGORIES. HOW CAN BUSINESS SCHOOLS ACHIEVE THE RIGHT MIX? **P. 20**

INTERNATIONALLY RECOGNIZED FACULTY

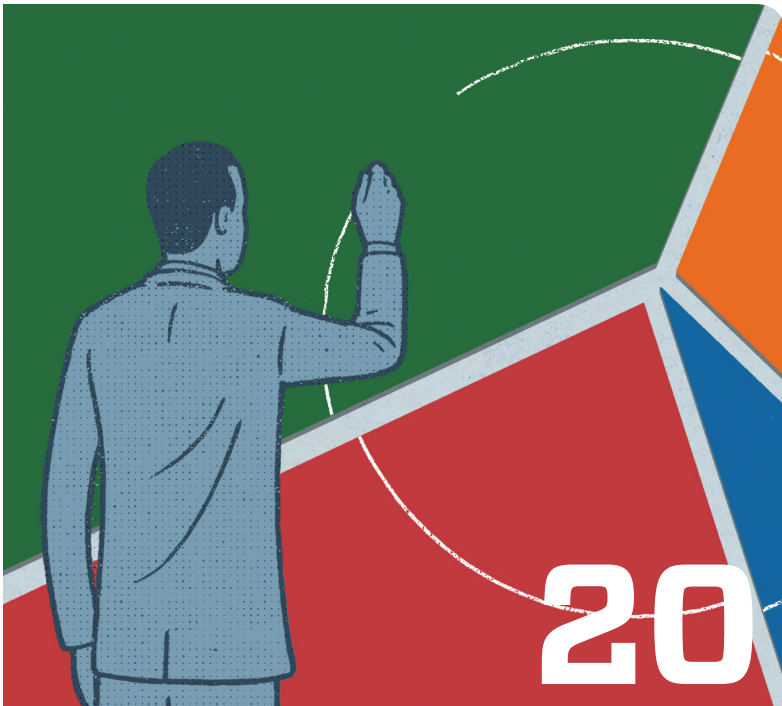


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- **Top 50** worldwide for research productivity
- *Financial Times*, 2017
- **Top 50** in the U.S. for research productivity
- *UT Dallas*, 2012-2016





20 **FACULTY QUALIFICATIONS: The Faculty Piece**

Aligning faculty qualifications with AACSB standards is a critical part of pursuing accreditation. AACSB's Bob Reid explains how much flexibility is possible—and three schools detail their own approaches.

32 **Solving for X: An Alternative Approach to Standard 15**

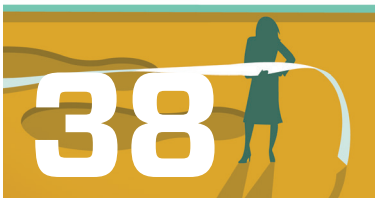
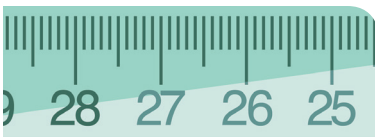
Northern Arizona University rebalances its faculty composition through increasing research production of non-tenure-track faculty.

38 **Measures of Experience**

A survey from the professional networking group MBA Leaders in Project-Based Education outlines effective assurance of learning protocols that have been used by schools in their experiential learning courses.

44 **In Case of Emergency**

How quickly could your business school mobilize in the face of a sudden crisis? Four educators share how their schools responded to tragic circumstances in their communities that ranged from flooding to social unrest.



RESEARCH & INSIGHTS

10 **Is Crisis Contagious?** How companies can reduce their risk of “infection” in times of turmoil.

11 **The Facebook Era of Business** Firms are turning to social media to make operations decisions.

Plus: Women win more startup capital, managers should share bad news, and sample giveaways are a retailer's best friend.

IDEAS IN ACTION

56 **Virtual Virtues** Three ways to improve the performance of distributed teams.

58 **Digital Impressions** Essential steps for students and faculty to follow when creating online personas.

Plus: A simulation redesign and a test for “sustainability literacy.”

62 **Bookshelf**

PEOPLE & PLACES

64 **Investing in Africa** Solving problems with entrepreneurship.

65 **CEOs, Academics Address Diversity** CEO Action for Diversity & Inclusion meets to discuss its next steps.

Plus: AOM stands against U.S. travel ban, and Warwick teaches leaders to “nudge.”

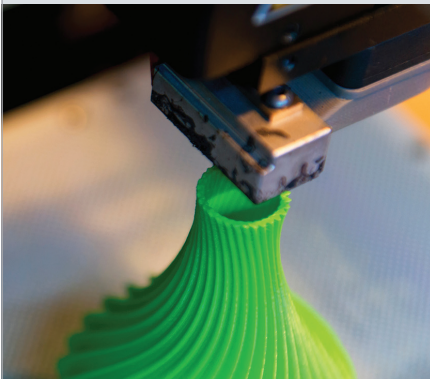
72 **At a Glance**

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By Peter S. Fader, The Wharton
School, University of Pennsylvania



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Pulling on a favorite pair of boots, sipping a special tea as a daily ritual, or curling up in premium sheets can have a powerful effect on shaping a cancer survivor's identity. Professor Vanessa Patrick, Ph.D., MBA, investigated this phenomenon in "Mastering Survivorship: How Brands Facilitate the Transformation to Heroic Survivor," published in the *Journal of Business Research*. The findings are critical for women – and the businesses and organizations that serve them. In previous research, women were found to be more likely than men to deny feelings associated with disappointment and fear, and less likely than men to absorb cultural cues for traditionally masculine warrior traits such as strength, bravery, and courage.

"While cancer survival for men is portrayed as a test of pre-existing character, for women it is a significant identity transformation," the authors reported. But when called upon to create and sustain a survivor identity in the face of serious illness, female consumers use brands to help their transformation, the study shows.

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Academics at Work

IF YOU'RE A REGULAR UBER RIDER, you know that the cost of transportation goes up when demand is high. That's thanks to "surge pricing," which allows a company to take advantage of its customers' willingness to pay more as a commodity grows scarcer. Uber's surge pricing model was designed by M. Keith Chen, currently an associate professor at UCLA Anderson.

Chen is one of the more stellar examples of an academic who has brought scholarly research into the corporate arena with measurable results. UCLA Anderson's dean, Judy Olian, recently talked on camera with AACSB International to discuss specific ways schools might bring real-world knowledge into the classroom. For instance, she suggested following the example of the Massachusetts-based Marketing Science Institute, which facilitates collaboration between marketing academics and marketing executives on research that has practical value. She also favors encouraging professors to take sabbaticals to work within industry. Her remarks can be seen in "Making Business School Research Relevant," a short video available at www.aacsb.edu/videos/aacsb-explores/archives.

This debate over merging rigor and relevance has long been a staple at academic events and accreditation conferences. In fact, when AACSB created its 2013 accreditation standards, its Blue Ribbon Committee (BRC) looked for ways to encourage more interaction between academia and industry, says Dan LeClair, executive vice president and chief strat-

egy and innovation officer at AACSB. He participated in the task force that authored the 2012 Impact of Research white paper as well as on the BRC that wrote the new standards.

One way the BRC encouraged that interaction was by designing two new faculty categories: scholarly practitioners, who augment their academic knowledge through professional activities; and practice academics, who build on their experience by honing scholarly abilities. LeClair notes that this closer connection between academia and industry was also promoted in Standard 2 of the 2013 standards, which calls for measuring the impact of scholarly contributions, not just the number of them.

Even so, many business schools find it challenging to determine how much time faculty should devote to producing scholarly research versus pursuing practical knowledge. We tackle that topic in this issue. First, we talk with AACSB's former chief accreditation officer, Robert Reid, as he discusses the faculty qualification guidelines laid out in Standard 15. Then, we visit with representatives of schools that have made a heavy investment in faculty with strong ties to the real world. Read their stories in "The Faculty Piece."

Finally, we look at how Northern Arizona University aligned its faculty with the 2013 accreditation standards by increasing the research production of its non-tenure-track faculty. We share NAU's story in "Solving for X."

In the future, Reid suggests, business schools might follow a "portfolio model" of faculty with a range of scholarly and academic abilities. They'll bring real value to the business school, he suggests, but also to the industries where they work. Any Uber executive would agree.

Sharon Shinn

Sharon Shinn
Co-Editor

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APRIL 22–24

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(see inset)

MAY 9–11

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SEMINARS

JANUARY 22–23

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

JANUARY 24–25

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

FEBRUARY 5–6

Advisory Council **A**
Las Vegas, Nevada

FEBRUARY 6

Continuous Improvement Review **A**
Las Vegas, Nevada

FEBRUARY 8

Accounting Accreditation **A**
San Antonio, Texas

FEBRUARY 12–MARCH 25

Online Teaching Effectiveness **D**
Online

FEBRUARY 15–16

New Associate Deans **P**
Tampa, Florida

FEBRUARY 22–23

Business Accreditation **A**
Tampa, Florida

FEBRUARY 26–27

Business Accreditation **A**
Abu Dhabi, United Arab Emirates

FEBRUARY 28–MARCH 1

Assurance of Learning I **A**
Abu Dhabi, United Arab Emirates

MARCH 5–6

Business Accreditation **A**
Singapore

MARCH 5–6

Leading in the Academic Enterprise® Series: Leading People & Organizational Change **P**
Monterey, California

MARCH 7–8

Assurance of Learning I **A**
Singapore

MARCH 7–8

Leading in the Academic Enterprise® Series: Developing Leaders & Impactful Communication **P**
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MARCH 9–10

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MARCH 14–15

Assurance of Learning I **A**
Baltimore, Maryland

MARCH 14–15

Assurance of Learning II **A**
Baltimore, Maryland

MARCH 19–20

Data Analytics Summit **C**
Tempe, Arizona

MARCH 21

Strategic Planning for Business Schools **A**
Athens, Greece

MARCH 21–22

Art & Science of Teaching **D**
Tempe, Arizona

MARCH 22–23

Business Accreditation **A**
Athens, Greece

SEMINAR CATEGORY KEY:

- A** Accreditation, Quality Assurance & Impact
- P** Professional Development
- D** Pedagogy Development & Online Learning
- C** Curriculum Development Series

other events

JANUARY 17–20

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San Francisco, California
www.gmac.com

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Is Crisis Contagious?

HOW ORGANIZATIONS CAN GAUGE THEIR RISK OF INFECTION

CAN CRISIS SPREAD from one company to the next? Yes, especially between companies with similar characteristics, say Daniel Laufer, associate professor in the School of Marketing and International Business at Victoria University's Victoria Business School in Wellington, New Zealand; and Yijing Wang, assistant professor of organization and corporate communication at Erasmus University's Erasmus School of History, Culture, and Communication in Rotterdam, the Netherlands.

In a recent paper, Laufer and Wang cite the moment in April 2017 when a United Airlines flight crew had airport security forcibly remove a man from an overbooked flight. Once smartphone video of the incident made the news, "people were quick to point to the issue of overbooking as an industrywide problem," the co-authors write. Soon, all airlines found themselves defending—and in some cases re-evaluating—their own overbooking practices.

More recently, last October's tragic shooting in Las Vegas, in which a gunman shot concertgoers from an overlooking hotel and casino, sparked concerns about security at all Las Vegas casinos.

The co-authors point to two conditions that make crisis contagion more likely: *accessibility*, or the level to which the public perceives companies to be in the same category; and *diagnosticity*, or the extent to which the crisis can be generalized to all companies in a category.

How can companies gauge the risk of contagion? Laufer and Wang suggest they look at four factors: *country of origin* (COO), *industry*, *organizational type*, and *positioning strategy*. The more factors companies have in common with a stricken organization, the more likely it is they will be similarly affected. Companies also can gauge their risk by monitoring news and social media to determine whether the public views the crisis as isolated or industrywide.

If an organization finds that the risk of contagion is low, Laufer and Wang advise its leaders to do nothing, because issuing any response is likely only to draw unwarranted—and unwanted—attention. But if the risk is high, a company's best course of action is to issue a response to explain why its policies or products are not related to the matter at hand.

For example, when Volkswagen was caught tampering with software meant to monitor its cars' emissions, "BMW had a high risk of contagion because the company was linked to two risk factors: COO and industry," the co-authors write. BMW quickly issued a statement making it clear that it used no software to influence emissions tests.

Leaders must recognize the human tendency to seek out patterns and make connections, say Laufer and Wang. "Crisis contagion," they conclude, "is an issue companies need to take seriously."

"Guilty by association: The risk of crisis contagion" was published online October 10, 2017, by *Business Horizons*.

Managing Big Data

Senior managers are just as important as data scientists in unlocking the value of big data, according to Maggie Zeng, a lecturer in entrepreneurship at Kent Business School, and Keith Glaister, professor of international business at Warwick Business School, both in the U.K.

The researchers studied five Chinese internet platform companies that have big data at the heart of their operations. They interviewed 42 senior managers, including CEOs, and conducted 34 interviews with partner firms and third-party developers to understand how the companies use big data internally and externally. They also analyzed meeting minutes and business strategy documents.

They found that managers can derive the most benefits from big data in four key areas:

Data democratization: When employees are allowed to interpret the data, they have a better chance of deriving insights from

the information. They also benefit from better cross-team collaboration, which enables them to ask and answer the right questions.

Data contextualization: When employees have access to relevant business information about the organization, they have a better understanding of the results they have generated.

Data experimentation: When staff members can experiment with data on a trial and error basis, they're more likely to find new insights than they are within more rigid data analysis structures.

Data insight execution: When managers create cultures that encourage insights from data analysis, potential benefits are realized more quickly.

The authors believe understanding these advantages will help business leaders make better use of the “ever-increasing data silos to enable strategic decision making.”

“Value creation from big data: Looking inside the black box” was first published online March 14, 2017, by *Strategic Organization*.

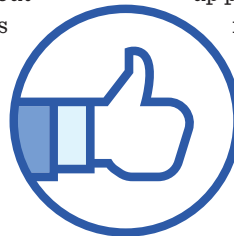
THE FACEBOOK ERA OF BUSINESS

COMPANIES ALREADY ARE USING data from social media to fine-tune marketing strategies and reach their customer bases. But soon they might also use that data to make operations decisions about what kinds of items to produce or which ones to discount. When companies feed information about social media interactions into prediction models, they can forecast purchases that will be made the following week.

That's the premise of research conducted by Ruomeng Cui of Goizueta Business School at Emory University in Atlanta, Georgia; Santiago Gallino of Tuck Business School at Dartmouth College in Hanover, New Hampshire; Antonio Moreno-Garcia of the Kellogg School of Management at Northwestern University in Evanston, Illinois; and Dennis J. Zhang of the Olin Business School at Washington University in St. Louis, Missouri. They worked with an

online clothing company that had more than 300,000 followers on its Facebook page when they conducted the study. At the time, the company predicted its sales by using metrics based on weekly and seasonal patterns.

The researchers created software that would extract information about the company's Facebook posts during a six-month period, categorizing each comment as positive, negative, or neutral. The researchers also consulted internal data on the company's sales and advertising patterns. Then they created two forecasts, one based only on the company's internal information, and one that added in social media data. The forecast that combined the two sources of information was most accurate, with a mean absolute percentage error of only 5 percent to 7 percent.



The researchers believe that companies can use such social media information to determine what products are of the most interest to customers—for instance, to see which colors of particular items of clothing generate the most positive response—and then ramp up production of those items. Social media data also could help firms decide what products might be most popular in different geographic areas.

Researchers note that companies could deliberately create social media posts that will help them make operational decisions—for example, by displaying two different products and using customer response to determine which one to produce.

“The Operational Value of Social Media Information” appeared April 20, 2017, in *Production and Operations Management*.

Women Entrepreneurs Win More

A NEW REPORT PRESENTS good news and bad news about women's representation in venture competitions. The bad news: Women account for less than 18 percent of venture competition participants in the study sample. The good news? They win the majority of the prizes.

The report was released in October by Girls with Impact, a nonprofit based in Greenwich, Connecticut, which sponsors an entrepreneurship program for young girls. The report's co-authors include Jennifer Openshaw, the nonprofit's CEO; and David Noble, assistant

professor of residence at the University of Connecticut School of Business in Mansfield and the executive director of its Entrepreneurship & Innovation Consortium.

Openshaw and Noble analyzed data from an annual venture competition held at one state university over five years. They found that women made up 17.8 percent of the 900 students who took part in these competitions, which collectively included 328 teams.

Among the winning teams:

- Nine of the 17 first-, second-,

and third-place teams had at least one woman founder.

- Thirty-five percent of these teams had women CEOs.

- Two of the five first-place teams had women CEOs.

- Three of the five first-place teams had woman founders.

Furthermore, teams that were founded by women received \$90,000 of the \$160,000 in prize money.

The study's sample size might be small, says Openshaw, but venture capitalists, policy leaders, educators, and business leaders still should take note of its findings, because they indicate how much potential could be tapped if more women were encouraged to pursue entrepreneurship.

The report stresses the importance of intervening early in the educational process to connect female college and high school students with women entrepreneurs. The University of Connecticut, for example, has a role model intervention program in which it exposes young girls to women engineers. As a result, it has seen more of these girls go on to major in engineering.

"A 13-year-old girl that is exposed to entrepreneurship will not question whether it is acceptable for her 27-, 34-, or 55-year-old self to become an entrepreneur," the co-authors write.

Bottom line? For startups, it can pay to have a woman on the team—and for that to happen, society needs to change its assumptions about gender and entrepreneurship, says Noble. "Too many biases exist with the assumption that women aren't as good as men. This [study] is another nail in the gender bias coffin."

WHOSE STARTUPS ARE GETTING FUNDED?



Last fall, GraphicSprings, a free logo design app for entrepreneurs, released its ranking of U.S. universities in two categories: how many of their alumni entrepreneurs received startup funding or were able to exit their startups with IPOs, and how much funding these entrepreneurs attracted overall. GraphicSprings based its report on an analysis of more than 5,000 announcements of U.S.-based company mergers, funding acquisitions, and IPOs over a 12-month period.

California's Stanford University boasts the most funded entrepreneurs, with 138 alumni receiving funding or exiting via an IPO. In second place, with 89, is Harvard University in Boston, Massachusetts; in third, with 45, is the University of California, Berkeley.

Of the entrepreneurs represented in this study:

- 4.3 percent are women.
- 16.4 percent are minorities.
- Those from California-based universities collectively attract the most funding, followed by those in Massachusetts and New York.

Harvard University comes first in terms of funds raised, with its alumni securing more than US\$7.9 billion in capital. Ranking seventh on the list of those raising the most money are founders who either are college dropouts or have never pursued college degrees. This group of just 29 entrepreneurs attracted more than \$4.2 billion.

▶ See the full results of GraphicSprings' "Founders Funding & Exit Ranking" at www.graphicsprings.com/founders-funding-and-exit-ranking-usa.

▶ To read "The Entrepreneurship Talent Gap," visit girlswithimpact.com/report-2017/.

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THE BENEFITS OF INTERNATIONAL STUDY

STUDY ABROAD CONTRIBUTES to the development of more than a dozen soft and hard skills considered desirable by 21st-century employers, suggests a new report released by the Institute of International Education (IIE), a nonprofit that works with policymakers and educators to prepare professionals for the global workforce. IIE asked more than 4,500 higher education alumni at various stages of their careers how they felt study abroad had contributed to their development of 15 soft and hard skills, as well as to their career advancement.

More than 70 percent of respondents said their study abroad experiences contributed to significant improvement in areas such as intercultural skills, curiosity, flexibility/adaptability, confidence, and self-awareness. More than 50

percent noted significant gains in interpersonal and problem-solving skills. Of the competencies identified by IIE, only one—technical ability—was not viewed as being improved by study abroad.

Among the other findings:

- STEM students valued the gains they made in skills outside their disciplines, viewing study abroad trips as opportunities to gain soft skills that some of their peers lacked. Among science majors who went on programs not associated with their disciplines, 47 percent felt the experiences contributed to their receiving job offers. That's compared to only 28 percent who studied abroad as part of a science-focused experience.

- More than half of survey respondents felt their study abroad experiences contributed to their receiving job offers.

Even among those who were not convinced that study abroad helped them land jobs, most believed that the experience helped them gain skills that have proved useful and relevant throughout their careers, particularly in positions that required communication and interpersonal skills.

IIE surveyed alumni who have participated in study abroad programs delivered through U.S. higher education institutions since 1999–2000.

► **“Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects” was released at the IIE Summit on Generation Study Abroad in October. The report can be downloaded at www.iie.org/employability.**

Don't Take the Easy Way Out

Does it make you feel more productive to get easier tasks out of the way before tackling tougher projects? A new paper suggests that while completing easier tasks first might offer a short-term sense of satisfaction, it could negatively impact long-term productivity.

The working paper's co-authors include Diwas KC, associate professor of information systems and operations management at Emory University in Atlanta, Georgia; Bradley Staats, associate professor of operations at the University of North Carolina at Chapel Hill; Maryam Kouchaki, assistant professor of management and organizations at Northwestern University in Evanston, Illinois; and Francesca Gino, professor of business administration at Harvard Business School in Boston, Massachusetts.

The team studied physicians in an urban hospital emergency room, where the workflow was unpredictable. After analyzing data involving 90,000 patient interactions during 2006 and 2007, the researchers found that as workloads increased, some physicians were more likely to see patients with the easiest conditions first—a tendency the researchers call “task completion bias” (TCB).

Physicians with high TCB had higher short-term productivity levels than those with low TCB. But because they chose to frontload

their work with easy patients, their work generated less long-term profit for the hospital than those who saw more difficult cases first.

In follow-up lab experiments, the researchers wanted to discover why people were susceptible to TCB. They assigned participants to either “high-workload” or “low-workload” conditions, before asking them to complete tasks of varying difficulty. Once again, those in high-workload conditions exhibited high TCB, reporting that they enjoyed the positive feelings they derived from completing each easy task—in other words, they received a “completion high.”

