


ONLINE OVERNIGHT
EASING FACULTY'S SUDDEN
TRANSITION TO ONLINE
INSTRUCTION **P. 32**

LOCAL EMPHASIS
THE IMPORTANCE OF PROGRAMS
THAT REFLECT LOCAL CULTURAL
CONTEXTS **P. 38**

ESCAPIST RESEARCH
HOW ACADEMICS ARE USING AN
ESCAPE ROOM TO STUDY REAL-
LIFE TEAM DYNAMICS **P. 44**

BizEd

AACSB INTERNATIONAL MAY | JUNE 2020



STRENGTH IN NUMBERS

AS THE BUSINESS EDUCATION MARKET
GROWS MORE COMPLEX, B-SCHOOLS
FIND THEY CAN ACHIEVE MORE
BY BANDING TOGETHER **p. 16**



MASTER OF ACCOUNTANCY

STAND OUT FROM THE COMPETITION

The Master of Accountancy at the University of South Carolina is more than just an accounting degree: it's a **highly customizable program** designed to **hone students' ability to analyze information, identify problems and provide value-added solutions** — all while gaining the confidence and communication skills needed to **stand out in the accounting field**.

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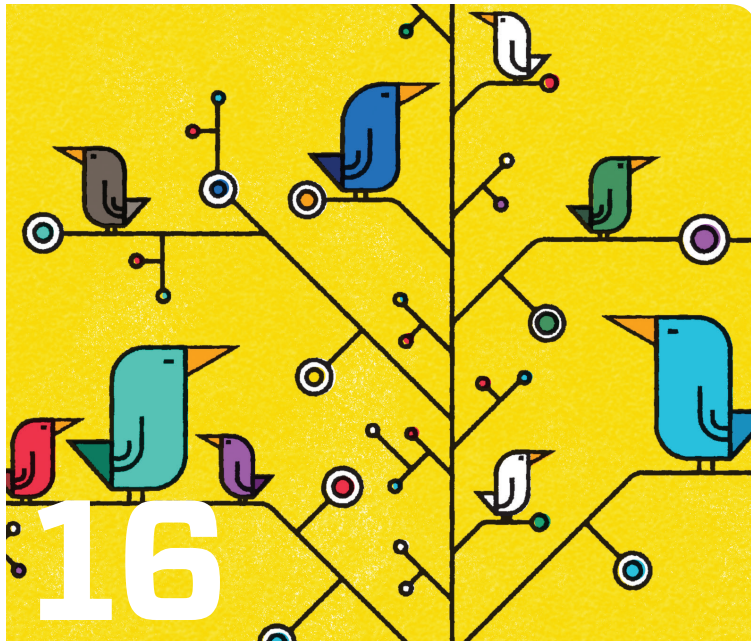
Students supplement a strong core curriculum taught by world-renowned faculty with courses tailored to match their interests. After choosing their preferred track – business measurement and assurance or taxation – students select one of several specializations in areas such as consulting services, business analytics, corporate accounting, entrepreneurial studies, finance, international business or systems/enterprise resource management (ERP). The flexible curriculum also allows students to create their own path using virtually any graduate course offered at UofSC — including study abroad experiences.

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Students utilize the same software and tools they'll use on the job, which prepares them to deliver from day one in new position. This real-world experience translates to a 98% job placement rate with MACC graduates working around the world at regional, national and global firms.



16 Stronger Together

Schools and universities form alliances to work on pressing issues facing higher education today.

28 The Advantages of Alliances

The International Partnership of Business Schools is dedicated to creating a cross-cultural international academic community.

32 Online Overnight

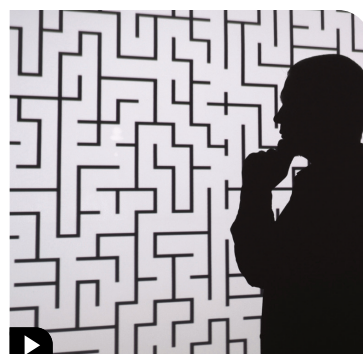
COVID-19 has forced many schools to switch swiftly to virtual classes. What should administrators know about making the transition smoothly?

38 Localization in the Age of Globalization

The so-called “American” model of business education is giving way to programs that reflect local cultural contexts, say Amy Gillett and John Branch of the University of Michigan.

44 Escapist Research

An escape room at the University of Mannheim serves as a live lab for scholars studying team dynamics—and a source of entertainment for the community.



▶ [ONLINE AT BIZED.AACSB.EDU](https://www.aacsb.edu/online)
Preparing for Post-Pandemic Instruction

Robert Fleming of Rowan University has a message for faculty: Take time during this crisis to better prepare yourselves, and your students, for the next one.

in this issue



research + insights

10

Patents Still Pending

How European schools can help entrepreneurs successfully cross the “Valley of Death.”

11

Does Social Media Influence Admissions?

More than a third of admissions officers say they check social media accounts of applicants.

14

Reaping Big Benefits of Climate Restoration

The return on investment could be more than US\$7 trillion.

PLUS:

Teaching ethics, designing research with impact, and embracing the advantages of mindfulness.



ideas in action

50

Teachers' Alliance

A new consortium improves the teaching and learning environment at business schools.

52

The Curriculum As Architecture

The U.S. Air Force Academy structures its business program to include a strong foundation and supporting pillars of knowledge.

53

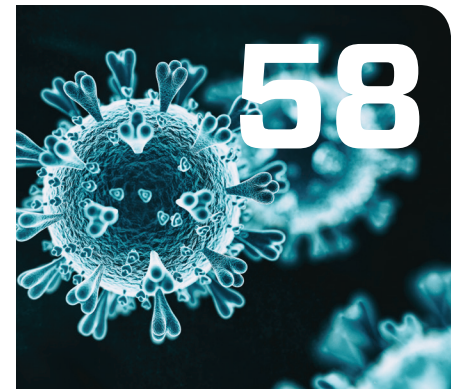
A BBA & MBA in Four Years

Students also complete a minor in venture creation and receive seed money toward launching their businesses.

54

Founders Seeking Funders

Initiatives at IESE Business School and Catholic University teach entrepreneurs to attract the capital their businesses need to thrive.



people + places

58

Rapid Response

Schools adapt their operations to the ongoing impact of COVID-19.

59

Leaders with Influence

AACSB honors 25 inspirational business leaders in its annual challenge.

60

All-Access Bachelor's Degrees

New online undergraduate degrees from several providers are aimed at nontraditional learners.

PLUS:

Wharton chooses its first female dean, and AACSB elects new leaders.

IN EVERY ISSUE:

- 6 From the Editors
- 8 Calendar
- 56 Bookshelf
- 64 At a Glance

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Undergraduate International
Business Programs by
U.S. News & World Report (2020)



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More at business.fiu/global

MISSION

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

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WHO WILL BE A FORCE FOR GOOD? SPARTANS WILL.