The researchers suggest that managers might want to “educate workers about the performance consequences of avoiding hard tasks” to help them understand the value that more difficult work brings to the organization. Or, if managers want to exploit employees' tendency to seek out “completion highs,” they could break harder tasks into sub-components, “each with a clearly defined indicator of completion so that completion occurs more often.”

► **The working paper is available at hbswk.hbs.edu/item/task-selection-and-workload-a-focus-on-completing-easy-tasks-hurts-long-term-performance.**

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of EMBA students

14

is the average number
of years they've worked

30.1%

of students in EMBA
programs are women

45%

of EMBA students are
wholly self-funded

35%

are partially funded

Increases in class sizes have been driven by larger programs, most of them outside of North America. Students report that they are pursuing EMBA to improve their skills in a globalized market, master new technologies, and gain new perspectives on business issues.

Source: The 2017 EMBA Membership Program published by the Executive MBA Council.

► For more information, visit www.embac.org.



Women Are Not More 'Female-Friendly'

ARE WOMEN SUPERVISORS more likely to help the women who work under them than their male counterparts are? Maybe not, according to Steven Bednar, associate professor of economics at Elon University in North Carolina, and Dora Gicheva, assistant professor of economics at the Bryan School of Business at the University of North Carolina in Greensboro. In fact, the pair finds that a supervisor's gender may be unrelated to whether he or she is likely to help women in the workforce—a trait the researchers call “supervisor female-friendliness.”

“We were intrigued by the lack of unequivocal evidence that female workers do better (or worse) under a female boss and wanted to explore further if a female mentor is associated with better outcomes for females in the workplace,” says Gicheva.

Bednar and Gicheva tracked the identities and performance records of athletic directors and coaching staff across all six women's sports at NCAA Division I schools over a 12-year period. They found that when female-friendly athletic directors hired female coaches, their teams' performance improved even though these directors were less likely to dismiss female coaches for poor performance. However, female athletic directors were no more likely to be female-friendly than their male counterparts.

The researchers surmise that it's a supervisor's attitude, not gender, that makes the difference for both women and minorities in the workplace. “Some supervisors are better at mentoring minorities,” says Gicheva. “It's important to identify these mentors and give them opportunities to support lower-level workers.”

“Career Implications of Having a Female-Friendly Supervisor” first appeared online April 6, 2017, in the *Industrial and Labor Relations Review*.

WHO WILL REIMAGINE CLASSROOM EXPERIENCES? SPARTANS WILL.



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Tech Investments Boost CEO Pay

WHY DO AMERICAN EXECUTIVES make so much more than the average worker—as much as *135 times* more by the turn of the 21st century? And why did that wage gap expand so much starting in the late 1990s? In part, because some CEOs had the foresight to invest in promising new technologies, according to Carola Frydman and Dimitris Papanikolaou, associate professors of finance at Northwestern University’s Kellogg School of Management in Evanston, Illinois.

In a report posted online by *Kellogg Insight*, Papanikolaou says, “It is the skill to make the right investment decisions that differentiates a good from a bad executive.”

Using a mathematical model, the two researchers showed how CEO compensation could change based

on investments in new tech and how technological innovation could explain about half of all fluctuations in the ratio of executive-to-worker compensation. In the model, executives get a chance to invest in new technologies as these innovations randomly appear. By doing so, executives can increase their companies’ returns on certain projects; those who invest well earn higher paychecks.

Frydman and Papanikolaou used historical data on worker pay and firm output to gauge how well their model matched real-world results. They determined how much value innovation added to a firm by measuring how much a firm’s stock market value increased when it issued a new patent. While the model predicted increased pay disparities that began in the 1980s, it was less

successful tracking the levels of disparity that existed in the 1950s and ’60s.

“What that’s telling us is, there were other factors—that it wasn’t all about technological innovation,” says Frydman. Factors such as unionization might have slowed the rise of executive pay in the early half of the 20th century, as Frydman noted in an earlier study.

Nonetheless, their research shows that 63 percent of the average executive’s pay can be traced to finding new investment opportunities. The authors believe this finding will offer more insights to those tracking trends in high executive compensation.

“In Search of Ideas: Technological Innovation and Executive Pay Inequality” is forthcoming in the *Journal of Financial Economics*.

DON'T DISCOUNT THE POWER OF SAMPLES

Retailers have long offered in-store food samples to consumers in the hopes that they’ll choose to buy the product on the spot. But a recent study finds that in-store samples can have a much longer-lasting effect—and can often have a greater positive impact on sales than other retailing mainstays such as product displays.

The study’s co-authors include Sandeep Chandukala, associate professor of marketing at Singapore Management University; Jeffrey Dotson, associate professor of marketing at Brigham Young University in Provo, Utah; and Qing Liu, associate professor of marketing at the Wisconsin School of Business at the University of Wisconsin in Madison.

Chandukala, Dotson, and Liu analyzed data from in-store product samples of snack foods that a large coffee shop provided to its customers. These snacks included healthy, frozen, and salty options, and they represented both new and existing products from both national and private-label brands.

By offering in-store samples, retailers can tap into what is known as the “category expansion effect.” That is, even if

consumers do not choose to buy the product they’ve sampled, they are more likely to buy a product in the same category.

Retailers like providing samples not only because the tactic is less expensive than coupons and sales, but also because they view it as a way to build brand loyalty, so that consumers will buy the product at full price. What they might not realize, Liu explains, is that providing samples can lift sales across the board in a category.

Not only that, the researchers found that the effect of providing samples is sustained even if a retailer offers samples of the same product multiple times, which could be especially relevant to smaller stores that sell fewer products.

In-store sampling “generates better results than simply relying on improved product display efforts,” says Liu. “These findings give store managers and brand managers information they can use to expand brand and category sales.”

“An Assessment of When, Where and Under What Conditions In-Store Sampling is Most Effective” was published online August 31, 2017, by the *Journal of Retailing*.

BAD NEWS AT WORK? SHARE IT!



Employees would rather hear bad news than no news, suggests new research by Leif Brandes of Warwick Business School in the U.K. and Donja Darai of the University of Zurich in Switzerland. Their study shows that withholding important information from staff—even information that signals bad news—could mean the difference between a motivated workforce and an unmotivated one.

Brandes and Darai devised a new version of “the dictator game” to study the effect of information-sharing on motivation. The goal was for participant B to convince participant A to transfer as much money as possible to B. In the game, A was paid either

£5 or £10, but didn’t know how much; A had to decide whether or not to transfer money to B. Participant B knew the sum and could choose whether or not to pay £1 to let A know—meaning B might spend £1 to tell A the bad news that A only had £5.

Participants played the same game up to ten times with different partners. When A participants didn’t know how much money they had, they transferred 48 percent less money to B participants than when they knew they had only £5.

“A person who is willing to spend money on information sharing is likely to be a nicer person than a person who does not,” says Brandes. “Research ... shows that

people are willing to share more with those who they perceive to be nice.”

Even so, B players often failed to learn that they could receive more money by being transparent. In fact, they got worse over the ten rounds, says Brandes.

“Real-world managers should take note,” he adds. “It is not uncommon for uninformed employees to eventually even leave the firm, so sometimes bad news is better than no news at all.”

“The Value and Motivating Mechanism of Transparency in Organizations” was published in the September 2017 issue of *European Economic Review*. [D](#)



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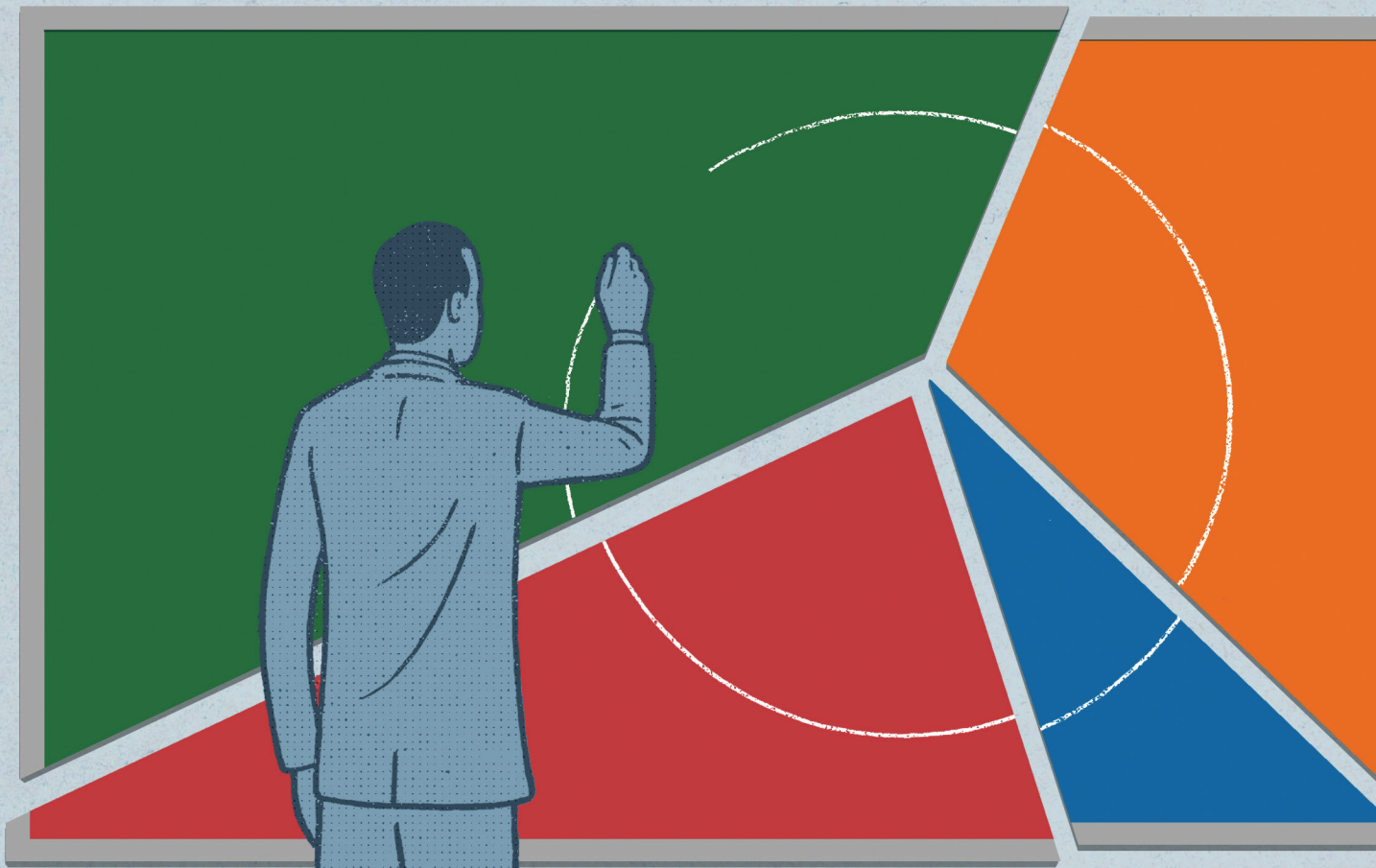
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From the home of the X-Culture International Business Competition



Making sure faculty align with AACSB standards is one critical component of the accreditation process. But there might be more flexibility in this requirement than school leaders realize.

BY SHARON SHINN ILLUSTRATIONS BY DAN PAGE

The Faculty Piece

AS BUSINESS SCHOOLS EMBARK on the journey to accreditation or reaccreditation through AACSB International, one of the areas they look at most closely is faculty qualifications. And one of their goals is to make sure that, depending on their missions, they have the perfect balance among faculty who conduct research, faculty who teach, and faculty with close ties to the business world.

Under AACSB's 2013 accreditation standards, Standard 15 outlines how schools should deploy faculty over four categories: scholarly academics (SAs), who focus strongly on their research; practice academics (PAs), who supplement their scholarly activities with real-world engagement; scholarly practitioners (SPs), who are primarily practitioners but conduct some research; and instructional practitioners (IPs), who bring their significant professional experience to the classroom. Standard 15 suggests that 40 percent of a school's roster should be made up of SA faculty; 60 percent should consist of SA, PA, and SP faculty; and 90 percent should fall into one of the four main categories.

Standard 15 also broadly outlines what qualifications faculty members should have in order to fit into each of the four categories, but every school is expected to create its own criteria for each category according to its mission. So, for instance, AACSB expects that SA faculty will have earned their PhDs and be engaged in scholarly activities such as writing articles and presenting at conferences, but individual schools will specify how many articles their faculty must publish within a defined set of journals over a given number of years to qualify as SA at their institutions. Creating these criteria and assigning faculty members to the right categories has proved to be one of the more complex tasks for business schools seeking accreditation.

But schools should know that the suggested AACSB percentages aren't so much ironclad minimums as helpful guidelines, notes Robert D. Reid, who spent five years as AACSB's chief accreditation officer. "I regularly tell schools they should do what will make their programs the strongest," says Reid. "They should be able to tell their story and document that they're producing quality outcomes, and they should be able to justify why they've done what they've done—from a staffing perspective, from a student perspective, and from a co-curricular perspective." While the standards are important, so is the school's mission.

For many schools, decoding the requirements and opportunities embodied in Standard 15 can still be a challenge. *BizEd* spoke with representatives at three schools that have created helpful tools to track faculty designations or that have achieved accreditation with somewhat nontraditional faculty models. Their stories begin on page 24.

BizEd also spoke to Reid to gather his insights. Reid retired from his full-time position in December. Stephanie Bryant took over the post in January, but Reid continues to play a role at the association as special executive advisor. *BizEd* asked Reid how business schools can interpret Standard 15, where they might find the most flexibility for their faculty portfolios, and what changes might lie ahead in the way schools deploy faculty. His comments begin on the next page.

Schools seeking accreditation often seem uncertain about how to distribute their faculty among the four categories. What guidance can you offer?

The vast majority of faculty fit easily into one of the four categories. But there are always a small number whose activity level or intellectual engagement has lessened over time. To make sure they have 40 percent SA faculty, schools sometimes write criteria designed to include those faculty members whose contributions have dropped.

I've had deans ask me, "Would you rather I have 43 percent SA faculty with criteria that aren't very strong, or 38 percent with really strong criteria?" I've always said that quality matters. I'd prefer them to be at 38 percent with really strong criteria—and a plan to bring all faculty up to those levels.

I would also note that we've made a subtle but important shift in the standards. Historically, we've asked schools to give us a table that lists all of their faculty and all of their qualifications. But now we're asking schools to tell us where they were five years ago, where they are today, and where they want to be in five years. We ask them, "How is your faculty portfolio going to change?"

You've made the point that there is more flexibility in the standards than some schools might realize. How is that flexibility manifested in Standard 15?

We removed the word "minimum" from the faculty tables and inserted the word "guideline." To me, that's not trivial. If a school is launching a program in forensic accounting or some other cutting-edge field, there probably are very few PhD faculty who are capable of teaching in that area. Students would benefit from having teachers who are, in essence, creating that industry.

So there's more leeway in faculty qualifications in up-and-coming fields?

And more leeway in interdisciplinary programs, where business schools partner with schools of medicine,

engineering, communications, and so on. I tell deans, "Don't let accreditation be a reason not to create a program that could be good for the school and create value in the marketplace."

Do you think that schools pursuing accreditation for the first time can also be a little experimental?

I would tell schools that are in the initial accreditation process that they should be pretty conservative in defining faculty qualifications. But once they've been through their first or second continuous improvement review cycle, they should become more innovative. They could start with smaller pilots—maybe a master's degree program or an interdisciplinary program that graduates 30 or 50 students a year.

In academia, the pace of change at times is glacial, and if that continues, people who are in business education will either be less relevant or be irrelevant. I don't want to be irrelevant.

If we want schools to be innovative, we as an accrediting body cannot hold them to strict rules. We can't hold fast to input measures to determine quality. We've got to be more outcome-focused and results-focused. We have to let members try new ideas.

In fact, the Accounting Accreditation Task Force recently discussed adopting more outcome-focused standards. How would schools prove they've achieved certain outcomes?

They could start with some pretty simple measures. Who hires the graduates, what kinds of jobs do they get, what salaries do they earn? Do they repay their student loans? What's their pass rate on certification exams? How many of them get accounting or IT certifications?

Those measures are perfect for the accounting field, which has a number of certification exams. But there is a growing number of certifications in all the disciplines, and the marketplace is looking for badges that say a person is qualified in a specific field.

If the standards ultimately focus more on outcomes, will faculty qualifications still matter as much?

We're certainly looking at faculty qualifications much more broadly. In the future, schools might consider not just faculty members' degrees and intellectual work, but the professional experience they have and the professional certifications they hold. It's a much more qualitative way of looking at qualifications than simply counting publications.

Will there be as much emphasis on research?

Research will always be important, because we expect schools to produce knowledge and have an impact on practice and pedagogy. But it's up to a school to decide how it wants to create and measure impact.

I consider it a portfolio model. A school can assemble a cadre of academics who have terminal degrees and conduct quality research, as well as a group of faculty who are more engaged with the world of practice and who bring their experience into the classroom. I would contend that it's this portfolio—this mix of different types of people—who bring real value to a business school.

What other changes do you see ahead?

The Accounting Accreditation Task Force is also considering ways to involve practitioners from around the world of professional accounting in the review process—as members of peer review teams, as part of the committees, and as part of the governance structure. If we adopted that approach in both accounting and business accreditation, it would dramatically change accreditation.

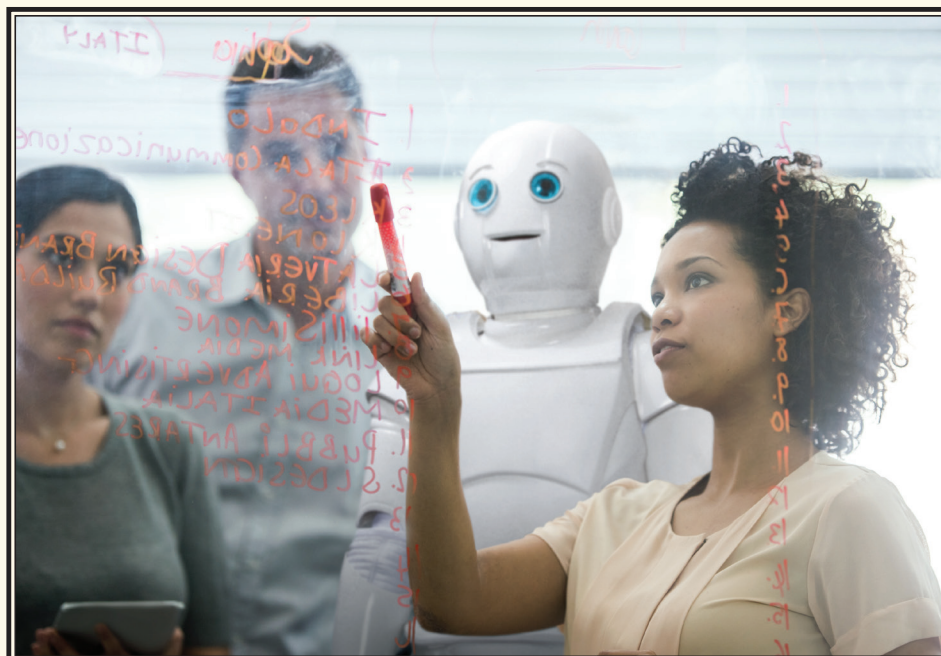
Our job is to help schools get better, and the accreditation process does that. It's not an audit—it's a peer review that's designed to point out things schools should work on if they want to get better. Accreditation matters, but quality improvement matters more. And as a global organization, I think we should be focused on helping schools get better.



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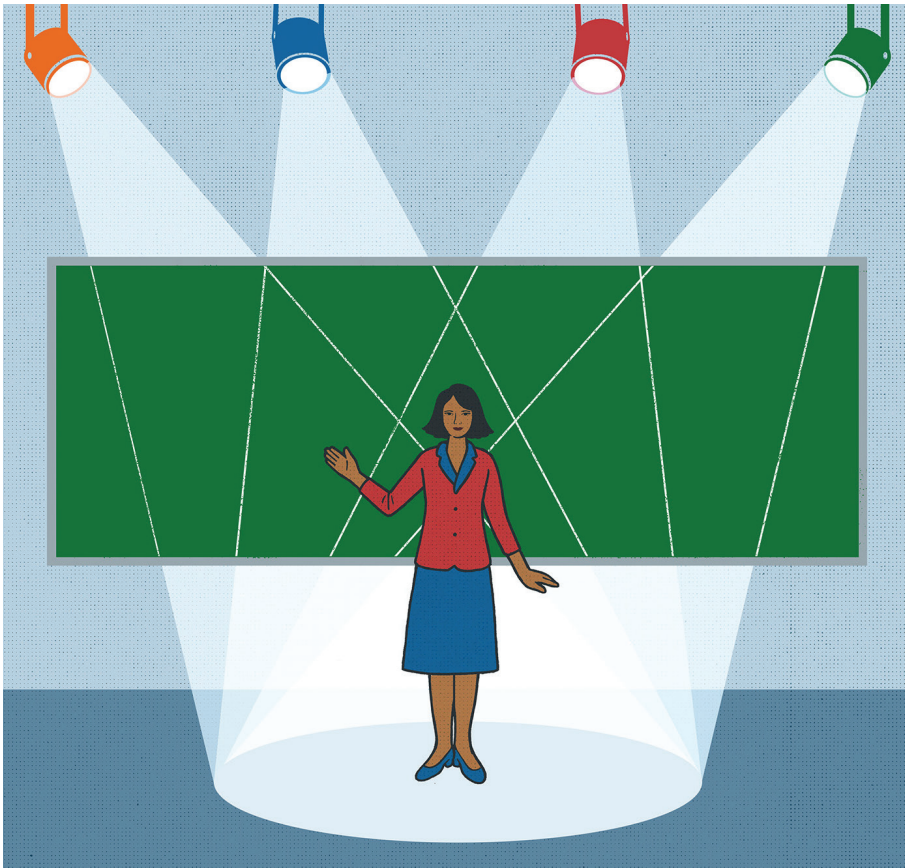
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Teachers First

The nontraditional Hult International Business School focuses primarily on teaching excellence, but with a scholarly component.

LEADERS AT HULT INTERNATIONAL Business School will be the first to say that their institution is not the traditional research university staffed by tenure-track faculty focused on scholarly pursuits. The school—which has campuses in New York, Boston, San Francisco, London, Dubai, and Shanghai, as well as the Ashridge Estate north of London—was accredited in 2017 under a faculty model that emphasizes teaching over research.

“Of course we want professors who are curious and who are engaged in research that is of relevance to what they teach,” says Johan Roos, Hult’s chief academic officer. “But what we really want is scientifically grounded, practice-oriented, excellent teaching.”

Hult’s faculty consists primarily of two groups—employed full-time faculty, and adjunct faculty who have a stronger and longer affiliation with the school than is generally the case for adjuncts. Typically, faculty are first recruited in the affiliated adjunct role and usually have deep real-world experience; those who thrive often move up to employed status. Even then, they are encouraged to keep up connections with other schools or with industry so they bring new ideas and practical knowledge into the classroom.

Whatever their status, their primary responsibility is to generate value in the classroom. “If their teaching doesn’t get rated around 4 on a 5-point scale, it’s a problem,” says Roos. To gauge teaching excellence, the school relies both on student feedback and the input of mentors who monitor classrooms to observe teachers at work.

This focus on teaching is so critical that it wasn’t until 2016 that Hult began systematically measuring intellectual contributions. Currently, Hult requires faculty to produce five intellectual contributions (ICs) within five years—although, in keeping with Hult’s unconventional approach, what qualifies as an IC is highly flexible. Faculty can choose from a wide range of options that count as contributions, from articles published in peer-reviewed journals, to books, to cases, to conference presentations, as long as these are reviewed by external editors.

“Our mission is to be very relevant to employers, so the message to faculty is clear,” says Roos. “We really don’t care how much time you spend turning out intellectual contributions—we care about the use and benefits to organizations and the broader society.”

To encourage faculty to pursue ICs, the school has rolled out a number of measures. In addition to organizing courses in a way that allows faculty time to do research, Hult maintains an output-based incentive system that recognizes both traditional academic



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ICs as well as more nontraditional ones. For example, faculty receive US\$20,000 for an article in a top scientific journal or a book published by a ranked publisher, \$7,500 for a case with teaching notes, and \$5,000 for participation in a practitioner-focused conference or other media, like a TED Talk. For ICs in social media, faculty will receive incentives when they meet the school's thresholds of 1,000 and 10,000 views.

"We pay them for the outcome while recognizing the tremendous effort it takes to succeed in producing ICs with great impact, either in academia or in practice. The point is that we pay after the fact," says Roos.

The school also provides significant internal and external support on research tasks such as gathering and analyzing data, conducting interviews, reviewing literature, and revising editorial

al also must be approved by the ethics committee quickly before the research committee decides whether to approve it," says Roos. "It is a welcoming and nimble process. In the period from October 2016 to September 2017, more than 90 faculty—employed and adjunct—registered 123 projects."

Hult also boosts scholarly activity through an approach Roos calls "role modeling and energizing." The school identified about a dozen people to act as Research Leads on each of the two "grand challenges" that the school is focusing on: transforming behavior and creating disruption. The Research Leads collaborate across all the Hult campuses on research projects related to these two broad themes. The school launched the Research Leads initiative with a global summit of faculty in January 2017, where the participants

received extensive coaching by external professionals to help them become better at presenting themselves on camera.

In September 2017, Hult staged a daylong TEDx event, held at its Ashridge campus in England. One faculty member received 20,000 hits in a few days. Another received 12,000 hits after two weeks. "These research-based presentations exemplify the kind of impact Hult seeks," says Roos. "The TEDx talks likely offer managers and organizations more benefits at a faster rate than a peer-reviewed article only read by a handful of academic colleagues."

Roos hopes to come up with additional creative ideas that will inspire faculty to get excited about research. But he has a broader goal of modeling the kind of research a school can do "if it's not the classic super-academic institution—if it has a different kind of mission."

For that reason, he would like to see AACSB's Standard 15 relaxed a little. "I think Standard 15 is a good model, but I don't think there should be a particular percentage for each category," says Roos. "I think that's almost counter to the Collective Vision, which calls for schools to be co-creators of knowledge and catalysts of innovation in line with their unique strategies. Nontraditional schools have a hard time aligning with 40 percent SA faculty. I think the standard should be more flexible and dynamic—zero is not an option in any academic institution, but the percentage could be totally mission-driven."

In fact, that's his advice to any school that wants to make it through the accreditation process but might find itself an outlier when it comes to traditional measures of faculty qualifications. "Hold tight to the mission, and take it from there," he recommends. "Don't compromise. Just align your difference with a compelling mission, show how you deliver value, and argue your case."

Roos' advice to any school that wants **to make it through the accreditation process** but might find itself an outlier when it comes to traditional measures of faculty qualifications: **"Hold tight to the mission."**

drafts. Faculty are eligible to receive this research support if they submit proposals to the school's research committee, which outline the practical problem they want to tackle, the research question, and the approach they plan to take.

"We do a quick internal blind review. We ask ourselves, 'Does the problem fall within our research strategy? Is the research question clear enough? Can Hult put its brand on this?' The propos-

discussed how to boost Hult's relevance to organizations globally and considered ways to get faculty excited about producing research with impact.

One idea to emerge from the summit was to hold a TEDx event. "We wanted to do something that would generate a buzz and create positive professional competition," says Roos. Faculty were invited to submit ideas for their presentations; the 17 who were selected

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Saint Joseph's creates specialized programs that draw heavily on practitioner faculty.

TO STAND OUT in the crowded educational field of Philadelphia, Pennsylvania, the Haub School of Business at Saint Joseph's University has made a point of developing niche programs designed in collaboration with industry. These range from a food marketing program created in the 1960s to pharmaceutical and insurance programs launched since the early 2000s. What these specialized programs have in common is that many of their classes are taught by industry professionals whose day jobs include holding senior positions in their fields.

"When we started the insurance program, it was all taught by industry people," says Joe DiAngelo, dean of the Haub School. While the risk management and insurance program now includes faculty with degrees related to the industry, it still maintains its close industry ties. Last year, it received a US\$50 million gift from insurance magnate James Maguire; \$10 million of that gift went to name the Maguire Academy of Insurance and Risk Management.

"And we still have faculty members who are in the business," adds DiAngelo. "Two are fellows in the Society of Actuaries, and passing the exams to earn that designation is harder than getting a PhD in finance. They're bringing cutting-edge applications into the classroom."

As another example, he points to a full-time faculty member in Haub's pharmaceutical and healthcare marketing program—a medical doctor who previously worked as chief researcher at Auxilium Pharmaceuticals. In that role, he oversaw medical studies on the company's new products, shepherded those products through FDA approval, and then brought them to market. Now he teaches MBA students how to bring their own products to market.

"When you have highly specialized programs, you need highly specialized faculty members," DiAngelo says. And while that's essential for niche programs serving specific industries, he believes it's also true for traditional programs serving rapidly changing fields, such as accounting and taxation.

"For instance, many terminally qualified traditional faculty members can't teach the newest developments in accounting," he says. "If you're not teaching data analytics in your auditing class, your auditing class is useless."

To bring that up-to-the-minute expertise into the classroom, Haub relies on a significant roster of clinical faculty. Today, about 16 out of 86 full-time faculty at Haub fall into that category. While they generally fit within the IP classification of AACSB's model, the Haub School often works with them to turn them into scholarly practitioners. For instance, IPs might be paired with tenure-track SAs to collaborate on case studies written for executive education clients; then, they can work toward having this research published in academic journals or presented at conferences.


Additionally, IP faculty often team-teach with SA faculty, which offers a number of benefits beyond meeting accreditation standards, says DiAngelo. "When we bring in industry experts, the last thing we want them to worry about is whether they're designing the class correctly or handling the assurance of learning activities properly. The full-time faculty member will create the syllabus and the tests, handle the assurance of learning, give some lectures, and participate in the cases. But the executive with the specialized skills will deliver the bulk of the content."

While DiAngelo appreciates AACSB's faculty percentages model, he thinks it can't be interpreted too rigidly. In fact, as a member of the Blue Ribbon Committee that formulated the 2013 standards, DiAngelo believes the association needs to find ways to be more flexible with faculty qualifications, particularly when it comes to programs serving new or fast-moving fields. That means that peer review teams might need to approve schools that have fewer than 90 percent of their faculty in the academically qualified categories.

"The standards say the peer review team has to make a judgment of the pro-

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gram's overall high quality, and a school can reach overall high quality in a number of ways," he says. "I'm not saying we don't need terminally qualified faculty members. In highly quantitative courses and in foundation courses where you want to dig deeply into the theories of the functional areas, terminally qualified faculty are the best teachers to have. But we need to look at the people teaching certain classes that require high-level specialized expertise. Is it better for a school to hire the people who are doing the work every day, or hire someone who has a PhD but who has never done research in the subject of the course they're teaching?"

Nontraditional schools seeking accreditation must emphasize the professional achievements of their IP faculty and the outcomes achieved by their programs, says DiAngelo. "These schools have to document the expertise of the people in the classroom. They also have to note who's hiring the students coming out of their specialized programs."

Such schools might be best positioned to meet employers' needs in the coming decade—because those needs are changing. For instance, a senior partner at PricewaterhouseCoopers recently told DiAngelo that the firm would be hiring 20 percent fewer accountants in the next few years. Instead of sending accountants into the field to collect information, it will connect with clients via computer and conduct audits using artificial intelligence.

Says DiAngelo, "He told me they'll be hiring the same number of people, but they won't be accountants. They'll be computer scientists and data analytics experts. It's going to change the whole way accounting is done. The world is changing, and we have to change with it."

Filling A Flow Chart

A simple graphic helps Christopher Newport University align faculty with the 2013 standards.

FOR SOME SCHOOLS seeking accreditation, it has been a challenge to determine how to fit the former "professionally qualified" and "academically qualified" faculty into AACSB's new four-quadrant faculty system. That challenge was handled smoothly at Christopher Newport's Luter School of Business in Newport News, Virginia, when it was reaccredited in 2015 under the 2013 standards. At the time, the school had about 300 undergraduate business students and 15 faculty members.

"We had very clear designations as to academically qualified and professionally qualified faculty under the old standards, so we looked at the activities of our faculty members on that dimension," says Thomas Hall, associate professor at the Luter School and co-director of the Center for Public History. "They mapped pretty cleanly to the new two-by-two matrix of qualifications and activities related to maintaining currency."

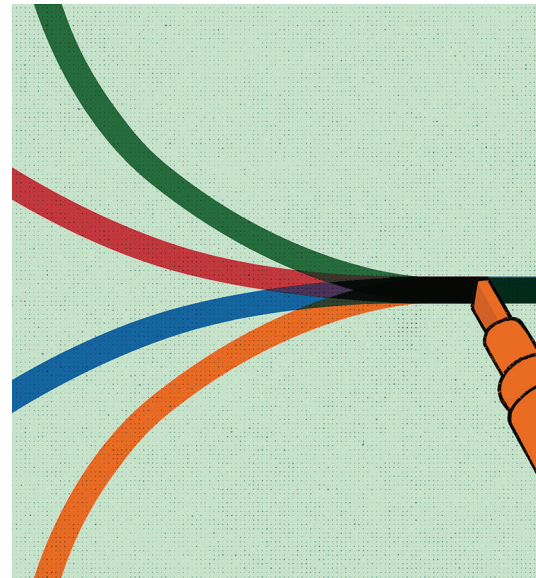
But to make it easy for faculty to envision where they fell in the new four-box system, Hall created a flow chart that clearly explained the criteria for each classification. (See graphic on the facing page.) "It's pretty simple, yet it incorporates both the faculty member's academic preparation as well as her or

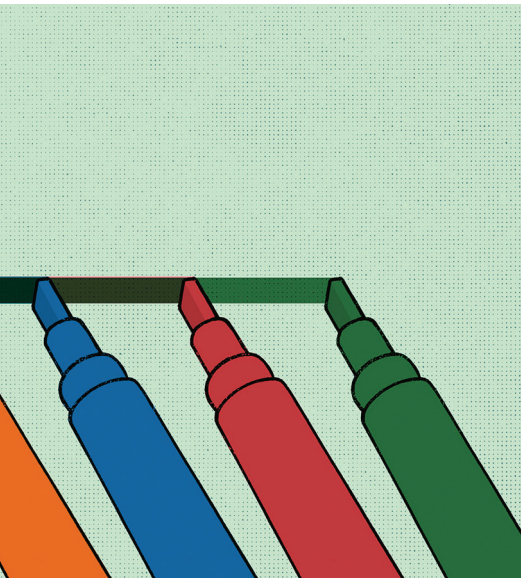
his recent activities that relate to staying current within the discipline," says Hall. "We used the embedded definitions in AACSB's guidance documents and came up with a series of questions that seemed to cover all instances fairly comprehensively." The school also uses Digital Measures, a commercially available software package, to track intellectual contributions and teaching loads.

Both the flow chart and tracking system are coming in handy as the school embarks on a steady process of expansion. The Luter School is benefiting from a universitywide push to increase the number of FTE faculty across campus, as well as from growing demand among students for more access to business programs. Formerly capped at 300 students, the business school currently claims about 400 majors, and also serves a significant number of students minoring in the subject.

In addition, the dean, George Ebbs, is working to get approval for the school's first graduate degree program. Taken together, these factors mean that the school has been bringing in more faculty—it is now up to 20 full-time professors—and it has needed to hire strategically.

"As we have expanded the faculty, we have consciously populated each of





the four categories with the appropriate number of new hires,” says Hall. “We have found that the standards provide fairly flexible guidance regarding which sorts of people we want to hire and try to retain.”

Hall appreciates that the new standards are looking beyond traditional scholarly research and encouraging schools to focus on impact as well. “If we’re really interested in how the business school can make the world a better place, then we can’t just focus on peer-reviewed articles in prestigious journals,” he says.

This emphasis on measuring impact also opens the door for business professors to collaborate with liberal arts professors as they bring their quantitative and analytical skills to projects with social implications, and the Luter School has encouraged its faculty to pursue more grant-funded research and cross-disciplinary efforts.

“One of our economists obtained a grant from the National Endowment for the Arts to conduct a study of declining museum attendance over time in the United States,” Hall says. “A finance faculty member teamed up with a professor in the history department to start our

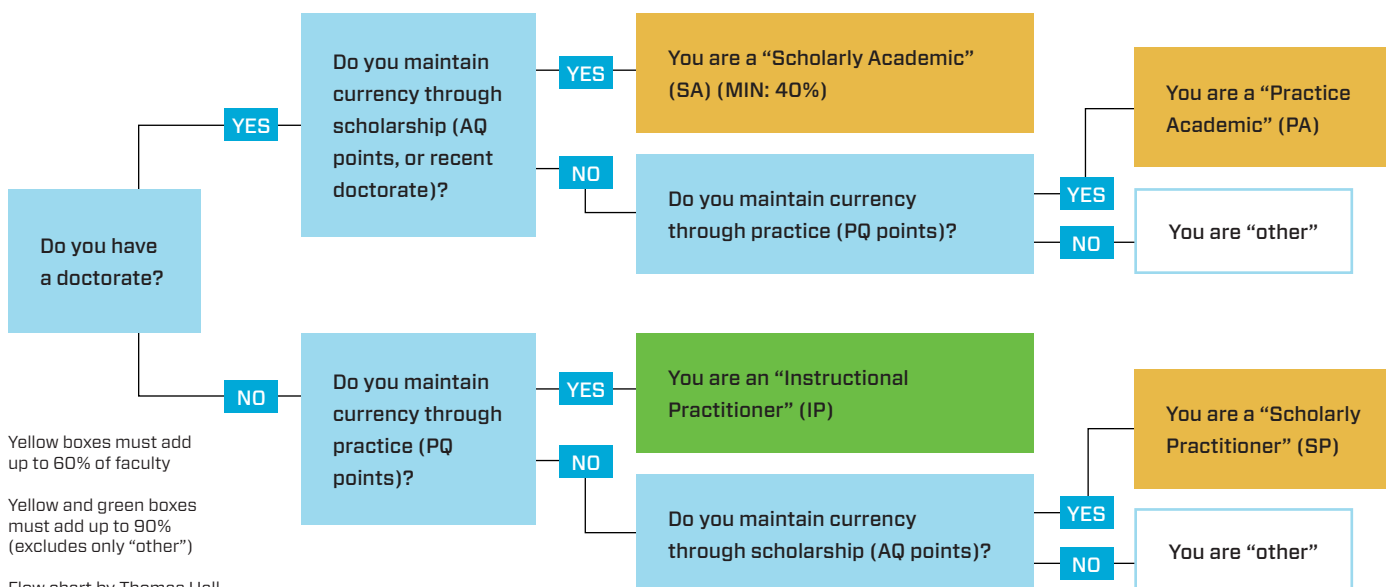
new Public History Center that works with local nonprofits on things like economic impact studies.”

Hall believes that the new standards—and the whole process of reaccreditation—also benefited the school as it redefined faculty responsibilities. “Given our planned growth in faculty, we were able to leverage AACSB’s threshold requirements and some comments from the visiting team to convince the administration to let us be the first division on campus with lower teaching loads, especially for SA faculty,” he says. “Eventually, this policy was adopted on a campuswide basis, so the business school served as a vanguard in promoting positive change across the entire university.”

He adds, “If you let the standards guide both your faculty and the university’s leadership, lots of interesting things can happen. We take seriously the AACSB guidance to improve both business and society at large.”

WHERE DO YOU FIT ON THE NEW 2X2 MATRIX?

Faculty at the Luter School can answer these questions to understand how they are classified under AACSB’s 2013 accreditation standards.



An Alternative Approach To Standard 15

BY CRAIG VAN SLYKE, CAROL SAUNDERS, AND KEVIN TRAINOR



THE CHALLENGE:

When AACSB introduced its 2013 accreditation standards, business schools had to adapt to a number of changes compared to the 2003 standards. One of the most significant changes pertains to faculty qualifications and engagement, as described in Standard 15. Here, AACSB expanded what were once two categories of faculty qualifications (academically qualified and professionally qualified) to four: scholarly academics (SA), practice academics (PA), scholarly practitioners (SP), and instructional practitioners (IP).

Under the 2013 standards, AACSB asks that at least 40 percent of a school's faculty qualify as SA and that at least 60 percent qualify as either SA, SP, or PA. The aim of this change was to provide business schools with additional flexibility in shaping their faculty portfolios. But one result was that some business schools whose faculty qualifications met the 2003 standards fell short of meeting Standard 15 in the 2013 standards.

That was our situation. In 2015–2016, the Franke College of Business at Northern Arizona University in Flagstaff had 63 full-time faculty in six disciplinary areas, of whom 57 percent were tenured or tenure-track (TT). These numbers exceeded the requirement under the 2003 standards that 50 percent of our faculty be academically qualified, as well as Standard 15's 40 percent mark for SAs. However, three of our six disciplinary areas did not meet Standard 15's 60 percent threshold, and a fourth area barely reached that mark (see Table 1 on page 36). Despite facing significant

budget constraints, we knew we needed to change the composition of our faculty to meet the revised standards.

The easiest way to address this problem would have been to hire six additional TT faculty, one each in accounting and marketing, and two each in information systems and management. At an annual cost of approximately

US\$700,000, making these hires would have been cost-prohibitive.

Instead, we took an approach that better suited our budget, adopting initiatives to increase the research production of our existing non-tenure-track (NTT) faculty. We have changed the composition of our faculty and are well on the way to reaching the 60 percent mark.

MEETING THE MINIMUM

At the Franke College, we have a system of tiers for intellectual contributions, ranging from Tier 1 publications (the top 20 to 30 journals in a discipline) to Tier 4 publications (such as working papers and study guides). Given our school's teaching-based mission, we value discipline-based, pedagogical, and practitioner-oriented research equally. For IP faculty to move to the SP category, they must produce a minimum of three intellectual contributions in a four-year

period, with at least two published in peer-reviewed journals.

When we decided to encourage our NTT faculty to make the leap to scholarship, we knew we would face significant obstacles. Our IP faculty, for example, are not expected to perform research, nor do they receive release time for intellectual work. In addition, they typically have little training in performing research and little or no experience with academic publishing.

MOVING FACULTY FROM IP TO SP



We overcame these obstacles by launching two new initiatives:

A summer research grant program.

Our modest summer grant program is open to all NTT faculty, regardless of discipline, who want to try their hands at academic publishing. In 2016, we paid out these US\$3,000 competitive grants in two installments—the first on acceptance of the proposal and the second on submission of the completed research to a journal.

We took a “revise and resubmit” approach to the grants, allowing faculty to refine their grant proposals if necessary. This approach enabled us to help our NTT professors refine their ideas, which in turn would increase their chances of publication. Last summer, we awarded four grants.

But while the grants helped IP faculty overcome their reluctance to conduct research, we faced another obstacle: Most lacked experience in academic research and publishing. This lack of experience had two consequences, one that we anticipated and one that we did not. We anticipated that faculty would need help formulating their ideas, carrying out research, and navigating the submission and publishing process. However, we did not expect that many of our NTT faculty held a limited view of what academic research could be. That is, many thought that all academic research was highly theoretical and largely discipline-based. They did not know that we also valued pedagogical and practice-oriented scholarship.

We took steps to broaden our NTT faculty’s views of academic research to include these types of projects, helping them gain confidence in their ability to produce interesting, impactful works. We met with NTT faculty to dispel the notion that scholarship was defined by only traditional, theory-based aca-

demical research, and we held informal one-on-one meetings to talk through research ideas and approaches.