Smart technology, social media and artificial intelligence are now mainstays in today's world. Along with these advances have also come unexpected issues and unintended consequences. For researchers at the Broad College of Business, the time is now to understand how technology can impact ethics and the business world.

Discover our impact at
broad.msu.edu

ANJANA SUSARLA
ASSOCIATE PROFESSOR OF ACCOUNTING
AND INFORMATION SYSTEMS



Broad College of Business
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Life, Interrupted

IT'S HARD TO believe that when we first finished our work on our May/June issue the world was still ... normal. We were aware of the novel coronavirus, but it had not yet upended our daily lives. We have published many articles over the years about the disruption of higher education, whether by technology or demographic shifts. But it has been hard to comprehend the speed with which the global pandemic has upended not only higher education, but all industries across the board.

In just a few weeks, the need for social distancing has forced universities to put their entire programs online. Face-to-face conferences have been converted to virtual formats. Huge swaths of the global workforce have begun to work remotely. The spread of COVID-19 will certainly have a devastating impact on the global economy, but how will the pandemic affect how humans *live*? Many of the changes that experts predicted would happen over the next few years have stunningly happened within just a few days. The impact of such pervasive and sudden transformation is yet unknown.

For the past 20 years, we have expressed concerns about some of the defining issues of the early 21st century. We predicted that online education would supplant face-to-face courses. We have decried social media for creating more distance between us, rather than bringing us closer together. We've called for humans to consume less and use the planet's resources more sustainably. What if this crisis is the catalyst that turns online education and remote work into the norm rather than the exception? What if it motivates people to refine their use of social media and online collaborative tools in ways that make online interactions far more personal and engaging? What if people realize that they can live more sustainably than they previously could have imagined?

It's possible that once the danger has passed, we will simply return to living as we did before. But that seems unlikely. One change sure to come from this crisis is that we will need to rely on one another to emerge intact on the other side.

When we planned this issue's cover focus on school alliances, we didn't know how fitting the topic would be for the times. In both "Stronger Together" and "The Advantages of Alliances," we look at alliances that educational institutions have formed to better share knowledge and improve business education. In "Teachers' Alliance," which appears in our Ideas in Action department, we look at an emerging network of teaching professionals who are drawing on each other for guidance, strength, and inspiration—three reserves that will prove especially valuable during this time of extreme disruption.

"It's not very smart for schools to believe they need to independently solve their problems," says Bridget Burns of the University Innovation Alliance. In light of what has happened over the last few weeks, that statement could not be more accurate. Even though their regular routines have been interrupted—with many normal activities being put on pause—schools have achieved impressive accomplishments in a short span of time. We hope that, as you cope with the challenges that arise in the months and year ahead, you continue to learn and flourish in both expected and unexpected ways.

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

Tricia Bisoux
Co-Editor

A handwritten signature in black ink that reads "Sharon Shinn". The script is bold and cursive.

Sharon Shinn
Co-Editor



From Partnerships, New Programs Grow

Marcin A. Jankowski '19 (MBA), DO, FACS, FACOS, CHSE

Saint Joseph's MBA for Osteopathic Physicians

Saint Joseph's longstanding partnership with Pennsylvania College of Osteopathic Medicine has allowed students to earn MBAs while earning their DOs for decades. Inspired by this successful program, Saint Joseph's launched a healthcare-focused Executive MBA designed for osteopathic doctors, endorsed by the American Osteopathic Association (AOA). Through the program, physician students learn to think strategically as healthcare policies and regulations, patient expectations, and compliance considerations continue to evolve.

To learn more about the program, visit [sju.edu/aoa](https://www.sju.edu/aoa).



Haub School of Business

Philadelphia, PA 19131

Photography by Melissa Kelly

AACSB events

AACSB International is transitioning to virtual learning opportunities for the remainder of the year. Visit www.aacsb.edu/events for the latest information.

CONFERENCES

Global Accreditation Conference
SEPTEMBER 23–25

Asia Pacific Annual Conference
OCTOBER 19–21

Europe, Middle East & Africa Annual Conference
OCTOBER 26–28

Associate Deans Conference
NOVEMBER 8–10

Diversity & Inclusion Summit
NOVEMBER 11–12

VIRTUAL SEMINARS

The following seminars are planned to be offered in June. Dates TBD.

Continuous Improvement Review

Engagement, Innovation & Impact

Faculty Standards & Tables Workshop

Assurance of Learning I & II

ONLINE COURSES

MAY 18–JUNE 28

Online Teaching Bundle

This facilitated online series provides a framework for developing online courses. See inset for more information.

Business Accreditation

This self-directed online course covers the challenges of navigating eligibility criteria and continuous improvement.

Continuous Improvement Review

This self-directed online course prepares educators to support school-wide CIR activities and maximize the benefits of the CIR process.

RECORDED WEBINARS

AoL and Standard 8:

Separating Fact from Fiction

Discussion focuses on best practices, curricula management, and the guidance of Standard 8 for measuring and reporting assurance of learning.

Blockchain in the Business School Curricula

Kevin Werbach of the University of Pennsylvania and Cesare Fracassi of the University of Texas at Austin discuss the implications of this emerging technology for higher education.

Eligibility Application

Geoff Perry, AACSB's chief officer for the Asia Pacific region, and Vance Roley of the University of Hawaii at Mānoa provide an overview of AACSB accreditation, including information about eligibility criteria and initial steps in the process.

Initial Self-Evaluation Report

Clayton State University's Jacob Chacko and Qatar University's Nitham Hindi outline the steps following approval of a school's eligibility application.

Strategy, Mission & Vision—A Dean's Perspective

American University of Beirut's Steve Harvey and AACSB's Tim Mescon discuss the purpose and components of effective mission and vision statements, as well as ways these statements can provide a blueprint for inspiration and action.



MAY 18–JUNE 28 Delivered virtually

Online Teaching Bundle

This three-course series introduces faculty to different approaches to online course design and student engagement, as well as to available educational technologies to facilitate learning and collaboration. Course topics include Getting Started (May 18–31), Presence and Engagement (June 1–14), and Feedback and Honesty (June 15–18).

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

other events

The following information was in effect as of this publication but is subject to change. Refer to organizers' websites for the most up-to-date information.

AALHE Conference

Converted to virtual format
Date TBD
www.aalhe.org

Academy of International Business Annual Meeting

Converted to virtual format
Date TBD
aib.msu.edu

MBA CSEA Global Conference

Postponed
www.mbacsea.org

International Management Teachers Academy
JUNE 14–25

Bled, Slovenia
www.ceeman.org/imta

SHRM Annual Conference
JUNE 28–JULY 1

San Diego, California
annual.shrm.org

EFMD Annual Conference
AUGUST 30–SEPTEMBER 1

Lyon, France
efmdglobal.org

CEEMAN Annual Conference
SEPTEMBER 23–25

Trieste, Italy
www.ceeman.org

Baltic Management Development Association Annual Conference
OCTOBER 14–16

Tallinn, Estonia
www.bmda.net

CLADEA 2020 Annual Assembly
OCTOBER 21–23

Guadalajara, Mexico
www.cladea.org

A portrait of a young woman with long, wavy brown hair, smiling warmly. She is wearing a black top. The background is a soft-focus outdoor setting with greenery and a building.