At the same time, we emphasized that we were not going to require NTT faculty to conduct research, which lowered any anxiety they might have about this new direction.

A mentorship program. Because our experienced researchers were busy, we knew we couldn’t ask them to take on the additional task of training NTT faculty to produce intellectual contributions. So, we created an entirely new position at our college—that of research mentor—to help faculty navigate the research and publishing processes. (See “Why Hire a Research Mentor?” on page 56 of *BizEd*’s May/June 2017 issue.)

Our research mentor would be available to help faculty fine-tune their intellectual contributions. Our ideal candidate for the position needed to have three important qualifications. First, he or she would be an experienced senior scholar with a proven research

Florida in Orlando, has remained active in the research pipeline in both management and information systems. She

has served as the editor-in-chief of a ranked journal and performed editorial service across a range of journals. Her publications have included interdisciplinary scholarship, theory articles, theory-based research articles, teaching cases, pedagogical articles, and practitioner articles. Most important, she has a passion for research and mentoring emerging researchers.

Because of the mentorship program’s novel nature, we knew it was important to formally introduce Saunders to faculty and clearly explain her role. Therefore, she was brought in during the first faculty and staff assembly of the year. Within the first three weeks of the semester, she also sent out an email in which she highlighted specific examples of how she could assist TT and NTT faculty in their research efforts.

Saunders’ first step was to institute the summer research grants men-

We helped our non-tenure-track faculty gain confidence in their ability to produce interesting, impactful works.

record and considerable experience mentoring emerging researchers. Second, because of our limited budget, this individual would be largely motivated by the interesting nature of the job and the ability to have an impact, rather than a high salary. Finally, this person would bring energy and enthusiasm to the role.

Luckily, we reached out to someone who met all of these criteria. Carol Saunders, professor emeritus of management at the University of Central

Fla., has helped several NTT faculty navigate the university’s Institutional Research Board process and explained to faculty what data were available in the college’s research centers. In addition, Saunders organized a day-and-a-half-long case writing workshop for all faculty, which was conducted by a prominent teaching case writer and editor that we brought to the school. Fourteen of 86 faculty attended, including five non-tenure-track faculty.

RESULTS TO DATE

With the help of Saunders' mentorship, one information systems (IS) professor, one marketing professor, and one accounting professor already have met the requirements for SP qualification. Three additional faculty—one each in marketing and IS, as well as one in management—will most likely achieve SP status prior to our next continuous improvement review with AACSB. (See Table 2 on page 36.) As a result of our mentorship program, three NTT faculty who hold PhDs also have either reached or are close to reaching SA status.



OUR NEXT STEPS

We now have two more goals: We want to move at least one faculty member each in accounting and management from IP to SP, and we want to encourage more research collaboration between our NTT and TT faculty.

We believe the positive experiences of our early participants should help us meet these goals. This summer, we expanded the research grant program to offer either \$3,000 grants to individuals or \$5,000 grants to teams that include both TT and NTT faculty.

The team grants have had two important side benefits. First, because TT faculty have experience with academic publishing, they can help craft the projects and navigate the review process. Second, through this work, TT faculty will see how NTT faculty members'

experience and knowledge strengthen the research results. This work demonstrates the value that a diversity of backgrounds brings to scholarship.

We had expected one or two NTT/TT applications to our new program, but we were surprised by the number of applications we received. In all, we awarded nine grants, seven of which were given to NTT/TT teams. With one exception, their projects were either pedagogical or practice-oriented. This summer, we'll have ten NTT faculty, who represent almost one-third of our NTT business faculty, working on scholarship. Their goal will be to publish in quality journals. These results are a clear indication of how Saunders' work has changed the perceptions among our faculty of the nature of academic scholarship.

BALANCED APPROACH

We believe any school can create programs that encourage more of its practitioner faculty to tackle research projects. If a school wants to follow a similar path, we offer these words of advice:

Find the right research mentor.

It is critical that a research mentor have the right mix of experience, motivation, and persistence.

Create opportunities for interaction. Physical proximity between the mentor and other faculty is also important. We made sure that the mentor's office was located in the same area as other faculty offices to promote natural, informal conversations that may lead to successful collaborations.

Build the confidence of NTT faculty. Many NTT faculty have not received adequate training in terms of learning

research methodologies or navigating the publishing process. However, they can be educated as to the types of scholarly contributions that they realistically can make and the steps that they should take in order to make these contributions. They can gain confidence and believe that they are capable of performing impactful research. In our experience, once NTT faculty have overcome their initial trepidation at the thought of performing academic research, many find the process stimulating, satisfying, and enjoyable.

Provide incentives. Early in this process, we polled NTT faculty to ask which option they would prefer as an incentive to publish research: a course release or summer funding. The overwhelming majority preferred summer funding,

which led to the creation of our summer research grant program.

Mind your school's mission.

A school's mission drives the appropriate mix of discipline-based, practitioner-oriented, and pedagogical research that its faculty should conduct. Our mission led us to pursue a balanced approach that values each type of scholarship equally, which in turn led us to encourage NTT faculty to pursue pedagogical and practice-oriented research. We currently are examining our requirements for SP status to ensure that it properly aligns with our mission. In fact, we already have made one significant adjustment to the way we reward research. Our journal classification system had weighted traditional academic journals more heavily than

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TABLE 1: OUR FACULTY COMPOSITION IN 2015–2016

Area	FTE Faculty	SA	SA+PA+SP
Accounting	12.50	60.0%	60.0%
IS	8.50	52.9%	52.9%
Economics	12.00	66.7%	83.3%
Finance	8.00	62.5%	62.5%
Management	13.25	47.2%	54.7%
Marketing	6.50	53.8%	53.8%

TABLE 1. Our faculty composition for the academic year 2015–2016 is shown at left, using full-time equivalent faculty counts, with respect to Standard 15. Two faculty in economics and one in management are classified as PA.

TABLE 2: MEETING STANDARD 15 BY SHIFTING FACULTY FROM IP TO SP

Area	IP → SP	SA	SA+PA+SP (projected)
Accounting	1	60.0%	68.0%
Computer Information Systems	1 (of 2)	52.9%	64.7%
Economics	0	66.7%	83.3%
Finance	0	62.5%	62.5%
Management	1	47.2%	62.3%
Marketing	1 (of 2)	53.8%	69.2%

TABLE 2. So far, we have shifted three IP faculty to the SP category through a combination of incentive grants and mentorship. We are working toward shifting three additional IP professors in IS and management to SA status. The annual cost of this approach is approximately US\$150,000, the bulk of which is related to hiring a research mentor. By contrast, hiring new faculty to fill these positions would have cost the college approximately \$700,000.

other types of journals, so at the end of the spring semester, we adjusted our SP requirements to encourage those faculty to pursue publication in pedagogical and practice-oriented journals. And because so few pedagogical and practitioner-oriented journals are considered “top” journals, we also adjusted our SP criteria to give credit for non-top-tier journal publications. Other

schools may need to make other kinds of modifications to fit their particular missions.

By keeping the above ideas in mind, we are close to meeting the requirements of Standard 15. Not only that, we also have increased the number and variety of our faculty who are involved in scholarly activities. While Standard 15 drove our efforts, the real

payoff has been the increased intellectual vibrancy of our faculty—and, in turn, of our college. ▣

Craig van Slyke is professor of information systems and former dean at the W. A. Franke College of Business at Northern Arizona University in Flagstaff. Carol Saunders is research professor and Kevin Trainor is associate dean at the college.



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MEASURES OF EXPERIENCE

Experiential learning is a fixture in most b-school curricula, yet many schools struggle to measure outcomes in project-based courses. A recent survey highlights strategies that can help students reach new levels of learning.

BY KERRY LAUFER,
SHANNON MCKEEN, AND
MICHELLANA JESTER
ILLUSTRATION BY DARIA KIRPACH

WHETHER THROUGH CONSULTING projects or action learning courses, business schools around the world are showing dramatic growth in the project-based learning initiatives they offer students. Such programs allow students not only to apply their knowledge through direct experience, but also to gain critical management competencies in “soft skills,” such as managing ambiguity, managing clients, collaborating, and communicating. Some schools are going even further, by setting experiential learning requirements that students can fulfill by choosing from a menu of options.

But while business educators have gotten good at assessing compliance and completion in experiential courses, they have found that assessing students’ learning and mastery of the material is a trickier proposition. With AACSB’s assurance of learning (AoL) mandate, assessing learning in project-based courses becomes an even bigger practical challenge for business schools.

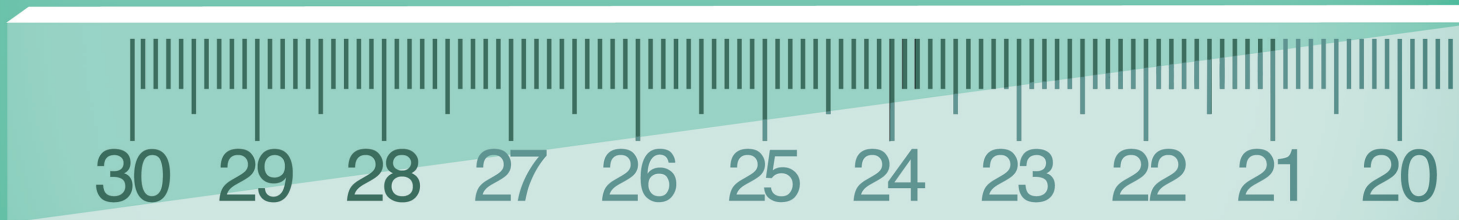
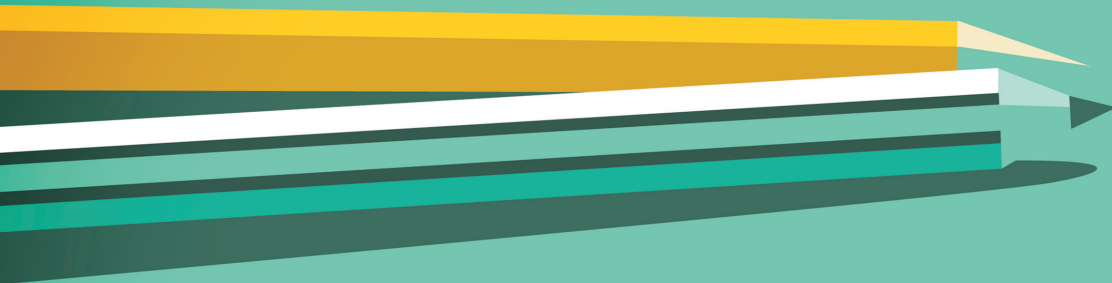
To meet this challenge, the three of us founded a subcommittee within MBA Leaders in Project-Based Education (LEPE), a professional networking group of experiential learning scholars and practitioners from U.S. business schools. Since its founding in 2014, the subcommittee has been studying

trends, approaches, and challenges in project-based courses. In April 2016, our group surveyed more than 100 U.S. business schools offering project-based experiential learning courses for degree credit. Then, in June 2016, at LEPE’s annual conference, representatives from about 30 business schools discussed the survey results, sharing their experiences and insights.

Most recently, the subcommittee conducted a follow-up survey and reviewed existing standards and guidelines put forth by organizations such as the National Society for Experiential Education. We want to share six AoL standards that our survey has identified as common to successful project-based courses, as well as provide real-world examples of ways some business schools are putting these recommendations to work. We hope that business schools can use these standards as a guide to evaluate their own project-based experiential learning courses.

ACTIVITIES OF EFFECTIVE AOL

What strategies do business schools adopt to deliver project-based, experiential courses with the best learning outcomes? According to our survey, educators at responding schools do one or more of the following:



■ 80% of programs surveyed by LEPE specify learning objectives in the descriptions of their project-based courses.

■ But fewer than 25% of these programs require students to prioritize and commit to personal objectives.



Tailor learning outcomes to the individual.

To determine what a student should learn from a project-based course, business schools should follow a two-part process. First, a program should identify a clear set of learning objectives for all participants; second, each individual student should set at least two personal goals, which he or she communicates to program coordinators and the rest of the project team at the outset.

Most programs listed more than ten learning objectives for their project-based courses. However, many of the business educators we talked to believed that if students are not intentional about setting personal objectives, their learning will be suboptimal and accidental at best.

The Student Teams Achieving Results (STAR) program at the Kenan-Flagler School of Business at the University of North Carolina in Chapel Hill requires each student to complete a personal development plan (PDP) in conjunction with a team charter. As part of the PDP, each team holds a session early in the project, where its members explicitly do not discuss client and project scope topics. Instead, they focus on their own strengths and goals.

Prior to the session, team members use an assessment tool—usually the Myers-Briggs Type Indicator—to identify their personality types. Then, at the session, they share what they've learned about their personalities and working preferences, engaging in open discussions of default tendencies.

They write their PDPs after the session—here, they must include no more than two primary individual learning objectives for the project. Those objectives can be selected from the list of formal objectives for the course, or they can be created based on conclusions students have reached during the session. For each objective, team members identify a method of evaluation and a “coach” among them who will commit to holding the team member accountable for the objectives.

In the future, UNC plans to better incorporate what students achieve in relation to their PDP objectives in the reflection and evaluation process.

The Tuck School of Business at Dartmouth College in Hanover, New Hampshire, provides feedback at moments when teams need it most. For that reason, the school has long committed to a 1:1 ratio of team advisors to student teams for its 12-week OnSite Global Consulting course. It also assigns advisors to accompany project teams as they work full-time on-site at their clients' locations for three weeks during the project.

Other design elements in both the required First-Year Project course and elective second-year OnSite Global Consulting course are designed to facilitate feedback from both clients and advisors at an early stage in the process. These include requiring each project team to provide a set of interim client deliverables in the first four weeks. This requirement helps accelerate client relationship development and offers built-in opportunities for the client and team mentors to provide feedback to students early enough for them to learn from mistakes, make adjustments to the team process, and ultimately improve outcomes.

In the future, Tuck plans to create stronger links between identifying students' individual learning goals and providing individual feedback.



Provide feedback early and often to teams and individuals. Timely and specific feed-

back allows a team and its members to self-assess and change course as necessary to achieve a better final outcome.

More than half of the courses surveyed by LEPE span a full semester, providing ample time for instructors to give feedback along the way, not just at the end. All courses should aim to conduct at least one formal mid-course assessment, with individual and team feedback tied to both course-level and individual learning goals.

■ 84% of courses surveyed provide some kind of mid-course feedback.

■ But only 64% note that they provide individual feedback.

■ Just 48% tie individual feedback to individual goals.

■ 70% of courses surveyed report assigning some kind of individual reflection project.



Create opportunities for reflection. Education scholars emphasize that learning cannot happen without reflection, particularly in project-based learning. Common examples include final reflection papers, a 360-degree instrument for peer assessment, a self-assessment, team debriefing sessions, individual debriefing sessions, or some combination of these approaches.

While any exercise in which students are asked to reflect on their experiences will improve learning outcomes, the nature and quality of the reflection also matters. Too frequently reflection in project-based courses tends to focus on team results and client satisfaction at the expense of individual learning. For that reason, assessing course learning outcomes should follow the two-step process described above. That is, a course can use a 360-degree instrument to measure learning outcomes that are the same for all students. Then, students can each complete a reflection assignment focused on individual learning outcomes, which can be assessed critically by a faculty coach or mentor. All course directors, faculty coaches, and mentors must be trained to design and facilitate reflection exercises.

While students often find reflection difficult and alien, many educators believe it is essential for students to critically examine their personal beliefs, especially within an entrepreneurial setting. That's why the Global Entrepreneurship Lab at the MIT Sloan School of Management in Cambridge, Massachusetts, has expanded the scope of its two-and-a-half-hour student debriefing sessions held at the end of each on-site immersion.

These sessions now include four reflective papers, two peer review surveys, on-site blogging and vlogging, two plenary debriefing sessions, a small group debriefing, and a poster presentation session. By incorporating these reflection opportunities throughout the 13-week course—as well as during the three weeks that students spend on-site working with entrepreneurs in emerging markets—the school has generated better outcomes for students and higher quality deliverables for host companies.



Evaluate student learning in three domains: cognitive, affective, and behavioral.

Experiential learning is an iterative process with multiple feedback loops for learning. The multidisciplinary aspect of this type of learning engagement requires the evaluation of student performance across the *cognitive domain*, which takes into account learning and adaptation over time; the *affective domain*, which encompasses areas such as student satisfaction and commitment; and the *behavioral domain*, which refers to the quality and quantity of performance on tasks as well as contextual performance. Each evaluation also should be delivered individually and qualitatively, if possible.

In 1990, the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio, began a 50-year longitudinal study of multiple MBA cohorts, focusing on the impact of the MBA program on the development of students' cognitive and emotional intelligence. The school uses the results of this ongoing study to assess, support, and advance student and institutional learning.

The data is collected during Leadership Assessment and Development, a required course where students are led through assessments and activities about their dreams, aspirations, current behaviors, strengths, and gaps in managerial and leadership skills. Students use their assessments to develop personalized learning plans for their MBA program and beyond.

Weatherhead has used data regarding the cognitive, affective, and behavioral development of its students to modify its experiential learning course offerings. For example, in the late 1990s, Weatherhead added an action learning elective course to the MBA curriculum, where students completed projects with sponsoring organizations. Noting an uptick in learning skill development in the evaluated cohorts, Weatherhead revised the MBA program to require action learning for all students.

The Multidisciplinary Action Project (MAP) program at the University of Michigan's Ross School of Business in Ann Arbor, in place for 25 years, incorporates a student-led support system for MAP students. Within the system, experienced second-year MBAs complete a leadership coaching practicum to learn how to help individuals and teams confront and manage tensions and other emotional issues that emerge during their team project work.

The practicum prepares the second-year MBAs to coach the first-year MBA MAP teams, helping them manage their team processes more effectively to achieve better results and greater learning. As an added benefit, the MBA leadership coaches emerge from this experience with concrete knowledge and insight in how to coach teams toward success.



Acknowledge and incorporate the role of emotions.

Emotions can facilitate or impede learning. Unlike those in traditional course lectures, student experiences in project-based courses are, to a large extent, rooted in emotions. When students have to function in new and different environments, they must move outside of their comfort zones.

For example, when team members hold different views on how to proceed with a project, it frequently leads to conflict and results in frustration, anger, and resentment. Left unaddressed, negative emotions can become barriers to, and distortions of, individual learning, narrowing the field of further experience and becoming obstacles to team success.

However, when these same emotions are acknowledged and incorporated into the team's process, they can catalyze learning, leading to a shift in mindsets and beliefs. Effective feedback and coaching that recognizes emotions and encourages teams to verbalize them can help de-escalate conflict, minimize future occurrences, and enhance understanding of team dynamics and each student's role in shaping them.

■ 84% of programs surveyed report that they regularly collect assessment data on how to improve teaching, learning, and the student experience.

■ But only 56% report using assessment data to make changes to the program.



Close the loop.

Closing the loop in AoL represents one of our greatest opportunities as educators to learn from our experiences and translate that learning into course improvements. And, yet, it doesn't happen nearly enough.

It is important to assign clear and specific accountability for AoL in experiential courses and to consider the longitudinal benefits of the learning that arises from these courses.

The FIELD (Field Immersion Experiences for Leadership Development) program at Harvard Business School in Boston, Massachusetts, employs a rigorous course review and improvement process. As part of this process, the school collects data regarding key elements of the learning experience for its more than 950 first-year MBAs. The cross-functional group of faculty that leads FIELD then analyzes and reviews this data regularly.

While these professors look to ensure consistency among student participants, they also explore ways to improve FIELD in areas such as recruiting students for projects, assisting students with team formation and management, designing course content and delivery, and advising other faculty assigned to work with student teams. Each year, faculty gather feedback, review the data, and identify areas for improvement and innovation.

REFINING RECOMMENDATIONS

LEPE's assurance of learning subcommittee will continue to research this important topic, and LEPE member schools are reviewing these recommendations and tailoring them to their overall AoL processes. As a next step, the committee plans to conduct a longitudinal study looking at the impact of the experiential learning outcomes on students one, three, and five years beyond graduation.

While these six approaches do not represent an exhaustive list, we believe they offer business schools a clear direction for further inquiry. After all, real-world projects provide some of the best opportunities for students to develop the competencies that employers want and need most in the 21st century.

If project-based experiential learning is to grow and thrive as a respected instructional method, business schools must be able to better demonstrate how and why this learning occurs. ▣

Kerry Laufer is the director of OnSite Global Consulting, a second-year elective experiential learning course at the Tuck School of Business at Dartmouth College in Hanover, New Hampshire. Shannon McKeen is an adjunct professor at the Kenan-Flagler School of Business at the University of North Carolina at Chapel Hill. Michellana Jester is a lecturer and faculty course manager in the Global Economics and Management Group at the MIT Sloan School of Management in Cambridge, Massachusetts.

■ 92% of full-time MBA programs participating in a 2016 survey by the MBA Roundtable offer at least one client-based experiential learning course.