Graduating Top Candidates

Mary Margaret Hughes '17

Thanks to Saint Joseph's **top-ranked risk management and insurance curriculum and accelerated co-op program**, Mary Margaret Hughes '17 added a full year of working experience at two Philadelphia insurance groups to her resumé and earned her producer's license — all before graduation. Today, she's an associate broker for multinational insurance corporation, Aon.

Learn more at [sju.edu/insurance](https://www.sju.edu/insurance).



Patents Still Pending

TAPPING THE FULL POTENTIAL OF EUROPE'S INTELLECTUAL PROPERTY.

EUROPEAN SCIENTISTS ARE excellent at making new discoveries. Their big challenge? Getting those discoveries to market. A recent report explains that the European scientific community is plagued by a phenomenon commonly known as “the Valley of Death,” in which scientific researchers cannot attract the necessary investments to find markets for their discoveries.

The report was written by scholars from IESE Business School in Barcelona in Spain, Oxford University in the United Kingdom, Università degli Studi di Perugia in Italy, the European Commission, and other institutions. In their analysis, the co-authors discovered that 95 percent of existing European patents are inactive—largely because their inventors lack capital. This could be because private investors view scientific discoveries as too risky, believe they will cost too much to develop, or think they will take too long to come to market.

However, investors who take the risk could reap largely untapped rewards. According to the study, the 5 percent of European patents that have been commercialized help drive more than 40 percent of Europe’s gross domestic product. Moreover, since 2013, investment in other types of startups has increased from US\$19 billion to \$134 billion, which indicates that more venture capitalists are looking for ideas to support.

The report outlines three strategies to help researchers attract more of this funding. First, European leaders need to create “co-investment

funds” that support the market validation of discoveries and bring together corporations and investors interested in science-based startups. Second, financial institutions need to adapt existing investment mechanisms to better support technology transfer activities.

Finally, European government and academic institutions must do more to strengthen the technology transfer environment. For policymakers, this would mean aligning and simplifying the regulatory frameworks that affect European startups. And for academics, this would mean doing more to engage with industry and share best practices.

► [Learn more about “Corporate Venturing: Insights for European Leaders in Government, University and Industry” at \[www.ieseinsight.com\]\(http://www.ieseinsight.com\) under “Document Types,” and then “Studies and Reports.”](http://www.ieseinsight.com)

Ethics at Work

While critics often have asked if ethics really can be taught, a new large-sample study suggests the answer is yes. The research was conducted by Zachary Kowaleski, an assistant professor of accountancy in the University of Notre Dame's Mendoza College of Business in Indiana; Andrew Sutherland, the Ford International Career Development Professor of Accounting at the MIT Sloan School of Management at the Massachusetts Institute of Technology in Cambridge; and Felix Vetter, a doctoral candidate at the London School of Economics.

The researchers studied nearly 1.2 million investment advisers and financial representatives working at U.S. broker-dealers between 2007 and 2017. They focused on the consequences of a 2010 change in the investment adviser qualification exam. Prior to the change, the exam's rules and ethics section—which covers allowable forms of compensation, disclosure requirements, and prohibitions of unethical business practices—had an 80 percent weight. The exam's technical section—which covers such topics as capital market theory, investment vehicle characteristics, ratios, and financial reporting—had a 20 percent weight. After the change, each section was weighted at 50 percent.

The authors discovered that those passing the older exam containing more rules and ethics coverage were one-fourth less likely to commit misconduct, including obvious offenses such as fraud, theft, or deception.

The researchers speculate that the exam plays a “priming” role, so that early exposure to rules and ethics material prepares individuals to behave appropriately later. Those passing the exam without prior misconduct appear to respond most to the amount of material relating to rules and ethics on their exam. Those already engaging in misconduct, or having spent several years

working in the securities industry, respond least or not at all.

The study also examines what happens when people with more ethics training find themselves surrounded by bad behavior, and it shows that these individuals are more likely to leave their jobs. “That those with more ethics training are more likely to leave misbehaving organizations,” says Kowaleski, “suggests the self-reinforcing nature of corporate culture.”

► **“Can Ethics Be Taught? Evidence from Securities Exams and Investment Adviser Misconduct” is forthcoming in the *Journal of Financial Economics*. Download it at ssrn.com/abstract=3457588.**

DOES SOCIAL MEDIA INFLUENCE ADMISSIONS?

When college admissions officers are considering candidates, do they ever weigh information from the applicants' social media accounts? Some do, some don't, according to 300 officers surveyed by Kaplan Test Prep:



36% visit profiles like Facebook, Instagram, Twitter, and YouTube.

19% check applicants' footprints “often.”

38% say what they learn has a positive impact on their view of candidates.

32% say what they find has a negative impact on their view of candidates.

41% believe such visits are “an invasion of privacy and shouldn't be done.”

Kaplan has tracked the role of social media in the college admissions process over the past 11 years. While admissions officers have been more “ideologically comfortable” with the idea of checking social media accounts, many of them prefer to rely on more traditional factors such as test scores, letters of recommendation, essays, and extracurriculars, says Sam Pritchard, director of college prep programs for Kaplan Test Prep.

“We continue to believe that applicants' social media content remains a wildcard in the admissions process,” says Pritchard. “Our consistent advice to teens is to remain careful and strategic about what they decide to share.”

► **View a video about the survey results at youtu.be/Y1bYdw4LjyY.**



More Benefits From Mindfulness

MORE BUSINESSES ARE offering mindfulness programs designed to help employees alleviate anxiety, reduce stress, regulate their emotions, and improve their focus. But a new study suggests that mindfulness also helps make people more generous, helpful, and compassionate.

Those are some of the findings in a new paper by Andrew Hafenbrack of the University of Washington Foster School of Business in Seattle; Lindsey D. Cameron of the Wharton School at the University of Pennsylvania in Philadelphia; Gretchen M. Spreitzer of the Ross School of Business at the University of Michigan in Ann Arbor; Chen Zhang of the School of Economics and Management at Tsinghua University in Beijing; Laura J. Noval of the Imperial College Business School in London; and Samah

Shaffakat of the Liverpool Business School at Liverpool John Moores University in the United Kingdom.

A large body of research already suggests that meditation improves a person's psychological state in ways that could enhance productivity. But the new study indicates that even a single, brief session of mindfulness meditation—which people usually embark upon for their own welfare—enhances prosocial behaviors, which can improve the lives of their co-workers and customers.

The researchers conducted experiments across a variety of workplaces and laboratories in North America, Europe, and Asia. In each case, some participants were randomly selected to participate in an eight- or 15-minute directed meditation session. Others

were placed in a control group that either did no meditation, listened to the news, or engaged in a directed mind-wandering technique of the same duration. These experiments all confirmed that those participating in even a single brief session of focused-breathing meditation, a common mindfulness exercise, were more likely than non-meditators to provide help to others or share a financial windfall with others in need.

Another study compared the effects of the focused-breathing exercise with an activity called the loving-kindness meditation. This meditation directs participants to visualize sending positive energy to themselves, then those close to them, then to enemies, then to the world. After both forms of meditation, participants were asked to imagine they were managers who had to give a negative performance critique to an employee who was going through a tough time. The responses were coded for compassion. Those in the focused-breathing group and the loving-kindness group exhibited equal amounts of compassion—and considerably more than those who had not meditated at all.

The authors found that the boost in compassion comes from how focused-breathing meditation inspires people to see the world through others' eyes, and how loving-kindness meditation inspires empathy. "There's a cognitive pathway for focused-breathing and an emotional pathway for loving-kindness," says Hafenbrack. "They had the same effect on prosocial behavior."

Hafenbrack cautions that mindfulness is not a panacea for all the ills of an organization—and its benefits are likely to dissipate if employees feel obligated to participate. Companies that offer mindfulness programs should make participation optional, he suggests.

"Helping People by Being in the Present: Mindfulness Increases Prosocial Behavior" is forthcoming in the journal *Organizational Behavior and Human Decision Processes*.

Learning from Failures



Many experts offer this advice to organizations that want to encourage greater innovation: Create cultures where employees are not afraid to fail. But is creating a failure-tolerant culture enough to spur innovation? Maybe not, say the authors of a recent study. They ar-

gue that truly innovative organizations don't just normalize failures; they also make time to discuss and learn from them.

"Even though tolerance for failure has been touted as beneficial for innovation by academics and journalists alike, surprisingly there has been no systematic empirical study to support this belief," write Erwin Danneels, associate professor of management at the Muma College of Business at the University of South Florida in Tampa, and Alex Vestal, assistant professor of management at the Cameron School of Business at the University of North Carolina in Wilmington.

By normalizing failure, organizations might spur greater exper-

imentation among employees. But such experimentation might result in only superficial or even "stupid" failures, Danneels and Vestal argue. True and continuous innovation occurs only when employees analyze, discuss, and learn from failures.

But if not structured carefully, discussions of failure can cause employees to feel guilt or embarrassment—or even sow conflict. "Because analyzing failure involves expressing controversial and challenging opinions, people are generally reluctant to discuss failures or do so only in superficial ways," the co-authors write. That's why the most innovative organizations promote only constructive, respectful discourse in the analysis of past failures.

"Examining the mechanisms by which organizations draw the right lessons from failure to enhance innovation is crucial," Danneels and Vestal write. "Organization members need to make explicit efforts to learn from failure, and do so in a climate where people feel safe to talk about the tough issues."

► [Read "Normalizing vs. Analyzing: Drawing the Lessons from Failure to Enhance Firm Innovativeness" at doi.org/10.1016/j.jbusvent.2018.10.001.](https://doi.org/10.1016/j.jbusvent.2018.10.001)

INVESTING FOR SUSTAINABILITY

IS ENVIRONMENTAL, SOCIAL, and governance (ESG) investing good for the bottom lines of U.S. college and university endowments? A report from the Intentional Endowments Network (IEN) looks at 11 higher education institutions that are early adopters of ESG, fossil fuel divestment, or other sustainable investment strategies and finds that fiduciaries are proceeding "without sacrificing financial returns." The IEN is a peer network of colleges, universities, and institutional investors committed to using investment to create a sustainable economy.

The case studies in the report "demonstrate that it is possible to take a thoughtful approach to ESG factors, have a meaningful impact in driving positive change for institutions' stakeholders and communities, and maintain or

improve investment performance."

One school reviewed in the IEN report is California State University in Long Beach. According to Aaron J. Moore, CFO of the California State University Foundation, "an ESG mandate best allowed us to align our investments with the university's values without sacrificing returns. Preliminary results show us up 75 basis points over the benchmark with related fees cut nearly in half."

The IEN report includes a meta-analysis of research on ESG investing performance, which shows that 90 percent of the studies find ESG investing matched or exceeded traditional performance benchmarks.

"For the first time, we have a collec-



tion of real-world cases of college and university endowments implementing sustainable investing strategies and meeting their financial performance targets," says report co-author Georges Dyer, co-founder and executive director of IEN. He adds that the report shows "endowments large and small can invest for a low-carbon, sustainable future, in ways that reduce risk, enhance returns, and protect [the institutions'] reputations."

► [Download "Financial Performance of Sustainable Investing: The State of the Field and Case Studies for Endowments" at www.intentionalendowments.org/financial_performance_of_sustainable_investing.](http://www.intentionalendowments.org/financial_performance_of_sustainable_investing)



Reaping Big Benefits of Climate Restoration

GLOBAL INVESTMENTS IN strategies that address climate change could produce a return on investment of up to US\$7.1 trillion by 2030. This is the prediction of a recent report released by the Thunderbird School of Global Management in Glendale, Arizona. Sanjeev Khagram, its author and Thunderbird’s director-general and dean, shared its findings in January at the World Economic Forum held in Davos, Switzerland.

Khagram explains that the \$7.1 trillion breaks down across five areas. Rebuilding shorelines and other infrastructure to withstand rising temperatures and sea levels could result in \$4 trillion in benefits. Upgrading infrastructure to reduce flood risks and safeguard water supplies could create \$1.4 million in benefits. Restoring mangrove forests that protect coastal communities could generate \$1 trillion.

Finally, improving agricultural practices in arid regions and building early warning systems for storms and other events could pay off \$700 million and \$100 million, respectively.

Perhaps the biggest, but as yet unknown, economic payoffs could come from carbon capture technologies. He points to the potential market value of technology that turns sequestered carbon dioxide into carbon-based materials. These lightweight, high-performing materials could be used in place of everything from steel to copper electrical wiring. In addition, researchers are currently developing and testing methods to restore ecosystems in the ocean and thicken ice layers in the Arctic.

Companies already are making bets on the high-growth potential of such technologies. In January, Microsoft announced its intention to be carbon neu-

tral by 2030. The company has launched a \$1 billion fund to support development of carbon reduction, capture, and removal technologies over the next four years. Its goal is to remove from the air all the carbon it has emitted since 1975.

In December, Goldman Sachs announced that it would spend \$750 billion on sustainable finance projects by 2030. That same month, companies Blue Planet and Kamine Development Corporation Sustainable Infrastructure formed a partnership to scale the production and use of carbon-negative concrete. This could make a significant difference: The manufacture of cement, a component of traditional concrete, creates nearly 8 percent of global carbon emissions each year.