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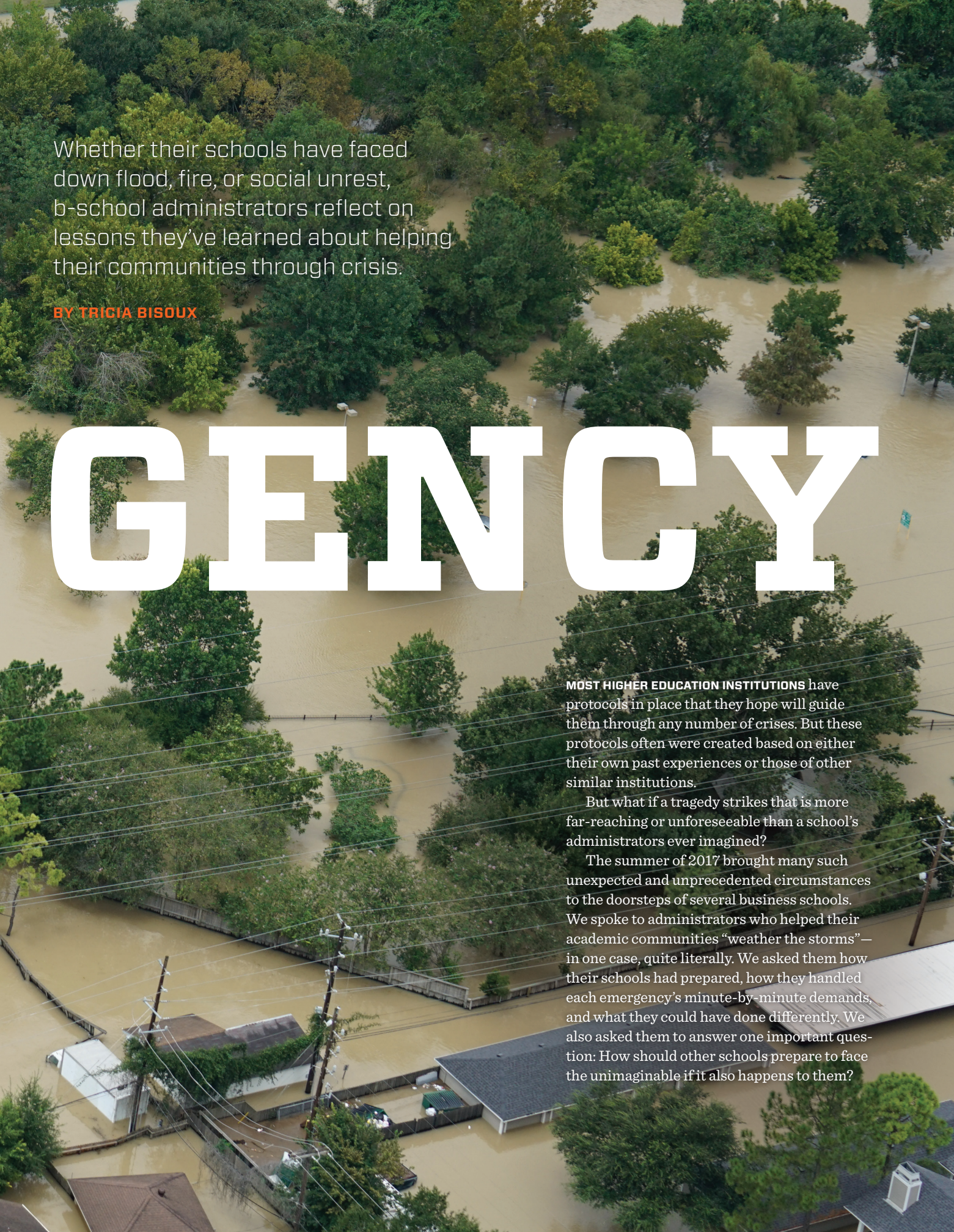
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A Houston, Texas, neighborhood after Hurricane Harvey dropped record levels of rain on the city last August.

IN CASE OF EMER



Whether their schools have faced down flood, fire, or social unrest, b-school administrators reflect on lessons they've learned about helping their communities through crisis.

BY TRICIA BISOUX

GENCY

MOST HIGHER EDUCATION INSTITUTIONS have protocols in place that they hope will guide them through any number of crises. But these protocols often were created based on either their own past experiences or those of other similar institutions.

But what if a tragedy strikes that is more far-reaching or unforeseeable than a school's administrators ever imagined?

The summer of 2017 brought many such unexpected and unprecedented circumstances to the doorsteps of several business schools. We spoke to administrators who helped their academic communities "weather the storms"—in one case, quite literally. We asked them how their schools had prepared, how they handled each emergency's minute-by-minute demands, and what they could have done differently. We also asked them to answer one important question: How should other schools prepare to face the unimaginable if it also happens to them?

'IT WOULDN'T STOP RAINING'

Hurricane Harvey Hits Houston, Texas
August 26, 2017

FOR THE MOST PART, hurricanes give fair warning that they're coming—the problem is that their paths are so uncertain, even meteorologists can't predict exactly where they will arrive or how strong they'll be when they get there. That was the dilemma that universities in Houston, Texas, faced as they tracked the path of Hurricane Harvey last August.

"We began following our protocols for severe weather, which principally involve deciding when and whether to hold classes, when to make an announcement about that, and when to reopen," says Peter Rodriguez, dean of the Jones School of Business at Rice University. "Texas is a big state, and there were indications that Harvey might not be so severe or that it might take a path that left us almost dry."

Harvey's path was so capricious, the university had closed its campus the weekend before the hurricane struck—days that turned out to be dry. The Jones School set up a website at business.rice.edu/harvey, where it posted ongoing updates of campus closings. On Friday, August 24, Harvey was upgraded to a Category 2 hurricane, and the university announced that while city government did not recommend evacuation, Rice would close campus as of 3 p.m.

Normally, when it comes to hurricanes, officials are most concerned about wind and hail damage to structures and power lines. But by the time Harvey made landfall in Houston, its wind speed had decreased and it had been reclassified as a tropical storm—one that had become intractably stalled over the region. "It just wouldn't stop raining," says Rodriguez. "Meteorolo-

gists with the weather service had to put new colors on their graphics, because they didn't have a color dark enough to represent this level of rainfall."

In the end, Harvey dropped 51 inches of rainfall on the Houston region over just a day and a half—the most rainfall ever recorded from a single storm in the continental U.S.

By the evening of Saturday, August 26, the city was grappling with severe flooding in its 100- and 500-year flood plains. Rodriguez and other Jones School staff members started getting texts and emails from many students, faculty, and staff who had to abandon their homes or seek higher ground on second floors.

"We quickly realized that we didn't have the sort of all-out communication procedures we should have put into place earlier," Rodriguez explains. "We designated people to make contact with different groups. We asked the leaders of each student cohort to try to reach out to students, while my team worked on faculty and staff. We had other staff members try to connect to alumni."

As they sheltered at home, these individuals at first coordinated their activities via conference calls; soon, they centralized their efforts, importing the Jones School directory into a shared online Google spreadsheet and filling out columns to track each person's most recent contact information and status; whether he or she was in need; and, if so, what that need was.

Little by little, they connected with almost everyone in the directory. There were only a handful of people they couldn't locate. "Those are the ones that

haunt you," says Rodriguez. For example, a student known to live in a risky area could not be reached, but eventually it was discovered that his cell phone battery had died. He had ended up at a Red Cross evacuation station in Beaumont, Texas, with his parents. Eventually, everyone was accounted for.

As Rodriguez and his team fielded these calls, one thing became clear: When people are cut off by floodwaters, help is inherently local. "It wasn't enough that we knew that someone had lost power, or that someone's first floor was flooding and that person needed to be moved to a safer place," says Rodriguez. "We also had to know someone nearby who could help. We had a tremendous outpouring of people willing to help, but most people couldn't go more than a mile or so. We had faculty tell us, 'I've got a canoe. I can get there.'"

Rodriguez himself answered a call from an international student who had been in the U.S. for only five weeks. His apartment was flooding, and he needed somewhere to go. "Luckily, he was close to me, so I picked him up and took him to the apartment of another student, who was happy to host him." When Rodriguez and his team couldn't help someone directly, they shared the person's status and need with the proper authorities.

Rice University also adapted, so that by Monday afternoon it had set up a centralized assistance website to make it easier for people to connect.

By August 27, the storm had passed. Fortunately, the Rice University campus sits on high ground, so while the floodwaters surrounded campus, they never reached it; its buildings never



Students from the Jones School help with cleanup efforts after Hurricane Harvey.

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JOHN D'ARCY, Ph.D.

Associate Professor of Management Information Systems

D'Arcy is published in MIS Quarterly, Information Systems Research and Journal of Management Information Systems, and is an associate editor at MIS Quarterly and Decision Sciences.

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lost power. A few homes in Rodriguez's nearby neighborhood were flooded, but his home remained dry.

Those who lived on and around campus were confined to campus for several days. "Our food supplies got a little thin, but they were never threatened, so that was good," says Rodriguez. The school had prepared itself to be an evacuee site, with cots to accommodate up to 450 people, but that proved unnecessary.

SWITCHING TO THE LONG TERM

In the days after the storm, the university switched from dealing with the short-term crisis to formulating a long-term response. Most people's lives returned to normal, says Rodriguez, "but the lives of 6 percent or 7 percent of our students and faculty had been completely overturned—their homes had been damaged or they had lost pets. They were in a state of shock. For them, the emotional toll was as big as the physical toll. We had to ask how we could comfort and support the people around us who were experiencing deep loss." The Jones School staff connected people to mental and financial counseling services as needed.

Staff also helped many who were affected find short- and medium-term housing, re-home pets, borrow vehicles, and secure cash for food or clothing. Teams of students, staff, and faculty helped homeowners and businesses with repairs, such as removing sheet-

rock and carpet ruined by water and mold. They even helped purchase birthday presents for a nine-year-old boy whose belongings had been destroyed.

In addition, the Jones School established an online fund dubbed ARK, for those who wanted to donate money to help the university community. The fact that the fund's name sounds like a deliberate reference to Noah's Ark is a coincidence, says Rodriguez. "The Jones School had been using the term ARK as our motto for the last year," he says. "It stands for 'attentive, responsive, and kind.'" As of September, the school had raised about US\$30,000, which it used to provide grants and loans to students, faculty, and staff in need. Rice University has managed the ARK fund, handling the legal requirements so that the Jones School can provide the funds tax-free.

A MESSAGING GAP

Once administrators had time to evaluate their response to the crisis, they realized that their biggest challenge had been communication, says Rodriguez.

He and his staff had initially used phone calls, email, Facebook, and LinkedIn to contact people. However, they soon discovered that most students were connecting via messaging apps such as WhatsApp, WeChat, and GroupMe, where the Jones School did not have an official presence. "I had used WeChat when I traveled with student

groups, but it didn't dawn on us to use it more formally," says Rodriguez.

He adds that as members of his team reported on someone's status during the storm, it often wasn't clear whether they had heard directly from that person or had heard about that person through someone else. "We wanted to hear information as directly as possible. On WeChat, it was clear that students were on this chat thread, using their own cell phones," says Rodriguez. "It's an essential communication channel, and we just weren't on it. We should have been."

Once Rodriguez and his team began using all three messaging apps, they discovered that students already were organizing help for each other using GroupMe. Overall, the apps proved to be far more effective, with students responding to queries much more rapidly than to conventional email messages.

The Jones School plans to add WeChat and similar apps to its communication protocols, perhaps assigning an associate dean or student leader to serve as a point of contact during a crisis. "We don't plan to have such a regular presence that it interferes with the privacy of student conversations," Rodriguez says. "But we have to adopt these platforms as the primary way we communicate with students during an emergency."

While Hurricane Harvey brought to light areas where the school was not fully prepared, Rodriguez has been heartened to see how capable Jones School staff and students were at bringing a plan together so quickly.

"We have a greater sense of connectivity and pride, which comes from an acknowledgment of our shared vulnerability," he says. "With all the rancor and pain in the world—and last summer was pretty tough, in terms of news stories—this was a moment when we stopped thinking about anything but caring for each other, which gave everybody a noble purpose. This opportunity for us to see each other rise to the occasion has helped build a strength in our community that wasn't there before."

LESSON LEARNED: IMAGINE THE UNIMAGINABLE

"We had severe-weather protocols, but we didn't have protocols in place for a full-on, once-in-500-years flood. As business schools, we almost never do," says Peter Rodriguez of Rice University. "You never want to imagine that a crisis like this will happen. Now, though, it's easier for me to see how vulnerable we are to these crises and natural disasters. We should be talking more about what we need to do to get through them."



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LEARNING FROM EXPERIENCE

Rodriguez has this message for his fellow deans: The time to create a crisis action plan is *before* a crisis hits. He recalls talking to Angelo DeNisi, who was dean of the Freeman School of Business at Tulane University in New Orleans, Louisiana, when Hurricane Katrina hit that city in 2005. “I talked to him many times, but the lessons he shared were not in my immediate memory,” he says. “I now realize that talking through these experiences is valuable. We learned a lot in this one. I take these preparations more seriously today than I would have in the past.”

Another lesson: All business schools can be of special value to their communities in a crisis—their students, faculty, and staff can provide leadership, mobilize teams, work with local agencies, provide financial assistance, and help navigate government relief systems. After Harvey, some Houston businesses contacted the Jones School just to ask for volunteers to help them restock inventory or put stores back to rights.

“We realize how thin small and medium-sized enterprises can be when the system is shaken or when they lose a week or two weeks’ worth of sales,” says Rodriguez. “Business schools are far more than just our missions and our tasks. We’re collections of people in society, and we’re affected by anything and everything around us. Doing a great job for our students means understanding how to respond to events like these. Business schools should be working with each other to do better.”

■ **Once the hurricane had passed, within 24 hours Rice University created an action center as a hub that matched student volunteers with those in the community who needed help. A video about this effort is available at www.youtube.com/watch?v=gDkvXr2VtWo.**

‘A DAY OF MOURNING’

Earthquake Strikes Southern Mexico
September 19, 2017

NEARLY 370 PEOPLE lost their lives in the 7.1 magnitude earthquake that struck Mexico City and the surrounding region at 1 p.m. Central Time last September. The calamity occurred just 12 days after an 8.1 magnitude quake struck the country’s southern coast, killing at least 61 people—the strongest seismic event in Mexico in a century. And, in a strange twist of fate, it occurred just two hours after Mexico City had run a preparedness drill in commemoration of the 1985 Mexico City earthquake, which struck on exactly the same date. Mexico is prone to earthquakes because of its location on what seismologists call a “subduction zone,” where the layers of the earth’s crust slide beneath one another.

In 1985, an estimated 5,000 people died and more than 3,000 city structures were destroyed. Since then, the city has worked to strengthen its building codes, better organize its emergency response systems, and train its first responders. The 2017 earthquake was a tragic event, taking the lives of more than 360 people. But this time the city was far more prepared than 32 years before, with a disaster response that was both immediate and effective.

Rafael Gómez Nava, dean of IPADE Business School headquartered in Mexico City, is well aware that his school is in a danger zone and views IPADE as extremely fortunate. No one at the school was injured, and none of its buildings suffered damage. Even so, he says, “without a doubt, last September 19 was a day of tragedy and mourning for Mexico.”

GALVANIZING SUPPORT

Although Mexico City was well prepared, communities located in the

country’s interior and more rural regions were disproportionately affected, particularly the states of Puebla and Morelos, each about 80 miles from the city. Gómez Nava explains that the earthquake originated in an area very close to two educational institutions that partner with IPADE Business School as part of its social responsibility initiative: El Peñón Foundation and Montefalco School, both of which focus on educating children and young people. “There was no human loss or injury within the community of schools,” says Gómez Nava. “However, being so close to the epicenter, many homes, communications, and businesses were greatly affected.”

After the earthquake, IPADE’s administrators and faculty faced three major challenges: organizing a response; communicating with members of the school’s community; and finding allies who could assist in reconstructing damaged or demolished homes and providing funds to those in need. The school organized its response around those challenges.

“There has been no lack of support from the community of alumni, participants, and collaborators of IPADE,” says Gómez Nava. “In addition, our efforts have been joined by the Pan American University campus in Mexico City and Guadalajara.”

To better organize those who wanted to help, the school assigned them to one of three subcommittees—one to gather and deliver food, one to communicate with alumni and donors, and one to manage the reconstruction campaign.

Directly after the earthquake, those assigned to the first subcommittee attended to the general community’s immediate needs by opening donation

centers at all three of IPADE's campuses, based in Mexico City, Monterrey, and Guadalajara. Volunteers collected nearly ten tons of donations—including clothing, shoes, water, food, personal hygiene items, and baby items—that it distributed to approximately 500 families that had been affected by the earthquake.

Next, the committee dedicated to reconstruction began working with the two rural schools, where the priority was to discover the status of the families in the community and offer psychological care to those affected. Contacting all of them was difficult, says Gómez Nava, because many lived an hour and a half from the schools, some with little access to communication.

“Both the El Peñón Foundation and the Montefalco School made a census of the families of the students and collaborators, and discovered that 35 houses had to be demolished and others needed repairs,” he says. Next, the reconstruction committee analyzed proposals from nonprofit organizations who could help families rebuild their homes.

The reconstruction committee decided to enlist the support of ¡Échale! A Tu Casa (*Go for it! It is your house*), an association that has been working on reconstruction for more than 20 years, to repair or reconstruct homes. While many nonprofits focus on rebuilding after earthquakes, ¡Échale! A Tu Casa is unique, says Gómez Nava, “because it makes two- to three-bedroom adobe houses while also creating temporary jobs within the community.”

The nonprofit uses an inexpensive, modular, and energy-efficient “Ecoblock construction system.” With this system, a two-bedroom home can be built using only 2,200 Ecoblocks, which are energy-efficient and earthquake-resistant. According to the nonprofit’s website, a single home costs only MXN22,000 (about US\$1,150), and the organization can build 50 homes in three to four months. IPADE has now embarked on a fundraising campaign to pay the cost of rebuilding the 35 homes.



Two Mexico City residents recover some of their belongings after a 7.1-magnitude earthquake damaged or destroyed more than 3,000 structures.

LESSON LEARNED: CONNECT WITH COMMUNITY

A business school must view itself as an integral part of the community, says Rafael Gómez Nava of IPADE. “Our work with the states of Morelos and Puebla helped us endorse our social commitment not just to our students and their families, but to society.”

A SOCIAL COMMITMENT

IPADE Business School is now looking to the third stage of its response, in which it will grant emergency scholarships to families whose financial livelihoods have been negatively affected as a result of the earthquake.

“It is estimated that about 70 percent of the parents will not be able to cover the quota allocated to them as payment for tuition,” explains Gómez Nava. The business school’s board of trustees, which is composed primarily of IPADE alumni, is now promoting the work of the school and the needs of the families,

with the goal of attracting funding for scholarships to help students continue with their studies.

The process has been difficult, says Gómez Nava, but it also has brought to light how much IPADE’s students, faculty, and administrators are a part of the community—and how a business school can help that community emerge stronger after a crisis.

“We view social responsibility as a founding principle of IPADE Business School,” says Gómez Nava, “and we seek to carry out that principle within the community.”

‘THE OTHER SIDE OF TRAGEDY’

Wildfires Ravage Northern California
October 2017

NO ONE IS SURE what started last fall’s wildfires that engulfed much of wine country in Sonoma Valley, California. But as of late October, the result was 44 people killed, an estimated 8,900 structures burned, and at least 245,000 acres of land destroyed, according to the California Department of Forestry and Fire Protection.

The fires came close to, but did not directly impact, Sonoma State University. A field across the street from campus burned, but most of the fire’s major activity was limited to the nearby hills, says William Silver, then dean and now professor of leadership at Sonoma State’s School of Business & Economics (SBE). Even so, the campus community was evacuated to make sure everyone was out of harm’s way. More dangerous than the fire was the cloud of smoke that hung over the campus and surrounding area. For that reason, anyone in the area was asked to wear a mask to filter the air.

“We’ve been under threat of fires in the hills and off in the woods, but we’ve never had a fire that took out so many homes and flared in so many different areas,” says Silver. “It’s tough to see a chimney standing or slag glass and know that was a person’s home. I can only imagine that’s what war looks like.”

The university had general emergency response protocols prepared, in terms of closing campus, for example. But the business school “didn’t have a dialogue that spelled out what to do during a crisis like this. We have been more focused on what to do during an economic fallout, such as California’s tremendous budget crisis that happened when I first got here in 2008.”

But the wildfires highlighted a real need to have such a plan in place. Sonoma State University is the only comprehensive university to serve six California counties, where the population is both suburban, in cities such as San Jose, and agrarian, in areas devoted to farming and wine production. “If you’re in a place with 50 other universities, it’s a different story, but here we’re the only educational catalyst of economic prosperity,” says Silver. “We’re the one that has to make things happen.”

GETTING THE MESSAGE OUT

As the fires intensified, Silver’s first order of business was to send a message out to everyone on the SBE’s mailing list—which included faculty, staff, and students, as well as alumni, businesses, and practitioners—both to ask if each person was safe and to make clear that the business school could offer help if needed. In addition, within the first two days of the fires, the SBE started a Facebook group where people who needed help, such as a place to stay as hotels quickly filled, could connect with those who could offer it. At that point, Silver explains, the university began to take a more formal leadership role, which included collecting data on each individual community member’s status and assessing his or her needs.

Silver was among those who had to evacuate from their homes, but even while he was displaced he remained in close communication with the SBE community throughout the crisis. He admits it was tricky to strike the right balance between helping people handle the immediate emergency and looking



ahead to what needed to be done next.

“How do we strike that balance when we’re still in the middle of the crisis, with new fires emerging?” he asks. “Yet, we needed to look toward the future and send out a message of hope and positivity. We needed to express that we’re going to emerge from this, that we’re going to be OK. We had to be sensitive to those who were still in crisis, but we couldn’t convey that we were in a disaster zone that was never going to recover.”

He points to news stories that often focus on the most negative images from any disaster, not the parts of the community that remain unaffected. “National media coverage often is sensationalized to the negative,” he says. “While there has been a tragic loss of homes, most of the homes in Santa Rosa—95 percent—are still standing. Most of our land was not burned. On the other side of this tragedy, the fundamental foundation and infrastructure are still here.”

Many at the university were personally affected, including Sonoma State’s president, Judy Sakaki. Sakaki and her husband woke up at 4:30 on a Saturday morning to discover their house was on fire. They ran from their home with just the clothes on their backs, only to find that the other houses in their neighbor-



Residents of Sonoma Valley in California watch as wildfires threaten nearby homes.

hood also were aflame. “Fortunately, a fireman who came by to do a final sweep of the area picked them up,” says Silver. “They had missed the evacuation call that came two hours earlier. They just got out with their lives.”