In April 2019, Arizona State University in Tempe and Silicon Kingdom Holdings announced an agreement to deploy “mechanical trees” developed by Klaus Lackner, director of ASU’s Center for Negative Carbon Emissions. Lackner’s carbon-capture technology removes CO₂ from the air thousands of times more efficiently than natural trees.

“It is this type of bold and audacious effort during this ‘decade of action’ that will contribute to ensuring the survival and flourishing of humanity,” Khagram writes. “What is needed now is a transformative, global, multi-stakeholder partnership to catalyze and connect the mounting initiatives on climate restoration.”

In Davos, Thunderbird and The Foundation for Climate Restoration announced the launch of the Global Climate Restoration Task Force, which will explore strategies to scale climate restoration initiatives. Partners include the Office of the Presidency for the Republic of Kenya, Ice911 Research, Ocean-Climate Trust, NEXUS, the Office of Santa Clara County Supervisor Dave Cortese in California, and Earth Day Network.

► [Find the 11-page report at thunderbird.asu.edu/knowledge-network/wef.](https://www.asu.edu/knowledge-network/wef)

ETHICS IS PRIORITY NO. 1

What issues are top priorities for prospective MBAs? Most want business schools to design curricula that cultivate responsible and ethical leadership, according to the most recent Tomorrow's MBA survey.

"Future students tend to see responsible leadership as a fundamental aspect that runs through business education teaching and research, not as a specialist add-on or elective," says Andrew Crisp, author of the study and owner of CarringtonCrisp, a consulting firm in the United Kingdom.

Crisp collected data for Tomorrow's MBA between November 2019 and December 2019, in association with the management development network EFMD. The survey received responses from 672 prospective MBA students in 21 countries, with the largest respondent groups located in the United Kingdom, United States, India, Thailand, Canada, China/Hong Kong, and Malaysia. According to the survey:

PROSPECTIVE STUDENTS WANT MBA PROGRAMS TO ADDRESS:

- Responsible and ethical leadership **70%**
- Diversity and equality **67%**
- Challenges such as poverty and climate change **66%**

THEY PREFER TO BE TAUGHT BY:

- Only qualified academic staff **39%**
- Some business executives **37%**
- International staff **34%**

THEY MIGHT CONSIDER PURSUING, IN LIEU OF AN MBA:

- Specialized master's degrees **69%**
- Professional qualifications **56%**
- MicroMasters or similar stackable credentials **51%**
- Free online courses such as those offered by LinkedIn Learning (**52%**) or MOOC platforms (**43%**)

"Prospective students are demanding content outside the confines of the traditional MBA," says Crisp. He adds that the MBA is under pressure as prospective students consider alternative educational options.

Crisp concludes, "You can summarize the current MBA market in two words: accelerating change."

BROADER IMPACT FOR RESEARCH


Why does most academic consumer research have such a narrow impact? Eight scholars argue that consumer researchers handicap themselves by adhering to implicit boundaries or defaults about what they study, why they study it, and how they communicate their findings. This limits the research they produce and the audiences they reach.

The study's authors are Deborah MacInnis of USC Marshall at the University of Southern California (USC) in Los Angeles; Vicki Morwitz of Columbia Business School in New York City; Simona Botti at London Business School in the U.K.; Donna Hoffman of the George Washington University School of Business in Washington, D.C.; Robert Kozinets of USC's Annenberg School of Communication and Journalism; Donald Lehmann of Columbia Business School; John Lynch Jr. of the Leeds School of Business at the University of Colorado Boulder; and Cornelia Pechmann of the Merage School of Business at the University of California Irvine.

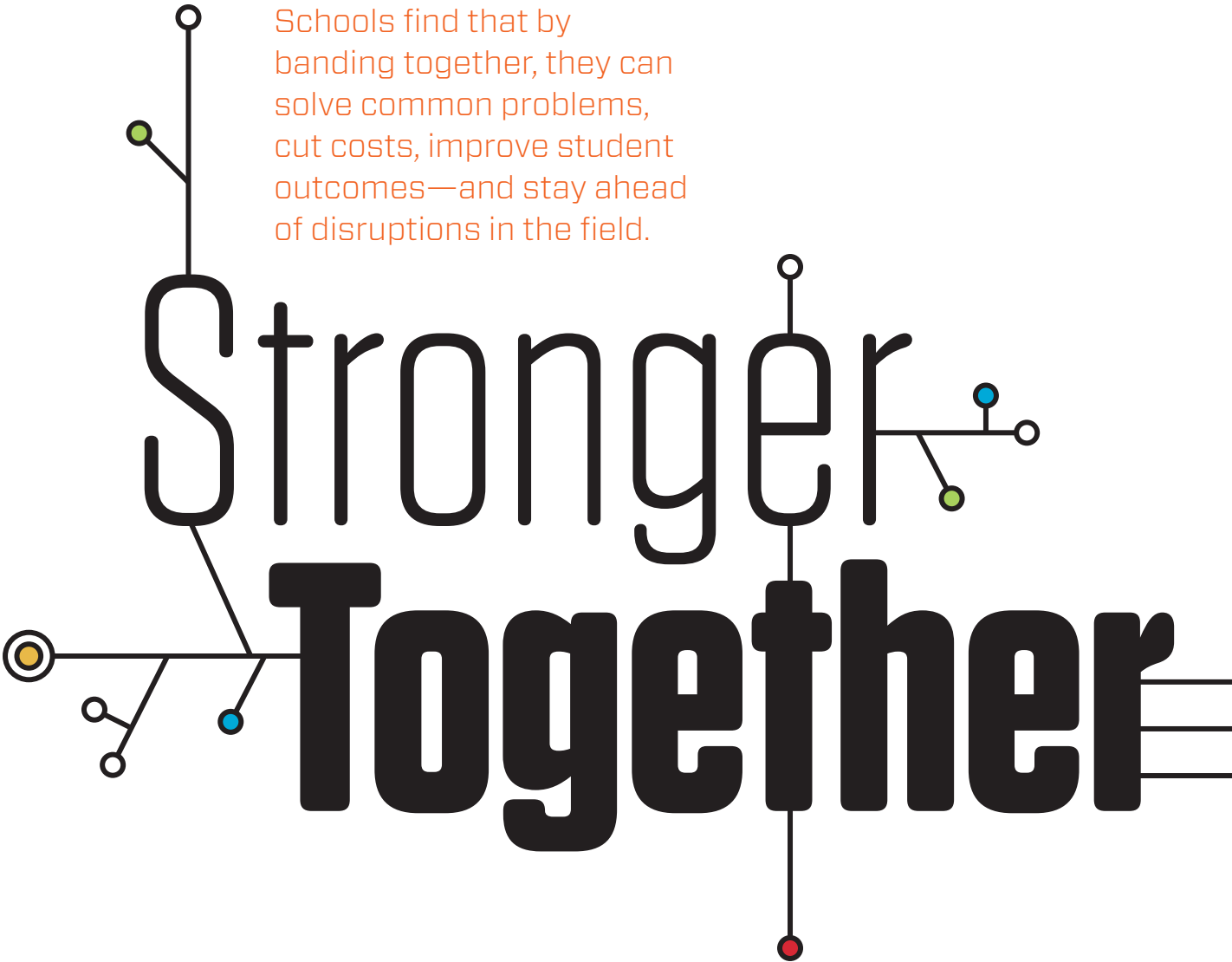
The authors note that while consumer researchers cite scholars in other fields, those scholars rarely cite work by consumer researchers. Also, most practitioners rely on the work of popular business writers rather than academics. As a result, the work that consumer researchers generate has little impact beyond other academics.