With so many people who had been evacuated, or who had lost their homes altogether, the university set up an emergency operations center to help people through the first couple of days. Silver says that almost everyone he knew was helping out, in whatever way

they could. “My kids and I delivered Drumstick ice cream cones to the police officers who were there to quarantine the area, protect homes from looters, and help with further evacuations,” he says. His wife, a pediatrician, helped with people’s medical needs, and many in the university community delivered food and provided emotional support at emergency shelters.

OPPORTUNITIES TO LEARN

The week after the fires were contained, the SBE’s leadership joined the regional rebuilding effort. On October 25, the SBE’s Wine Business Institute (WBI) held a meeting of regional wine industry leaders, who assessed the damage and discussed recovery strategies. In addition, Silver joined a newly created nonprofit called RebuildNorthBay.org (RNB), a group of community leaders that plans to work “to fully understand and critique ... how the disaster was managed by both the public and private sectors and establish policies and procedures for the future,” according to an RNB statement. As its first step, the organization retained a consulting firm with expertise in disaster preparedness and recovery to assess how well the community responded to the wild-

fires, managed communications, and deployed resources.

The SBE faculty want to keep these conversations going, because the biggest danger to rebuilding is lack of action, Silver stresses. He points to advice he received from SBE faculty member and humanitarian logistics expert Anisya Fritz. “She has advised us that, in the beginning, a lot of people are setting up funds and doing the urgent and immediate humanitarian work, but those efforts can fall apart in the mid- to long-term,” he says. “We now must figure out how we can best use our leadership role for the rebuilding effort.”

Through the WBI and RNB, the business school community will work closely with public and private sector leaders to address immediate funding needs and help shape effective legislation and regulation related to helping the region rebuild. “By gathering leaders across sectors, we can address environmental issues, help shape economic development, and partner with organizations that are raising funds for those impacted in the various communities,” Silver says.

Like leaders at other business schools affected by tragic events, Silver says that one of the greatest lessons he has learned is just how strong a community can be in times of crisis. “For all the differences we hear about in the world right now, to be part of something where people are coming together is just inspiring,” he says.

At the same time, Silver cautions other business school leaders to be careful of the language they use as they communicate to the community during a widespread emergency. “To me, these fires were a crisis, but not necessarily a disaster. And in any crisis come opportunities and lessons learned,” says Silver. “I don’t want to diminish the tragedies of those who have lost houses, or even their lives. But I’m a naturally optimistic person, and I think that when we use a word like ‘disaster,’ it can be a self-fulfilling prophecy.”

LESSON LEARNED: FALL BACK ON YOUR VALUES

“There is no playbook for situations like these. You can’t predict which unthinkable thing might happen, so you have to go with your gut. At the core of your gut are your values—what you stand for and who you are as a leader, school, and community,” says William Silver of Sonoma State. “I’ve been part of too many planning exercises where people skip through the values stage to get to mission and vision, because they think discussing values is unimportant. But values inform everything. They’re what you can draw from when you don’t have time to plan.”

‘THEY CHANGED THE SCRIPT’

White Supremacists March in Charlottesville, Virginia, August 11 and 12, 2017

WHEN MOST PEOPLE BEGIN A JOB at a new organization, they have a little time to settle in. That wasn't the case for Martin Davidson, senior associate dean and global chief director of diversity at the University of Virginia Darden School of Business in Charlottesville. When he assumed his new post last July, his first order of business was no small task—he was to help the school respond to two white supremacist marches scheduled to occur in Charlottesville that summer.

The first, on Saturday, July 8, was planned by the Loyal White Knights of the Ku Klux Klan; the second, on August 12, was organized by Unite the Right, an extreme right-wing organization. Both organizations were coming to Charlottesville to protest the removal of a statue of Robert E. Lee, commander of the Confederate Army during the American Civil War. The statue stood in Emancipation Park, formerly known as Robert E. Lee Park, located a few miles from campus.

“Welcome to my new job!” says Davidson. “But I do a lot of work on difference and diversity as part of my scholarship and thought leadership. Given the situation, it was helpful that I had past experience with these kinds of things.”

Although UVA administrators knew of these events in advance, they did not expect the campus to be directly affected. “We knew full well that these march-

es would challenge people intellectually and emotionally,” says Davidson. “But we were thinking about them not from a social unrest perspective, but from an educational perspective.” In response, the Darden School scheduled two “community conversations” for the Mondays following both weekend rallies. The intention was to provide forums where its community could talk about the social issues driving the rallies.

As it turned out, these conversations took on heightened significance when the August rally turned violent. Suddenly, the University of Virginia found itself at the center of a national conversation about race relations in America.

A CHANGE IN PLANS

The KKK rally on July 8 was held at Justice Park, just more than a mile from the UVA campus. It attracted about 1,000 people and resulted in 23 arrests, but overall the event went as expected. Administrators expected about 25 people to attend Darden's first community conversation on July 10, but “to our surprise, 75 people poured into the room,” says Davidson. “People of all backgrounds told their personal stories.”

No one in Charlottesville expected the August 12 march to go any differently. Unite the Right had a permit to gather at McIntire Park, about three miles from UVA. “We had a game plan,” says David-

son. “The university's preparations were actually fairly extensive, and there was going to be a National Guard presence in the area.” But that plan was disrupted when Unite the Right leaders quickly mobilized on Friday night, August 11, in an unplanned march that came unexpectedly to UVA.

“Should the university have been on top of that? Absolutely,” says Davidson. “But the marchers changed the script at the last minute. It was less about the university's lack of preparation than it was about a very nimble protest movement. Little did we know it would become as destructive and lethal as it did.” Marchers came to campus carrying torches, with the unrest continuing into Saturday, when a man with ties to white supremacist groups drove his car into a crowd of counter-protesters, killing one and injuring 19.

Darden administrators had no idea how necessary the school's August 14 gathering would be. About 300 students, faculty, staff, and alumni indicated they would be attending, requiring the school to move the event to an auditorium large enough to accommodate the crowd. As it happened, the march occurred at the beginning of Darden's orientation for full-time MBA students, and all of its executive MBA students were on campus. Many international students had just been in Charlottesville a few weeks, and this show of violence was one of their first experiences at the school. Scott Beardsley, Darden's dean, was one of the first to speak to the crowd, stating that “We at the University of Virginia and the Darden Graduate School of Business are not defined by the hate this weekend.”

Davidson facilitated conversation among attendees, both in small groups and in the larger forum. Some talked about their own experiences with rac-

LESSON LEARNED: HARNESS THE POWER OF THE MOMENT

“No one wants this kind of tragedy to happen,” says Martin Davidson of the University of Virginia. “But when it does, take advantage of the energy that comes out of it. Use it to make changes that will make your institution better. That's been a powerful lesson.”



Marketing professor Ron Wilcox joins a small group discussion during Darden's August 14 community conversation, held to help the business school community share their experiences after white supremacists marched across the UVA campus on August 11, 2017.

ism—including what it was like to live through the civil rights era in the 1960s; some stood up for the police officers who had to protect the marchers. Others reminded the group that racial injustice was a far bigger problem than a single violent rally—that people in America have been experiencing racial injustice for decades. Many international students wanted to know the historical context that had led to the rally in the first place.

“People of color spoke, white students spoke. They talked about times when our classrooms didn’t seem inclusive, when comments were made or when so-called microaggressions happened that made people feel discounted by virtue of their race or gender or sexual orientation,” says Davidson. “Some people pointed out areas where the university could be more active in its efforts around diversity and education, such as bringing in more faculty of diverse backgrounds.”

He notes that the conversation seemed to be the “start of an energy, a sense of momentum.” Although the march took the campus by surprise, it has started new conversations, about both ensuring student safety and bringing issues of race and diversity to the forefront.

GREATER AWARENESS

In the week after the march, many criticized the university for what was interpreted as an inadequate response—especially regarding the slowness with which it informed its community of Unite the Right’s change in plans. UVA

already had adopted a system of notifying its community of an emergency via text, email, campus displays, and public address, features put in place after a 23-year-old gunman shot and killed 32 people on the campus of Virginia Tech in 2007. However, the university is now refining its policies involving how—and when—to use that system.

“As we look back, we know the system could have been used more efficiently when the first torch bearers began walking around,” says Davidson. “The university wants to make sure those official notices go out sooner, so that the community is aware of what is happening and can mobilize more quickly.” UVA also is re-evaluating its campus safety measures, from the sufficiency of pathway lighting to the distribution of emergency call boxes, to ensure that people feel secure and can notify police quickly if they need assistance.

Since the march, the business school has held sessions with faculty to explore

how they can address issues related to diversity in their classes, even in subjects that might not immediately lend themselves to the topic. Administrators also have made themselves as accessible as possible to students, many of whom will remember the march as one of their very first experiences at Darden.

“We’ve been discussing with students long-term institutional changes that we can make toward adopting more inclusive practices,” says Davidson. “This event has opened up a dialogue. We’re asking, ‘What does it really mean to value difference and diversity? What’s most important in terms of equity and inclusion?’”

A group of students has suggested several ideas for change, including creating formal forums where they can discuss issues of diversity and discord. “Our students are saying that we need to stop pretending that none of this is happening—that these feelings aren’t out there in the world as part of some weird fringe radical movement. Frankly, they’re among us here in the building, carried by people within our walls.”

Davidson has been most surprised by the resilience and energy of the school’s community in the face of these turbulent events. “People are saying, ‘Let’s roll up our sleeves and deal with this, because this is not OK,’” says Davidson. “That’s been really exciting.”

▶ To view a video about the August 14 conversation, visit www.youtube.com/watch?v=GCKSzONLybs.

SHARED EXPERIENCE

As natural disasters and social tensions mount worldwide, it’s inevitable that more business schools will weather unexpected, and potentially severe, states of emergency. Through sharing their experiences, the b-school leaders featured here believe they can better refine their protocols for the future. They also hope their stories will not only help other academic leaders learn more about what it takes to adopt spontaneous action plans, but also inspire them to put plans in place before they find themselves and their schools facing similar threats. Then, once they’ve created those plans, they can only hope that they’ll never need to use them. □

ideas in action



different types of communication tasks have different levels of complexity and need for interactivity. High-performing virtual teams match the technology they use to the requirements of the communication task.

For example, if team members are simply sharing routine information, then email is effective and efficient. But if they need to solve a complex problem or resolve a stalemate among team members, they will require a richer and more interactive communication medium. Whether it's Skype or a web conferencing platform, the medium should allow them to see their teammates' nonverbal cues.

They establish common ground.

By this we mean that all members need to share the same understanding about what is happening in the team. The members of high-performing teams realize that a lack of nonverbal cues could lead to misunderstandings, so they make sure to clarify their meaning in all of their written communications.

They also work to understand how local constraints might impact the work of some of their team members. For example, when a team member does not immediately respond to a request, it could be because of a local technology problem or emergency. To create common ground, all members of the team will proactively share information about personal situations that could impact their participation. More important, they suspend judgment if another team member behaves in a way they do not immediately understand.

They take steps to build trust. They spend extra time to get to know each other. They also engage in responsive behaviors that signal their trustworthiness to others, such as avoiding lengthy silences, keeping team members informed of progress and issues, providing prompt and substantive feedback when it's requested, and taking the initiative to solve problems as they arise.

Virtual Virtues

THREE STEPS FOR IMPROVING VIRTUAL TEAM PERFORMANCE

BY SHARON HILL AND KATHRYN BARTOL

ORGANIZATIONS ARE INCREASINGLY asking employees to work on geographically dispersed virtual teams, in which team members rely largely on technology to interact. Virtual teams offer significant advantages to companies: They support strategic business initiatives such as globalization and outsourcing; they can include the most technically qualified team members, regardless of their location; and they can save the company money due to reduced travel costs.

However, because collaborating virtually brings its own unique set of challenges, it's important for business schools to pay attention to students' virtual collaboration skills in their teamwork-based courses.

RULES OF VIRTUAL ENGAGEMENT

In our research, we have found that virtual teams perform best when they engage in the following three behaviors:

They select the right tools to ensure proper communication.

Virtual teams face greater potential for misunderstandings. But

CRITICAL TO THE CURRICULUM

Because these three behaviors are so critical to successful virtual teamwork, we believe business schools should help students adopt them before and during virtual team projects.

We both incorporate projects into our own courses to improve the teamwork of our students. For example, Hill includes a three-step approach in her undergraduate, graduate, and executive education courses. First, she presents and encourages discussion of our research on effective virtual team behaviors. Next, she asks her students to reflect on areas where they could improve their individual effectiveness as virtual collaborators. Finally, when students first form their teams, she asks them to write “team charters,” documents in which they collectively set out the ground rules for how the

members of their team will interact.

Bartol often asks her students to use our research to design interventions that can help rectify common virtual team problems. For instance, when students report that their teams are affected by unresolved task conflicts, they ask other members of the class to diagnosis the problem. Frequently, the class finds that the team needs to move to a richer communication medium than email in order to resolve conflicts. In other instances, students report a lack of engagement by some members of their team; in that case, the class might recommend that the team design an intervention to build common ground.

By adopting these practices, students can be prepared to face—and, we hope, avoid—the pitfalls of virtual team collaboration. The fact is, even though

more companies are using virtual teams, many employees are not prepared for geographically dispersed teamwork. If business schools incorporate instruction on these critical behaviors into their team-based courses, they’ll teach their students the ground rules for virtual collaboration—and position them to be members of high-performing teams.

Sharon Hill is an associate professor of management at the George Washington University School of Business in Washington, D.C. Kathryn Bartol is the Robert H. Smith Professor of Leadership and Innovation at the University of Maryland’s Smith School of Business in College Park. Their article “Empowering Leadership and Effective Collaboration on Geographically Dispersed Teams” was first published online July 14, 2015, in Personnel Psychology.

SIMULATION REBOOT



Schools often retire outdated courses or educational tools, but sometimes they find ways to resurrect them for the modern classroom. That’s what happened at the Tuck School of Business at Dartmouth College in Hanover, New Hampshire. Last November, it returned to its curriculum a reimagined version of the simulation Tycoon: the Tuck Management Game, first created by professor James Brian Quinn in 1974. In its original version, student teams ran fictional clock-making businesses in a weeklong simulation. Tycoon was phased out of use in 2000.

Its latest incarnation is now called TuckINTEL (Integrative Experiential Learning). Delivered as a mini-course for second-year MBA students, TuckINTEL “is Tycoon for the 21st-century,” says Praveen Kopalle, associate dean of the MBA program. Kopalle developed the reworked game and new course with Richard Sansing, associate dean for faculty and the Noble Foundation Professor of Accounting.

Where Tycoon focused almost solely on strategy, the new version asks students to look at the bigger picture of business. Kopalle and Sansing worked with faculty across the curriculum to incorporate in the game learning objectives from finance, accounting, marketing, communications, statistics, economics, decision science,

strategy and management, and operations.

Kopalle and Sansing piloted the new game last April and May, before running it for the first time as a mini-course at the end of November. In TuckINTEL, students run companies in the renewable energy sector—specifically, urban wind power generation. Students work in teams of four or five to run a company over several years, each year bringing with it different priorities related to strategy, marketing, production, cash flow, and funding.

Before each deadline, students input their data into the platform, which then indicates how their decisions have impacted their performance. Throughout the simulation, faculty help students manage team dynamics and reflect on each round’s results.

As a reimagined form of Tycoon, TuckINTEL not only is customized to suit Tuck’s curriculum and reinforce each course’s learning objectives, but also gives students the freedom of deciding when and how to apply knowledge, says Ankitha Rajendra Kartha, a student who participated in the May pilot. “We had to evaluate for ourselves and say, ‘OK, maybe we should do a net-present-value, or maybe we should suggest a capital expenditure for the next year.’ I needed to figure out what concept to use, and how to use it.”

Digital Impressions

LAST JUNE, ten students who had been accepted to Harvard University had their acceptances rescinded when screenshots of offensive posts made to a supposedly private Facebook page made their way back to the university. These students clearly forgot the two central rules of digital life—there is no such thing as online privacy, and one ill-conceived post can have lifelong repercussions.

Though extreme, their experience serves as a reminder of just how intertwined our digital personas have become with our professional lives, says Ethel Badawi, an associate professor of paralegal studies at the George Washington University Law School in Washington, D.C. As the associate director of the school's career center, Badawi works to convince both students and faculty to craft authentic yet professional digital personas that leave good impressions on those who view them.

When Badawi makes this point with students, at first many don't take it to heart. "They tell me, 'We already know this.' But when I dig deeper, I find that they aren't thinking about this as deliberately as they should. They know that they shouldn't be posting pictures of themselves drunk at a party, but they don't know how to use their digital profiles to their advantage."

Badawi would like to see all university career centers provide the following guidance to students and faculty as an integral part of their services:

Match digital with print. Too often Badawi sees "students' résumés boast experience that their LinkedIn profiles do not. That's a problem. Those two profiles need to be consistent."

Be truthful. Career centers should not assume that students have internalized the importance of honesty in all the information they post. Badawi recalls when, as a member of an admissions committee, she checked one applicant's LinkedIn profile. The applicant already had listed George Washington University as a credential before being granted admission. "I questioned that candidate's integrity and honesty," says Badawi. Not surprisingly, the applicant was not accepted.

Make sure online profiles are complete. This issue is especially pertinent to faculty who do not prioritize their digital presence. "Some have LinkedIn profiles with the generic 'gray person' photo and only 'professor' listed as a title," says Badawi. If professors' LinkedIn profiles are incomplete, or absent, "it gives the impression that they aren't current with the times or leaders in their fields."

Follow organizations of interest on social media. Students who follow companies' social media accounts often are better prepared to go on job interviews—and talk knowledgeably about their industries of interest—than students who do only cursory research.



Build—and tap into—online networks. People who thoughtfully build online professional networks are better positioned to reach out to their contacts for informational interviews. "They can learn to translate their online connections into in-person networks," Badawi says, "which could eventually help them find future internship and postgraduate opportunities."

Don't create separate digital personas for personal and professional use, says Badawi. In fact, doing so could lead some to become careless. She emphasizes that it's OK to accept professional friends on Facebook and personal friends on LinkedIn. "When you create a divide, you could become too lax in your personal accounts, cross the line, and end up with the screenshot scenario we saw at Harvard."

Be authentic. Your digital profiles should always be authentic, reflecting who you are as a person, says Badawi. She tells her students that "it's fine to know when one co-worker is going to a wedding that weekend or that another is an avid bicyclist." She adds, "You'll learn a lot about their personal lives, and your online persona can reflect your life as well. You want to be yourself, so you can worry less about what you want to censor. What you want to do, however, is to control that message."

Generate great content. Badawi would like to see more career centers coach students and faculty on the best ways to create effective content for LinkedIn or personal websites. “If employers see that a student has a personal website or blog with good content about the industry, they’ll view the candidate as passionate about the industry. They’ll be more drawn to that candidate over someone else who might have the same level of experience but hasn’t taken that same level of initiative.”

Link to great content. This includes content that shows that an individual has a passion for a particular topic. Also, if students have participated in activities or won awards mentioned by the university’s website or elsewhere, they should link to that content from their profiles.

Google yourself. Badawi recommends that individuals conduct online searches for their own names every few months to see what results might come up for a potential employer. “Make sure you know what makes up your digital profile, in terms of not only what you post but what other people post about you,” she says. To be even more thorough,

people can set up a Google alert under their names, which will inform them when new results appear.

If necessary, do damage control. If a negative result does come up, a first step is to ask the administrator of the site on which the content appears to take the information down. Unfortunately, Badawi says, most sites will refuse to do so; some could even demand payment. Then, she advises, a more effective strategy is to populate the internet with positive content—such as blog posts—that will push negative mentions down in the search results, where most users are unlikely to look.

Badawi sees the need for all university-based career centers to integrate these kinds of social media skills more seamlessly into their services—for example, asking students to build their LinkedIn profiles at the same time as their résumés or holding sessions that emphasize the rules of online networking at the same time they discuss face-to-face networking.

“I would like to see more career centers raise awareness of how important it is to build a digital persona,” she says, “so that people will naturally view their digital personas as part of their résumés.”



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tools of the trade

TESTING FOR SUSTAINABILITY

How can businesses, universities, and individuals make sure they're working toward sustainability? In 2015, the United Nations identified 17 Sustainable Development Goals (SDGs) that include ambitious objectives such as ending poverty, ending hunger, ensuring education, and achieving gender equity. The list was generated three years after the United Nations held the World Conference on Sustainable Development in Rio de Janeiro, an event known as Rio+20.

But knowing about sustainability isn't the same as working to achieve it. To make sure that political and economic leaders are aware of key global challenges, a group of academics and professionals developed the Sustainability Literacy Test—or Sulitest—in 2013. The online multiple-choice test not only gauges how well individuals or members of an organization understand sustainability issues, it also can guide them to more knowledge on specific topics.

Kedge Business School in France was a key player in developing the pilot version of the Sulitest. Since then, the online tool has received financial support from 11 higher education institutions and eight corporate or professional organizations. Today, the Sulitest is an autonomous NGO based in France and supported by national committees in 27 countries. More than 600 universities have registered with the platform and more than 78,000 students have taken the test.

While the online quiz consists of an international set of questions designed for all users, it's available in customizable modes. The free "learning mode" allows users to learn the right answers and develop a greater understanding of the issues. A fee-based mode enables organizations to add their own questions, a timed "certificate mode" allows users to earn credentials, and shorter modes let organizations use the test in training or informational sessions.

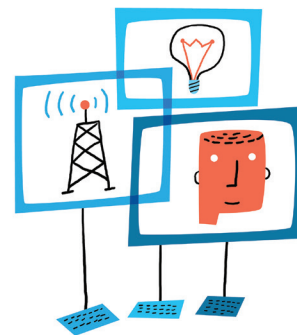
In July 2017, the Sulitest was expanded with a new module called "Rebalancing Society," based on a book of the same name by Henry Mintzberg of McGill University in Montreal, Quebec. The module was launched by McGill, Kedge, and the Principles for Responsible Management Education (PRME) network of the U.N.