The authors suggest that consumer research scholars stop looking at other academic articles as inspirations for their own work. Instead, the authors urge these scholars

to look outward toward real-world examples and explore them in ways that have not yet been attempted by practitioners and other academics. Such efforts will make their research more relevant to scholars in other fields, as well as practitioners, governmental agencies, and NGOs.

"Creating Boundary-Breaking Marketing-Relevant Consumer Research" appeared in the March 2020 issue of the *Journal of Marketing*. 





Schools find that by banding together, they can solve common problems, cut costs, improve student outcomes—and stay ahead of disruptions in the field.

Stronger Together

HIGHER EDUCATION IS in a state of accelerating disruption as new technology, alternative providers—and now, a global pandemic—reshape what is taught in the classroom and how. One way business schools can weather the turbulence is by forming networks that share content, resources, technological knowledge, and faculty expertise. Such alliances help schools save money, expand their offerings, and deliver the best learning options to their students.

Take the Future of Management Education (FOME) alliance, which formed in 2018 as a way for schools to accelerate their adoption of online course delivery. Members not only discuss ways to use

their common hosting platform, but also rely on the technology to offer each other's courses to their own students.

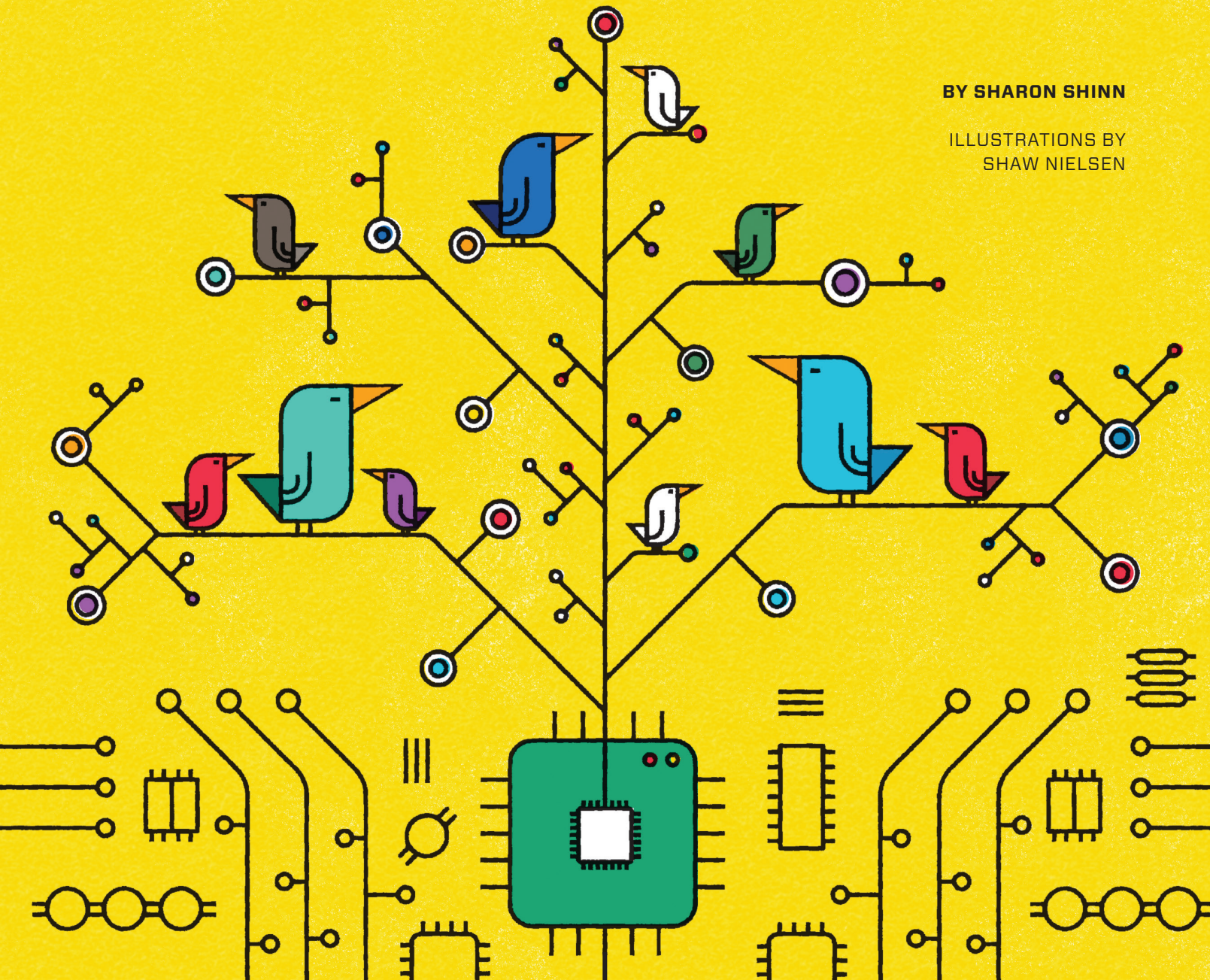
“The higher education industry is very fragmented, so it’s absolutely ideal for collaboration, because with collaboration you get scale,” says Nick Barniville, associate dean of degree programs and director of the EdTech Lab at ESMT Berlin in Germany. According to Barniville, who represents his school in the FOME alliance, “From the perspective of students, what an individual school can offer in the future is probably not going to be sufficient to their needs, and that’s especially true for small schools. I think the industry will see a lot

more collaborations in the future.”

Being part of a large, committed group also can lend individual program directors more credibility when they propose ideas to their parent universities, says Kevin Schulman, professor of medicine and economics at Stanford University in California. Schulman is the president of the Business School Alliance for Health Management (BAHM), a network of business schools that offer healthcare programs. “You can go to your dean, your faculty, or your students and show how you compare with the best practices from peer programs or how you might leapfrog the field with innovative new programs,” he says. “What you

BY SHARON SHINN

ILLUSTRATIONS BY
SHAW NIELSEN



say and do can carry more weight when you are part of an organization whose mission is to advance research, scholarship, and innovation in your field.”

While business schools have long formed partnerships to launch joint programs and promote student and faculty exchanges, some newer alliances tackle one specific challenge. These narrowly focused networks yield information that schools can use to improve their programs, cut their costs, or increase their impact on industry.

Here, representatives of five such groups discuss why these alliances formed, how they’re organized, and what kind of results they’ve had so far.

Assessing Edtech

BUSINESS SCHOOLS UNITE
OVER SHARED TECHNOLOGY.

THE FOME ALLIANCE was launched two years ago by a group of business schools that came together over their interest in using an online learning management system that had been developed by Imperial College in the U.K.

“At ESMT Berlin, we had been using Moodle to run our face-to-face programs, and we were considering Canvas for going hybrid,” says Nick Barniville, who represents ESMT in the FOME alliance. “We also thought about an online program manager like Coursera, but we think blended delivery is going to be core to our business model, and we didn’t want to give away too much revenue in the long term.”

Eventually eight schools joined the young alliance with the goal of sharing both technological expertise and online educational content. While all member schools had to agree to use the same learning platform, in order to facilitate sharing, the platform has subsequently been spun out to a company called insendi. The schools are also exploring other kinds of technology, such as bring-

able to launch a blended MBA program with a custom client, and we are making plans to launch a blended MBA program for the open market.”

The shared platform has made it easy for members to exchange content, either by swapping courses with partner schools or paying for usage. Each school also determines how to compensate faculty when other alliance members use their courses. “At ESMT, we have an intellectual property rights agreement with our faculty that they will get a certain percentage of the revenue when we sell their courses,” says Barniville.

Having this sharing model in place has shaped the way FOME schools create their online programs. “For instance, at ESMT, we will develop our own courses if we have significant reuse potential for them,” says Barniville. “However,

production, co-brand an online program, and certify each other’s content,” says Barniville. “Students who took those courses would be exempt from some face-to-face elements of the programs. We’re looking at how we could develop these collaborative programs across multiple schools.”

For the future, FOME members are also considering how they can allow students to build on their experiences at one school and continue their studies at another school. “If students have done the core work with us, they may want to get another school experience, or they may want to start working, or they may want to earn a double degree,” he says. “We want to figure out how to bring students into our partners’ networks. We’re not there yet.”

FOME’s future might also include an expansion of its network, which currently includes BI Norwegian School of Business, ESMT Berlin, EDHEC Business School, IE Business School, Imperial College Business School, Ivey Business School at Western University Canada, Singapore Management University, and Melbourne Business School.

“The goal is to find schools that can bring value to other partners in the network and that are interested in program-based collaboration,” says Barniville. “The new ideal partners could be schools that have significant experience in developing blended content in custom education, which would aid us in adding functionality to insendi.”

Even with an expanded alliance, the goals would remain the same: to continuously improve the learning outcomes for students and to learn from the experiences of other schools. Says Barniville, “At ESMT, we went from zero online presence to being able to deliver an 80 percent online MBA in one year, and we couldn’t have done that without what we learned from the alliance. We believe that blended is where the future potential is going to be for our school.”

▶ [Learn more at www.fome.group](http://www.fome.group).

The sharing of knowledge and content has enabled member schools to make dramatic leaps forward in their online presence.

ing holograms into the classroom.

“Once a group of schools is using similar technology, the technology becomes cheaper, and collaboration using the same technology becomes easier,” says Barniville. “It’s so much better to be part of a group that’s discussing these technologies than to try to figure them out entirely on your own.”

The sharing of knowledge and content has enabled member schools to make dramatic leaps forward in their online presence. “For instance, at ESMT, we were late into the online game, so our first priority was to build content for ourselves,” says Barniville. “Within a year of starting the alliance, we were

when it comes to some specialized courses, we don’t want to develop them ourselves because by the time we’ve used them enough to repay our costs, they’ll be out of date. But if, say, the Melbourne Business School offers an esoteric course that would never be profitable for us to produce, it’s as easy as copy-and-paste to put that course onto our platform and treat it as if it’s being offering by visiting faculty.”

FOME schools are beginning to discuss a second, higher level of cooperation in which two or three members work together on content that students can use toward completion of degree programs. “We would collaborate on

A Healthy Perspective

HEALTHCARE PROGRAMS SHARE BEST PRACTICES AND OFFER INSIGHTS TO PRACTITIONERS.

THE BUSINESS SCHOOL Alliance for Health Management (BAHM) was founded in 2010 to support management programs that focus on the healthcare sector. “Developing healthcare leaders has some unique challenges in a business school environment, both in the U.S. and globally,” says Stanford’s Kevin Schulman, founding president of the alliance.

Through BAHM, schools share best practices, showcase their research and programs, and respond in real-time to events affecting healthcare. They also benefit from members-only activities such as the following:

The Women Faculty Initiative, which encourages female faculty members to share ideas, engage in professional development, and collaborate on projects. For instance, the initiative sponsors webinars that feature junior and senior women faculty members

discussing their research; webinars are then made available for other members to view.

Case competitions for students studying healthcare at BAHM schools. The annual competitions are hosted by member schools, who pick the judges and organize the prizes. Students address urgent issues in healthcare, such as the opioid crisis, and propose business solutions to healthcare questions. The 2019 competition was held at Harvard and connected to the university’s annual healthcare conference, which heightened the event’s visibility. The winning team is invited to submit a paper to BAHM’s *Health Management Policy and Innovation* journal.

Student clubs. These offer students networking opportunities and access to webinars that focus on everything from professional development to current

trends in the healthcare field, such as value-based care and healthcare entrepreneurship. Many webinars feature industry executives and entrepreneurs as a way to “give students access to additional professors and expertise, expanding what they are exposed to in their own programs,” says Kirsten Gallagher, BAHM’s managing director.