To discuss the state of sustainability education at business schools today—and how the online tool can shape the conversation—*BizEd* spoke with Jean-Christophe Carteron, CSR director at Kedge Business School and president of the Sulitest Association.

WHAT CHANGES HAVE YOU SEEN IN THE WAY THAT BUSINESS SCHOOLS TREAT SUSTAINABILITY?

For a long time, higher education institutions have had committed teachers, administrators, and students who have tried to make sure that we train more responsible managers. Unfortunately, in most of those institutions, those people have had neither the recognition nor the means to act effectively. Today, numerous national and international networks have been created, such as PRME and the Globally Responsible Leadership Initiative.

But for me, the big change dates from Rio+20. It was there that the academic community recognized its responsibility—though not its guilt—in the behavior of its alumni, and consequently recognized the need to introduce notions of sustainability into its activities.



WHAT DO YOU THINK BUSINESS SCHOOLS SHOULD BE DOING IN THE AREA OF SUSTAINABILITY THAT THEY ARE NOT?

There is one real challenge: to ensure that all students, not just a few committed activists, are properly equipped to make informed decisions. We have to train people to integrate into their daily decisions the notions of long-term vision and overall performance, including social performance.

And we cannot wait for our current students to rise in the hierarchy. The majority of the crises facing humanity and the planet are the result of human decisions, mostly made in a professional context by well-educated people. Therefore, business schools must consider how to integrate sustainability into all of their executive education modules—whatever the topic.

HOW DO YOU THINK SCHOOLS COULD USE THE SULITEST TO BEST PREPARE STUDENTS FOR OPERATING IN THE WORLD TODAY?

When we ask all of our students to take the Sulitest as soon as they arrive on campus, we get an amazing snapshot of their awareness, and we can adapt our actions to and around the classroom.

At Kedge Business School, for instance, some professors have developed their own sets of questions so they can better understand where their students stand on certain topics such as marketing, finance, and supply chain management. Kedge also is working to create a module for students and staff that allows us to learn everyone's level of awareness. When we see the results, we can benchmark and launch specific actions. By 2020, Kedge will make it mandatory for students to get a minimum score on the Sulitest before they graduate.

What impresses me the most is that we've created a movement. As soon as you bring people together to discuss what ten or 20 things all staff and students should know, people discuss, debate, agree, argue, and sometimes even fight. But the movement is launched.

■ For more information about the test, visit www.sulitest.org. To learn more about the Sustainable Development Goals, visit sustainabledevelopment.un.org/partnerships/unsummit2015.

HAVE CREDITS, WILL TRANSFER

Interstate Passport, a program designed to improve access to higher education, has expanded across the United States to streamline transfer of credits between different colleges and universities. The process is designed to reduce the time required to verify credits and to eliminate the possibility that students will be unable to transfer the credits they have earned.

The 24 participating institutions have agreed on learning outcomes ahead of time. Courses that meet the learning objectives are indicated as Passport-approved on students' transcripts. When students with Passports are admitted to other member schools in the network, their approved credits transfer as a complete block. In 2016–2017, the system's inaugural year, nearly 28,000 students at 16 institutions earned Passports.

"Students face many barriers when they transfer from one institution to another, especially when they transfer to an institution in a different state," says Patricia Shea, director of academic leadership initiatives for the Western Interstate Commission for Higher Education (WICHE), which manages the network.

Interstate Passport's creators hope a streamlined credit transfer system will help participating institutions increase student enrollment, retention, and degree completion rates, while giving students proof that they have taken courses that have developed their skill levels and job-readiness.


Launched in July 2016, Internet Passport was created by administrators and professors from institutions in multiple states. The work was supported by a US\$2.99 million grant from the U.S. Department of Education.

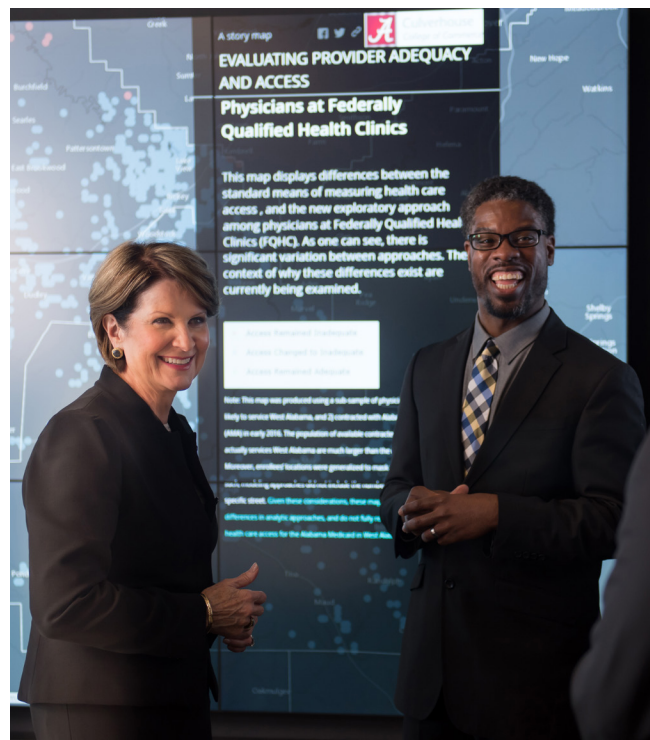
Interstate Passport will allow the first 100 institutions to join its network at no cost for the first five years. After five years, the institutions will pay annual dues. Membership is open to any two- and four-year regionally accredited university. Visit interstatepassport.wiche.edu.

DIGITAL COMMUNITY

The **Online Learning Consortium (OLC)** has created an online research center on digital teaching and learning, including instructional design and leadership in the field. Intended to be a hub for the research community, the OLC Research Center for Digital Learning & Leadership offers research opportunities, consulting services, and podcasts. It also houses the OLC's peer-reviewed journal and promotes outreach to doctoral students through its Emerging Scholars Program. Visit onlinelearningconsortium.org/read/olc-research-center-digital-learning-leadership.

MORE OPEN ACCESS

Emerald Publishing in the U.K. has launched Emerald Reach, an open access program designed to allow authors to extend their reach with tools that increase discoverability. Emerald also is introducing a new "green" open access policy by removing embargoes across all journals, allowing authors the option of making their accepted manuscripts free and openly available. Visit emeraldinsight.com/page/openaccess. 



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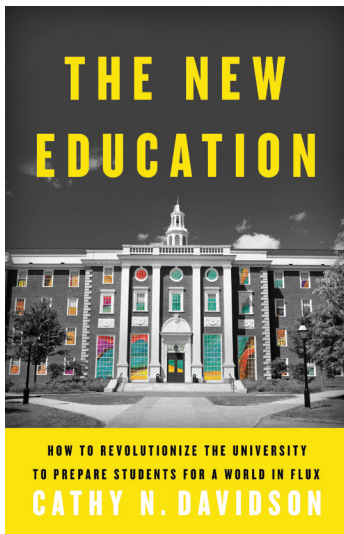
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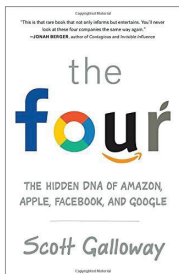
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THE NEW EDUCATION

The Internet era has reshaped life as thoroughly as the Industrial Revolution did, yet we're still relying on an educational system largely invented in the late 1880s. "College is no longer good at equipping graduates to succeed in an ever more complex and bewildering world," states Cathy N. Davidson, who directs the Futures Initiative at CUNY. In explaining how the "modern" university came to be, she looks at Harvard reformer Charles Eliot, whose radical changes included an emphasis on research, student choice, and credentialing. But the current system of elite schools turning out degreed professionals in narrowly defined niches doesn't suit a rapidly evolving world where people must constantly upgrade their skills. For one source of inspiration, she looks to community colleges. She writes, "When your mission is to accept everyone, everything else about your institution has to support every student's success"—from low tuition to academic flexibility to cultural literacy. She also examines the role of technology, the importance of interdisciplinary programs, and the urgency of rethinking the whole system. She insists that students don't need "more 'teaching to the test.' They need to be offered challenges that promote their success after graduation, when all the educational testing has stopped." (Basic Books, US\$28)

THE FOUR

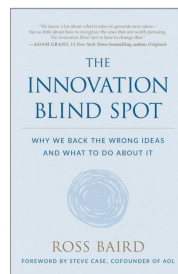


Are Apple, Amazon, Facebook, and Google some of the most innovative and laudable companies ever invented, or are they the Four Horsemen of the Apocalypse? NYU's Scott Galloway leans toward the latter. He provides some unsettling statistics: More people have Amazon Prime than own a gun; Apple's cash pile is greater than the GDP of Denmark, the Russian stock market, and

the market cap of some big companies combined. And these four are going to remake the world as we know it—for good or bad. Amazon, for instance, has acquired a warehouse robotics firm that could easily result in the destruction of 76,000 jobs in one year, according to Galloway's calculations. More beneficially, he suggests, Apple could take its pile of cash and launch the world's largest tuition-free university. Galloway's book is frightening, entertaining, salty, iconoclastic—and timely. For, as he points out, "To grasp the choices that ushered in the Four is to understand business and value creation in a digital age." (Portfolio, US\$37)

THE INNOVATION BLIND SPOT

Most of us believe entrepreneurship can change the world—but it usually doesn't. "Instead of solving the biggest problems of the day, we're putting billions of dollars into how to make mobile advertising and clickbait news more effective," writes



Ross Baird of Village Capital, a firm that invests in startups. "Only 15 percent of our billion-dollar innovations are going to solving the biggest problems people face in the real world"—that is, issues related to food, health, energy, agriculture, financial services, and housing. Why? Because people tend to donate to entrepreneurs who look like them, who live in a few highly entrepreneurial

cities, and who have ideas that investors can easily understand. Thus, women, minorities, immigrants, and rural inventors are much less likely to get funding, especially if their ideas require investor empathy. Additionally, investors are looking for a quick payback, Baird notes. "We too often invest in the ideas we think we can flip quickly, rather than the most important ones." He explores how investors can rip the blinders off and warns, "If we don't build systems that are accessible to the best ideas, we'll miss most of them." (BenBella Books, US\$26.95)

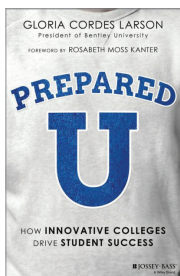
ECONOMICS FOR THE COMMON GOOD

In this book, Jean Tirole of the Toulouse School of Economics sets out to explain the subject for which he won a Nobel Prize. "Economics works toward the common good: its goal is to make the world a better place," he writes. He explores the role of the economist in society; the type of research an economist might undertake; the great macroeconomic challenges that the world currently confronts; and the microchallenges posed by



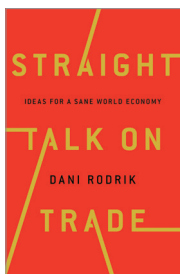
forces such as the digital revolution. In his discussion of climate change, for instance, he looks at the economic factors that make it so difficult for nations to scale back on carbon emissions. As one example, high carbon taxes in one country merely lead some companies to move to more lenient locations, which results in “a simple redistribution of production and wealth without any significant environmental benefits.” Therefore, “only a global accord can resolve the climate question.” In his introduction, he describes the economics profession as “simultaneously demanding but accessible,” and it’s a phrase that could very well be applied to this comprehensive and engaging book. (Princeton University Press, US\$29.95)

PREPARED U



Bentley University’s Gloria Cordes Larson asks: How should today’s colleges and universities adapt themselves so they are best preparing students for work and life in the coming decades? She believes the answer lies in a hybrid education, one that fuses business and liberal arts study, delivers real-world experience, offers career planning and management skills, and provides ongoing technology training. A big part of this model involves focusing on the integration of hard and soft skills, so that students gain technical knowledge as well as proficiency in areas such as leadership and innovation. Only such an education will prepare students for the hybrid positions that await them upon graduation, she notes, where they might become accountants who are focused on sustainability or computer coders who maintain empathy for human users. “To prepare for today’s workforce, students must practice crossing traditional boundaries *before* they arrive in the workplace,” she writes. Her book explores how. (Jossey-Bass, US\$29.95)

STRAIGHT TALK ON TRADE



Is it really desirable for all of us to become global citizens? Harvard’s Dani Rodrik doesn’t think so. He lays out a compelling argument against the notion of “hyperglobalization,” which he believes can lead to social inequities and troubled national economies. He also believes that economic liberals who advocated for unfettered free trade without acknowledging its risks have contributed to the rise of today’s far-right protectionists in countries around the world. But he argues that there’s a balance to be had—that governments can craft trade rules that bring prosperity to all

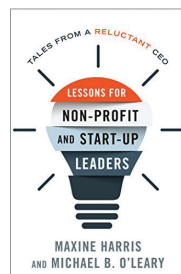
countries without sacrificing national interests or reducing emerging economies to poverty. “We need a pluralist world economy where nation-states retain sufficient autonomy to fashion their own social contracts and develop their own economic strategies,” he writes. “The best way in which nations can serve the global good in the economic sphere is by putting their own economic houses in order.” (Princeton University Press, US\$29.95)


OPEN SOURCE LEADERSHIP



In today’s rapidly changing, hyperconnected world, everything you thought you knew about leadership is wrong. For instance, writes Rajeev Peshawaria of the Iclif Leadership & Governance Center, an inclusive approach to leadership won’t work today; what’s needed to drive breakthrough innovation is an autocratic, top-down style. He admits that such a style is tricky in a world where smartphones allow employees to record every mistake a leader makes, and where millennials want to work at companies whose values match their own. Leaders must earn the right to their autocratic behavior, he says, by being humble and respectful and by remaining true to an operational framework built from a set of nonnegotiable values. It’s only one of the many complex dances today’s leaders must perform, Peshawaria notes. Just like many new technologies, he says, leaders must become “open source.” He writes, “Only those who adopt a mindset of changing faster than change itself will survive.” (McGraw-Hill, US\$30)

LESSONS FOR NONPROFIT AND START-UP LEADERS



Many not-for-profits are launched out of the desire to make the world a better place, but they often fail because their founders know very little about business. This book aims to change that by telling the story of Community Connections, a behavioral health organization based in Washington, D.C. Co-founder Maxine Harris and Georgetown University’s Michael B. O’Leary explore topics such as creating culture, turning vision into reality, distributing power, and hiring staff. For instance, they explain that culture is manifested at three levels: employees’ underlying *assumptions* about how things work, the organization’s commitment to particular *values*, and the physical *artifacts* the company embraces, such as closed or open floor plans. “The key is creating a culture that aligns with and mutually reinforces other aspects of an organization (e.g., structure, incentives, work processes, etc.),” write Harris and O’Leary. “Strong cultures can bind people for good, bad, or evil.” (Rowman & Littlefield, US\$34) 



Kangoma Turay, a Mandela Fellow from Liberia, participates in training at Purdue University.

Investing in Africa

TRAINING LEADERS TO INVEST IN NATION-BUILDING SOLUTIONS

HOW CAN TOMORROW'S African leaders use social entrepreneurship to solve their nations' challenges? One way is to learn how to invest in new technologies, as 25 young African participants did during a six-week leadership training program at Purdue University and Purdue Foundry, an entrepreneurship accelerator, both in West Lafayette, Indiana. The participants were part of the Mandela Washington Fellowship program of the Young African Leaders Initiative, which provides leadership training to individuals between the ages of 25 and 35.

During the Mandela Global Challenge, ten social entrepreneurs and researchers from Purdue—both students and faculty—presented their new technology and business ideas to the African leaders. The fellows used “Monopoly money” to invest in one or all of the technologies; they also scored the technology based on a set of investment criteria.

The technologies ranged from community water systems to fortified corn that provides essential nutrients. The student-presented technology that received the most investment from the fellows was a new treatment for drug-resistant malaria. The faculty-presented winner was a low-cost diagnostic for detecting infectious disease.

The program is a co-sponsored by the Burton D. Morgan Center for Entrepreneurship, located in Purdue University's Discovery Park, and the colleges of engineering and agriculture. Supported by the Krannert School of Management, the Center for Global Food Security, the Office of Engagement, and the Office of Corporate and Global Partnerships, the program complements “Purdue World,” a global project launched by the university in August to accelerate social entrepreneurship programs.

AOM OPPOSES BAN

Last October, the board of governors for the Academy of Management voted to protest the Trump administration's decision to ban citizens of Iran, Libya, Syria, Yemen, Somalia, Chad, and North Korea from traveling to the U.S. This vote was a reversal of the AOM's previous policy that its leaders “not make publicly stated political views in the name of AOM.”

In a letter to President Donald Trump dated October 16, 2017, the AOM called the policy “antithetical to scientific progress in the sense that it rests on assertions about potential terrorism and public safety that have largely been rejected by research in social science.”

On October 17, a federal court judge in Hawaii blocked the ban's implementation, stating that the ban unfairly discriminated against Muslims. On December 4, the U.S. Supreme Court reinstated the full ban as its constitutionality continues to be debated in lower courts.

Should the ban remain in effect, the AOM plans to work with an immigration law firm to help any members affected.

► **AOM's full statement is at aom.org/uploadedFiles/About_AOM/Governance/White_House_Letter_10-16-17_FINAL.pdf.**

Nudges for Business

WARWICK BUSINESS SCHOOL in the U.K. is joining forces with the government's Behavioural Insights Team—more commonly known as the Nudge Unit—to teach leaders across the private and public sectors how behavioral science can improve business and policy. A five-day executive education course was put together by the Nudge Unit and Nick Chater, a professor of behavioral science at Warwick and co-presenter of the BBC's radio show, "The Human Zoo."

Chater is on the advisory board of the Nudge Unit, which was launched in 2010 and is a social enterprise jointly owned by the U.K. government, the innovation charity Nesta, and its employees. It has used "nudges"—actions or policies based on behavioral science—to boost tax revenues, persuade more people to invest in pensions, and increase police diversity.

Course participants will learn how small changes—such as the wording of a letter—can have huge results, as

well as how to apply behavioral science insights to boost performance. For example, they'll learn that when hospital staff were exposed to a citrus smell and a photograph of intense staring eyes—indicating the presence of a watcher—staff members increased their hand-washing by 50 percent and reduced the risk of infection.

Chater notes, "Understanding the reality of how people make decisions is vital for every business and organization."

CEOs, Academia Take Action on Diversity



CEO Action signatories gathered last fall to share best practices.

In November, 70 of the more than 330 corporate and academic signatories of CEO Action for Diversity & Inclusion (CEO Action) gathered to discuss ways their organizations can advance D&I in the workplace and measure progress toward goals outlined in the group's CEO Action Pledge. These goals include "making our workplaces trusting places to have ... difficult conversations about diversity and inclusion," "implementing and expanding unconscious bias education," and "sharing best—and unsuccessful—practices."

The coalition has formed the CEO Action President's Circle to translate the pledge into actions that engage students, faculty, and

administration. One action includes "Check Your Blind Spots," in which a vehicle travels to campuses to invite students to participate in multimedia experiences such as taking the Implicit Association Test, designed by researchers to make people more aware of their unconscious biases.

"A critical aspect of participating in CEO Action for Diversity and Inclusion is recognizing that our view of the world may be different than that of those with whom we live, learn, and work," says Gloria Larson, president of Bentley University in Waltham, Massachusetts. "Though examining our own identities and learning about the experiences of others pushes us out of our comfort zones, it's necessary if we are going to truly prepare the next generation of leaders."

Participants in the President's Circle include the University of San Francisco, Bentley University, Binghamton University, Lehigh University, Miami University of Ohio, Oregon State University, the University of Dayton, Xavier University of Louisiana, AACSB International, and the National HBCU Deans Roundtable.

AACSB International's participation dovetails with its commitment to involving business organizations in the shaping of business education, says Tom Robinson, the association's president and CEO. "Colleges and universities must continue to drive impact through innovation, collaboration, and knowledge sharing—and an appreciation of diverse perspectives and elimination of unconscious biases are imperative to those goals," says Robinson.

► For information about the coalition's activities, visit www.ceoaction.com or send questions to info@CEOAction.com.

TRANSITIONS

Reto Steiner is the new dean and managing director of the ZHAW School of Management and Law in Winterthur, Switzerland. Steiner previously worked as a professor and member of the management board at the Center of Competence for Public Management at the University of Bern and as a managing director at the Swiss Institute for Public Management.

Stanislas de Bentzmann has been appointed to succeed **François Pierson** as president of Kedge Business School, which has campuses in France, Asia, and Africa. De Bentzmann currently is president and co-founder of Devoteam, a technology consulting company. De Bentzmann becomes chairman of the Kedge board of directors, while Pierson will remain a member of the board to support the school's development in Africa.

Kurt April has been named the new chair of the Allan Gray Centre for Values-Based Leadership at the University of Cape Town's Graduate School of Business in South Africa. April is also a professor in leadership, diversity, and inclusion at the school.

HONORS AND AWARDS

Fred Phillips has received the 2017 N.D. Kondratieff Medal (the gold medal) from the Russian Academy of Sciences. Phillips is a distinguished

professor and associate dean of Yuan Ze University's College of Management in Taoyuan City, Taiwan. The academy issues the prize every three years to a scholar who has made significant contributions to the social sciences.

Two professors have won the 2017 Nick Tyrrell Research Prize awarded by the European real estate associations INREV, IPF, and SPR. **Avis Devine** of the Schulich School of Business at York University in Toronto, Ontario, and **Erkan Yonder** of Ozyegin University in Istanbul, Turkey, won for their paper "Decomposing the Value Effects of Sustainable Real Estate Investment: International Evidence."

The Medical Industry Leadership Institute at the **University of Minnesota's** Carlson School of Management in Minneapolis has won the MBA Roundtable's 2017 Innovator Award. The school was recognized for its Medical Industry Valuation Lab, which brings together cross-disciplinary student teams to assess medical innovations and streamline the time to market for critical new products. Finalists for 2017 were the **University of Illinois at Urbana-Champaign's** MOOC-based stackable MBA and the **University of Alabama's** STEM Path to the MBA Program.

The Global Consortium of Entrepreneurship Centers (GCEC) has announced winners in its

annual competition to honor university entrepreneurship programs. **Oulu University of Applied Sciences** won for Excellence in Entrepreneurship & Pedagogical Innovation; **Villanova University** and the **University of Cincinnati** for Exceptional Activities in Entrepreneurship Across Disciplines; the **University of Chicago** for Outstanding Contribution to Venture Creation; **CUNY Graduate School of Journalism** for Excellence in Specialty Entrepreneurship Education; and **Texas A&M University** for Outstanding Student Engagement and Leadership. In addition, the **University of Tampa** was named the NASDAQ Center for Entrepreneurial Excellence, and the **University of New Hampshire** and **Hofstra University** were honored for having Outstanding Emerging Entrepreneurship Centers. For a complete list of winners and finalists, visit www.globalentrepreneurshipconsortium.org/gcec-awards.

Winners have been announced in the 2017 CEEMAN Case Competition, which featured cases focused on developing and emerging markets. The top prize went to "Codezin: Braving the Startup Storm" by **Gaurav Gupta** of the Indian Institute of Management Calcutta and **Shounak Pal** and **Indranil Biswas** of the Indian Institute of Management Lucknow. The first runner-up was a case called "From Asia to Africa: The International Expansion of Hon Chuan Enterprise" written by **Allan K.K. Chan** and **Caleb Chen** from Hong Kong Baptist University. The second runner-up was "Smokey Tours: The Other Side of Manila" by **Andrea Santiago** and **Fernando Martin Roxas** of the Asian Institute of Management in the Philippines.

Wharton Research Data Services has announced that the **University of Gothenburg** in Sweden has won the WRDS-SSRN Innovation Award for the Europe, Middle East, and Asia region.

NEW PROGRAMS

The **University of Virginia's** Darden School of Business in Charlottesville is offering a new full-time dual degree program, a master of business administration/master of science in data science. The MBA/MSDS program is offered in collaboration with the school's Data Science Institute.

This fall, the Rotman School of Management at the **University of Toronto** in Ontario will launch

Wharton Welcomes SMASH Scholars

The Wharton School of the **University of Pennsylvania** in Philadelphia recently announced that it will become the sixth institute to partner with Level Playing Field Institute. Founded in 2001, LPFI delivers the Summer Math and Science Honors (SMASH) program, a free, three-year, residential college preparatory program for high school students from traditionally underrepresented backgrounds. Students begin the program the summer after their freshman years and continue to attend five-week sessions each summer through their senior years.

The first to be hosted at a business school, the SMASH program at Wharton will enroll students in science, tech, and math classes, as well as in foundational business courses in subjects such as statistics, economics, and marketing, to prepare them to pursue tech entrepreneurship.

The other five LPFI partners include the University of California, Berkeley; the University of California, Los Angeles; the University of California, Davis; Stanford University in California; and Morehouse College in Atlanta, Georgia.

▶ To learn more about SMASH, visit www.lpfi.org/smash.

a nine-month master of management analytics (MMA) program that will expose students to the latest developments in big data, machine learning, cybersecurity, and deep learning. Students also will have access to Rotman's Self-Development Lab to develop critical communication and interpersonal skills that will allow them to interpret, organize, and clearly present big data.

This September, the **London School of Economics and Political Science** will launch the executive MSc in social business and entrepreneurship, which is designed to put social purpose at the heart of executive business education. Created by the school's Marshall Institute and Department of Management, the program focuses on the "triple bottom line" of profit, social impact, and environmental sustainability.

Pforzheim University's Business School in Germany is offering a new bachelor's degree program in digital enterprise management, which will teach students to design and implement IT solutions in an international digital business world.

The Jack Welch College of Business at **Sacred Heart University** in Fairfield, Connecticut, plans to establish a bachelor's degree in hospitality, resort, and tourism management. Students in the program can choose from hotel, resort, and club management; tourism management; and revenue, pricing, and data analytics management.

COLLABORATIONS

Georgia State University in Atlanta is opening the Legal Analytics Lab, an initiative of the Robinson College of Business with support from the school's College of Law. The lab will bring together data scientists and business and legal scholars to analyze millions of litigation filings and outcomes, corporate financial disclosures, patent applications, and other legal documents. With this knowledge, they will identify patterns and evaluate how the law operates in order to predict future outcomes.

The Schulich School of Business at **York University** in Toronto, Ontario, is partnering with Deloitte to create the Deloitte Cognitive Analytics and Visualization Lab. The lab, which will be approximately 800 square feet, will explore advances in predictive analytics, natural language processing, machine

learning, analytics design, and data-based storytelling. It will be available to students and faculty. Deloitte also will fund a new data scientist position. Both the lab and the data scientist will be housed within Schulich's planned Centre of Excellence in Business Analytics, which will be located within the school's new Rob and Cheryl McEwen Graduate Study & Research Building.

Webster University of St. Louis, Missouri, has signed a memorandum of understanding with the Ministry of Higher Education of Uzbekistan to establish a Webster University presence in the Republic of Uzbekistan.

The **University of Tampa's** Lowth Entrepreneurship Center and Sykes College of Business in Florida are partnering with entertainment and lifestyle retailer HSN to create programming for emerging entrepreneurs. Called the American Dreams Academy, the interactive two-day format will allow other universities to host their own intensive training academies based on content created by the Lowth Center. The American Dreams Academy will be sponsored by Quirky, an online platform dedicated to helping inventors bring products to market through community collaboration and manufacturing partnerships. After each academy event, local entrepreneurs will have a chance to pitch their products to a team of HSN and Quirky experts.

Ecole hôtelière de Lausanne (EHL) and the **China Europe International Business School (CEIBS)** are collaborating to deliver a joint EMBA in hospitality management (HEMBA). Set to launch in May, HEMBA will allow students to take courses from both institutions from faculty in Switzerland, Shanghai, and other cities in the Asia Pacific region. Graduates will receive degrees from each school.

The **Graduate Management Admission Council (GMAC)** has partnered with nine business schools in India to launch the Study in India initiative. Through this partnership, international students in 27 countries will be able to pursue management education more easily at Indian institutions. The institutions in the partnership include the **Indian Institute of Management—Ahmedabad, Indian Institute of Management—Bangalore, Indian School of Business, Indian Institute of Management—Indore, Xavier University—Bhu-**

baneswar, S.P. Jain Institute of Management and Research, Narsee Monjee Institute of Management Studies, Great Lakes Institute of Management, and Institute of Management Technology—Ghaziabad. For information, visit www.mba.com/studyinindia.

The online education platform **Coursera** has partnered with the **Philippines Department of Science and Technology (DOST)** and **moocs.ph** to design a training program as part of a national government initiative to prepare Filipino citizens for a rapidly evolving workforce. The program will offer citizens access to courses on data science and related fields. In the future, the partners plan to add educational tracks for cybersecurity, artificial intelligence, and other emerging fields.

The **New York University** Stern School of Business in the United States and the **University of Toronto's** Rotman School of Management in Canada have partnered to establish the Creative Destruction Lab in New York City. CDL-NYC will support science and technology startups by delivering a nine-month program that brings together serial entrepreneurs, angel investors, and startup founders. Entrepreneurs will receive guidance from NYU faculty who specialize in STEM-based startups, as well as business development support from Stern faculty and MBA students. CDL Toronto, the pioneer program on which CDL-NYC is based, has generated more than CAN\$1 billion of equity value creation in the five years since its founding.

In October, the **S.P. Jain Institute of Management and Research** in Mumbai, India, has signed a memorandum of understanding with the Indian Aviation Academy (IAA) to develop training and research in the area of human resources. The IAA is the joint training academy of Airports Authority of India, Director General of Civil Aviation, and Bureau of Civil Aviation Security.

Solvay Brussels School of Economics and Management in Belgium has partnered with the department of economics at **Georgetown University** in Washington, D.C., to launch a one-year master's degree program in political economy. Students will take their fall and spring term classes in Brussels and their summer term classes in Washington.

GIFTS AND DONATIONS

Kent State University in Ohio has received a US\$3.1 million gift for a College of Business Administration scholarship endowment from the estate of Kent State alumnus Joseph Stevens. The Stevens Family Scholarship for the College of Business Administration was established by Joseph and Frances Stevens.

CENTERS AND FACILITIES

The Mannheim Business School at the **University of Mannheim** in Germany has opened a new study and conference center in the former coal cellar of Mannheim Palace, one of Europe's largest baroque palaces. The new space includes two semicircular lecture halls, a flexible conference area, ten breakout rooms, and a large foyer; its glass façade looks out on the palace garden. The building is approximately 1,700 square meters (about 5,800 square feet) and cost €9 million (about US\$10.48 million) to build.

The Wisconsin School of Business at the **University of Wisconsin—Madison** has embarked on a US\$11 million construction project to convert three floors in its facility into a vertically connected educational



space called the Learning Commons. The Learning Commons will become the heart of the building, connecting its east and west wings and providing ample natural light. The first floor will house the school's finance and analytics lab, and the second and third floors will feature the business library and

business learning center with five active learning classrooms equipped with wireless displays for collaboration. Construction on the 33,000-square-foot space is due to be completed this spring.

Last November, Germany's **ESMT Berlin** opened its Hidden Champions Institute (HCI). The institute will support companies that are in the global top three or that are the market leaders on their continents, and that also have a turnover of less than €5 billion (approximately US\$5.82 billion). These hidden champions are so called because even though they are not well-known, they are highly successful, create jobs, generate economic growth, and collectively invest twice as much in research and development as larger companies.

OTHER NEWS

ESSEC Business School in Cergy, France, has launched a new web series called ESSEC Knowledge Live. Broadcast on YouTube, the series allows professors from the school to provide commentary on and analysis of trending news stories from around the world. Each session will include a short analysis of an issue followed by a Q&A session featuring live questions from the audience.

Major Donations for Two Schools

Two business schools recently received gifts or pledges in excess of US\$100 million:

- The College of Business at the **University of Illinois at Urbana-Champaign** has announced a US\$150 million gift from alum Larry Gies and his wife, Beth. In recognition, the school now will be known as the Gies College of Business. The investment will be used to strengthen existing undergraduate and graduate programs and allow the school to invest more heavily in technology. Larry Gies is the founder of Madison Industries, a private equity firm that buys and grows middle market companies. The gift is the largest one ever received by a school in the University of Illinois system.

- The Shidler College of Business at the **University of Hawai'i at Mānoa** in Honolulu has announced that alum Jay H. Shidler has donated US\$117 million in cash and real estate ground leases to the school. This new gift comes immediately after Shidler delivered the final installment of the \$111 million gift he announced in 2014, bringing his total gift to \$228 million. School officials say the latest donation will support the improvements and expansion facilitated by Shidler's

earlier donation. It also will provide a level of steady funding that could be used to make the college tuition-free within 40 years if the school decides to pursue that goal.

The new gift is centered on the donation of land underlying 11 office buildings in the commercial business districts of major inland cities, including Seattle, Washington; Denver, Colorado; Chicago, Illinois; and Tampa, Florida. The gift of land, along with its attendant ground leases, is projected to produce a lasting source of capital that historically increases faster than inflation.

To ensure the long-term nature of the gift, Shidler has stipulated that the university cannot sell any of the donated ground leases before the end of their 99-year terms. Shidler estimates that the ground leases will generate a minimum of \$2.1 billion of contractual cash flow for the college. At the end of the ground lease terms, the college receives full ownership of the related office buildings, which together with the land will be worth an estimated \$5.1 billion. In total, this gift of land and commercial buildings could yield a minimum of \$7.2 billion during the life of the current leases.

The **University of Cape Town's** Graduate School of Business in South Africa has committed a record R4.6 million (US\$338,733) to scholarships for 2018. In addition, students now can apply for funding at the same time as they apply to the program, instead of waiting until they've been accepted. The amount translates to roughly 20 full-time or 40 part-time MBA scholarships. The money will be drawn from existing scholarship sources as well as the GSB Foundation, an independent trust that works with alumni to raise funds to make education at the school more accessible. The school is encouraging historically disadvantaged South African and African citizens to apply.

StartOut, a U.S.-based nonprofit that supports, educates, and connects LGBTQ entrepreneurs, has launched its Global LGBTQ Entrepreneur Network in partnership with Citi Ventures. The Global Network will help entrepreneurs and their business

partners connect with investors, mentors, and each other. The network will feature a private global directory, online forums, and a mentorship program. At launch, 12 associations worldwide had signed on to the project. Those who are not members of participating organizations can sign up individually at startout.org/membership.

The **Institute of Management Accountants** (IMA) is still running its 2018 "You've Got to Earn It" video contest, open to all students and young professionals until January 31. The IMA will accept short, creative video submissions that are 30 seconds to two minutes long, in which contest participants answer the question, "In what ways does the Certified Management Accountant certification prepare you for the future, and how does it future-proof your career?" The winner will receive US\$2,500 plus funds for up to five people to attend the IMA's Annual Conference & Expo in

June. Second- and third-place winners will receive \$1,500 and \$1,000, respectively. Visit www.imanet.org/videocontest.

The **Social Science Research Network** (SSRN) has announced the creation of the Women's & Gender Studies Research Network (WGRSN), a global, online community that follows the model of SSRN's other disciplinary networks. WGRSN will include 17 electronic journals that each focus on major areas of scholarship; subscriptions to these journals will be free during the startup phase. For more information, visit www.ssrn.com/en/index.cfm/wgsrn.

CORRECTION

In "Talking the Talk," which appeared on page 48 of the November/December 2017 issue of *BizEd*, Karlene Cousins was mistakenly identified as associate dean. She is an associate professor. 

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JAMES MADISON UNIVERSITY

Dean of the College of Business

James Madison University (JMU) invites applications and nominations for Dean of the College of Business.

The Dean provides academic, intellectual, administrative, strategic and budgetary leadership for the College. In collaboration with academic unit heads, the Dean promotes a highly stimulating and creative learning environment for faculty and students, while supporting academic unit self-governance. The Dean champions recruitment, development, inclusion, mentorship, and retention of diverse and highly qualified faculty, students and staff. The Dean represents the College to internal and external constituents and advocates for faculty and student interests through external fundraising. The Dean works closely with the College of Business Board of Advisors to advance the strategic vision of the College and its affiliate schools. As a transformative leader, the Dean works with colleagues throughout campus to facilitate innovation, creativity, collaboration, entrepreneurship, and engagement in teaching and learning, scholarship, and service. The Dean will continue oversight and management of a major College of Business-related Facilities project, targeted for a Fall 2020 opening. Working collaboratively with University Advancement, the Dean will also be an active partner in ongoing fundraising for this project.

For more information, visit <http://joblink.jmu.edu/postings/2528> or go to JobLink.jmu.edu and reference posting number **F1075**.



James Madison University is an equal opportunity employer committed to creating and supporting a diverse and inclusive work and educational community that is free of all forms of discrimination. This institution does not tolerate discrimination or harassment on the basis of age, color, disability, gender identity, genetic information, national origin, parental status, political affiliation, race, religion, sex, sexual orientation or veteran status.



Six Tenured Chair Professorships & Five Tenure Track Assistant Professor Searches

Under the leadership of President Julio Frenk, the University of Miami is a global research university for the 21st century. Miami Business School's mission is to educate principled leaders who transform global business and society.

To further its mission, Miami Business School announces global searches for six chaired, tenured professorships at the full or associate levels. Applications and nominations are welcome in the following areas:

- Accounting
- Business Analytics
- Business Law, Ethics, Compliance, and Sustainability
- Finance
- Global Business Strategy
- Global Economics
- Global Leadership
- Innovation and Entrepreneurship
- Marketing

Candidates and nominees must have an extensive and recent publication record in the top tier scholarly journals in their fields. They must have an international perspective plus strong teaching and course development skills. Spanish proficiency and some exposure to Latin America are preferred, but not required.

Please submit letters of application or nomination in confidence together with a current curriculum vitae to profsearch@bus.miami.edu. Search Committees will review applications and nominations and searches will continue until the chairs are filled.

Miami Business School is also seeking applications for tenure track positions at the Assistant Professor level in the following areas:

- Accounting
- Business Analytics
- Health Sector Management & Policy
- Marketing
- Strategy

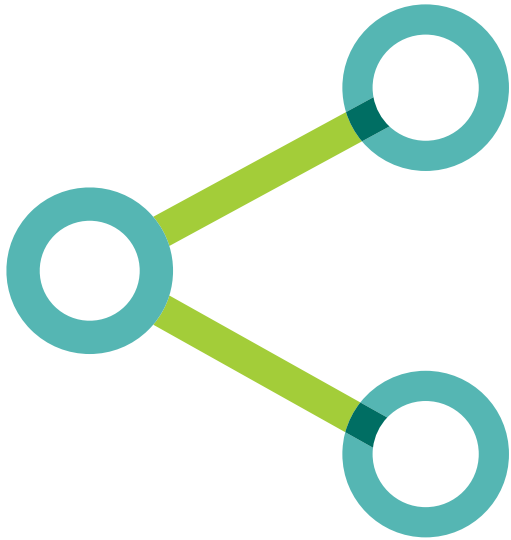
Candidates should possess, or be close to completing, a PhD in the appropriate field. Applications should be submitted to Assistantprofsearch@bus.miami.edu.

Miami Business School is the leading private business school in the southeast United States, graduating approximately 400 postgraduates and 550 undergraduates in business each year. Miami is the eighth largest metropolitan area in the USA and is known for its unique style and cultural diversity, and as the gateway to Latin America.

UM is an equal opportunity employer that embraces all forms of diversity. We encourage women as well as minority candidates to apply for our positions.

The AACSB logo consists of the letters "AACSB" in a bold, teal, sans-serif font. To the right of the letters is a stylized graphic element consisting of two overlapping triangles, one teal and one light green, pointing towards the top right.

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BIG PROGRAMS, BIG WINNERS

MBA programs with more than 200 students received 55 percent of the most recent round of applications, according to the Graduate Management Admission Council's 2017 Applications Trends Survey released last fall. Programs with 50 or fewer students received just 11 percent of applications.

▶ READ "TRENDS IN GRADUATE MANAGEMENT EDUCATION" AT BIZED.AACSB.EDU/ARTICLES/2017/11/TRENDS-IN-GRADUATE-MANAGEMENT-EDUCATION.

45% Percentage of EMBA students who are wholly self-funded, according to the 2017 member survey published last fall by the Executive MBA Council.

SEE "EMBA SNAPSHOT" ON PAGE 16.

GOING VIRAL

How likely is it that a crisis in one company will affect another? Researchers Dan Laufer and Yijing Wang say it depends on how similar the two companies are in geography, industry, organizational type, and positioning strategy.

READ "IS CRISIS CONTAGIOUS?" ON PAGE 10.



FOCUS ON FACULTY

"We're asking schools to tell us where they were five years ago, where they are today, and where they want to be in five years. We ask them, 'How is your faculty portfolio going to change?'" says Robert Reid, AACSB's former chief accreditation officer and current special executive advisor.

SEE "THE FACULTY PIECE" ON PAGE 20.

FROM PRACTICE TO RESEARCH

"Many non-tenure-track faculty have not received adequate training in terms of learning research methodologies or navigating the publishing process," write Craig van Slyke, Carol Saunders, and Kevin Trainor of Northern Arizona University. "In our experience, once NTT faculty have overcome their initial trepidation at the thought of performing academic research, many find the process stimulating, satisfying, and enjoyable."

READ "SOLVING FOR X" ON PAGE 32.

CULTURAL PURSUIT

Bianca Pestalozzi, a consultant at McKinsey in Switzerland, advises potential MBA students to enroll in business schools located outside not only their home countries, but their home continents. "Then, you'll actually get a local experience," she says. "You'll meet people who are very different from those you would meet [in your home country]. You'll be a part of the local culture."

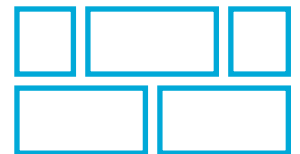
▶ SEE "WHAT DO STUDENTS THINK ABOUT DIVERSITY?" AT BIZED.AACSB.EDU/ARTICLES/2017/11/WHAT-DO-STUDENTS-THINK-ABOUT-DIVERSITY.



US\$1,150

The cost for the nonprofit ¡Échale! A Tu Casa to build a two-bedroom earthquake-resistant home out of energy-efficient Ecoblocks. IPADE Business School is raising funds to build 35 such structures to help families who lost their homes in the September 2017 earthquake in Mexico.

READ "IN CASE OF EMERGENCY" ON PAGE 44.



ONLINE APTITUDE

Because our digital and personal lives are now so interconnected, we must be more deliberate about shaping our online presence, emphasizes Ethel Badawi of George Washington University. She offers three pieces of advice to students and faculty: Complete your LinkedIn profile; create and share great content; and, above all, be authentic in everything you post online.

READ "DIGITAL IMPRESSIONS" ON PAGE 58.

SUCCESS AFTER 3 YEARS OF SETBACKS: THE STRUGGLES OF LAUNCHING AN ONLINE MBA PROGRAM



The Fox School of Business launched its Online MBA program fast and early in 2009, as a test, and has rapidly evolved the program each year. While we didn't meet our numbers immediately, we learned a lot. For example, we used to place students into cohorts, but over time we realized that the format wasn't appropriate for online students, who prefer flexibility.

This and other early failures taught us key insights, which have led to market-driven techniques that are the secret sauce for today's Fox Online MBA program. As a result, the program has earned the No. 1 ranking in the nation for three consecutive years, according to *U.S. News & World Report*. In the same report, the Fox Online undergraduate degree in business ranked No. 2 in the nation.

Learn what our fast and furious program launch taught us about online education.

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