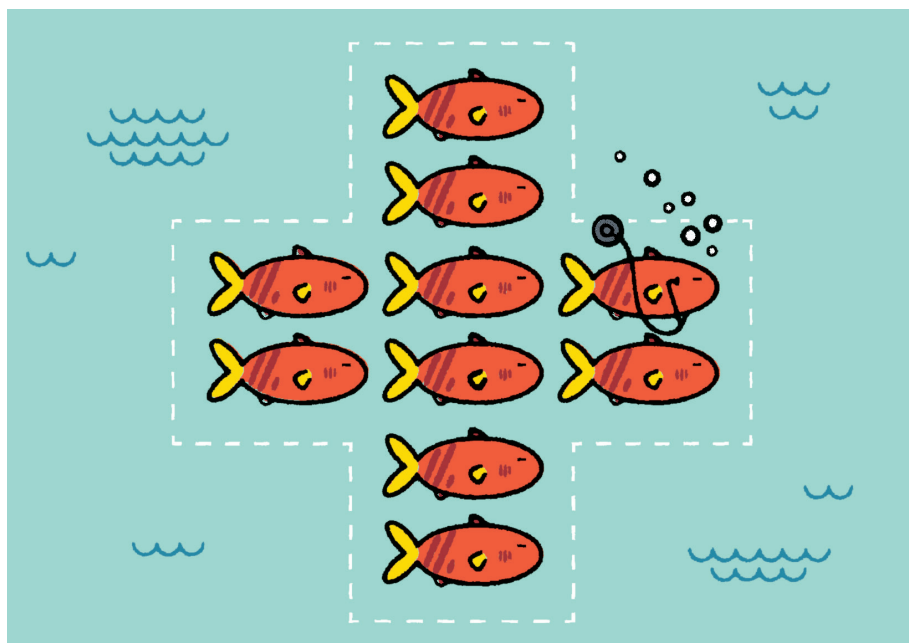
Currently, BAHM has 20 members, including Baruch College, Baylor University, Boston University, Georgia State, Harvard University, IESE Business School, INCAE Business School, the Indian School of Business, the University of California Berkeley, the University of Colorado Denver, the University of Miami, the University of Minnesota, the University of North Carolina in Chapel Hill, the University of Toronto, the University of Pennsylvania, Vanderbilt University, and Yale University. Its three newest members—the University of Michigan, Strathmore University Business School in Nairobi, and Johns Hopkins University—joined earlier this year. The alliance hopes to bring in additional schools, including international institutions, in the future.

“In the healthcare space, a lot of reverse innovation is happening in emerging economies, and having a diverse membership can accelerate the back-translation of innovative ideas,” says Gallagher.

To select new members for the alliance, a membership subcommittee evaluates applications, considering factors such as the kind of healthcare research the school is conducting and the number of healthcare business courses the school offers.

Once schools join, they are encouraged to make the most of the alliance by joining committees and getting involved in activities. Says Gallagher, “As with every other organization, what members invest helps determine the value they derive. We really see this as a member-driven organization.”

▶ [Learn more at bahm-alliance.org.](http://bahm-alliance.org)





In UIA's first year, the collaborative project revolved around using predictive analytics to identify and help at-risk students. At the time, three member schools had been experimenting with predictive analytics, but were using different vendors and applying the information in different ways. By the end of the year, ten of the campuses were also using predictive analytics, though they were all at different stages.

"This is the ideal scenario," explains Bridget Burns, UIA's executive director. She is one of six central staff members who support the entire initiative. "We know that one school can't copy and paste another's solutions. It can look intensely at what other schools have done, but it has to find its own interpretation. Each school has to adapt the idea into its culture."

In 2020, alliance schools are investigating the use of chatbots, which can be used to nudge students through the enrollment process and answer repetitive questions that might overwhelm a frontline staff member. "Every campus is participating, but some are doing it as learners, and some are already implementing the technology, so they are generating learning for the others," says Burns. "We're all using chatbots in our normal lives, so higher education should join the 21st century."

In addition to launching major projects, UIA staff members engage in "matchmaking" to pair up schools that

Identify and Retain

A CONSORTIUM OF UNIVERSITIES FOCUSES ON HIGH-RISK STUDENTS.

THE UNIVERSITY INNOVATION Alliance (UIA) was formed in 2013 by 11 U.S. universities that were all working on strategies for retaining low-income and first-generation students. After almost a year of private planning, the alliance rolled out publicly in September 2014. With the help of funding provided by foundations and the universities themselves, the alliance launched with US\$5.7 million in philanthropic support; to date, the organization has raised nearly \$30 million. Most of the money goes directly to the UIA members to help

fund collaborative new projects that are aimed at retaining at-risk students.

Every year, UIA launches one of these big projects, which any of the 11 members can join. Each project is identified by university representatives as a potential solution to a current problem, and it is based on an intervention that has already been conducted at one of the member schools. Once projects are finished, the schools share their learning with each other as well as the larger industry. In 2020, the alliance will launch its sixth major collaborative project.

Reducing the Risks

Like their parent universities, many business schools have been searching for ways to retain first-generation and at-risk students. The University Innovation Alliance has identified three strategies as being particularly effective:

Predictive analytics, in which schools leverage their data and past experience to determine which students are likely to struggle. Administrators can intervene before students actually have problems.

Proactive advising, in which advisors "shift from playing defense to playing offense," says the UIA's Bridget Burns. That is, once students hit a tripwire indicating that they might struggle in the future, advisors step in without waiting for students to ask for help.

Completion grants, which are small amounts of around US\$1,000 that the institution provides to the targeted students during their final years. Says Burns, "Typically, if students are well supported by the institution, they will graduate within two terms."

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have the same problem—or a school with a problem and a school with a potential solution. Because members have developed a high degree of trust with each other, says Burns, “they are willing to share things that have gone wrong in a way that they probably wouldn’t with a total stranger.”

That trust is strong in part because, to date, the UIA has not expanded beyond its founding group: the University of Central Florida, Oregon State, Arizona State, the University of Kansas, Georgia State, Purdue University, Ohio State, the University of California Riverside, Iowa State, the University of Texas at Austin, and Michigan State. The alliance initially stayed small because members weren’t certain that their ideas could scale—or that they would be able to hit the ambitious goals they issued in the first year. But that will soon change, says Burns.

“The members publicly committed to graduate 68,000 additional students above what they were on track to produce,” she explains. “They also committed to increasing low-income graduates, to innovating together, to sharing their data, and to holding down costs. Five years in, we’re on track to produce 130,000 additional graduates. We’ve increased our low-income graduates by 29 percent, and we’ve managed to hold down costs to a fairly significant degree. We didn’t know when we started if we would succeed, and it seemed imprudent to start this experiment and then halfway through invite more people in. But now that we’re exceeding our goals, we’re ready for a new chapter.”

While the alliance is still finalizing the criteria for membership and the number of new partners to admit, a few things are already certain. Says Burns, “We want to add partners who share our values around collaboration, transparency, and accountability—and who are committed to creating a future where opportunity gaps no longer exist.”

► Learn more at www.theuia.org.

The *Intranational* Alliance

TEN SCHOOLS IN FINLAND COLLABORATE TO DELIVER A NATIONWIDE ONLINE MINOR IN BUSINESS.

IT WAS 2008 when deans from ten Finnish business schools began discussing the possibility of working together to design a “national strategy” for teaching business and economics. In 2011, they formalized their intention by creating the Association of Business Schools Finland (ABS). Through ABS, the ten member schools share best practices, address challenges, achieve greater social impact, and exert greater influence over public policy.

The creation of ABS took on even greater importance in 2015. That year, the Finnish government asked discipline-based working groups of academic leaders to recommend ways to improve higher education on a national level. The working group for business studies and economics made a straightforward recommendation: to design a common set of online courses that would provide students with a foundational knowledge of business.

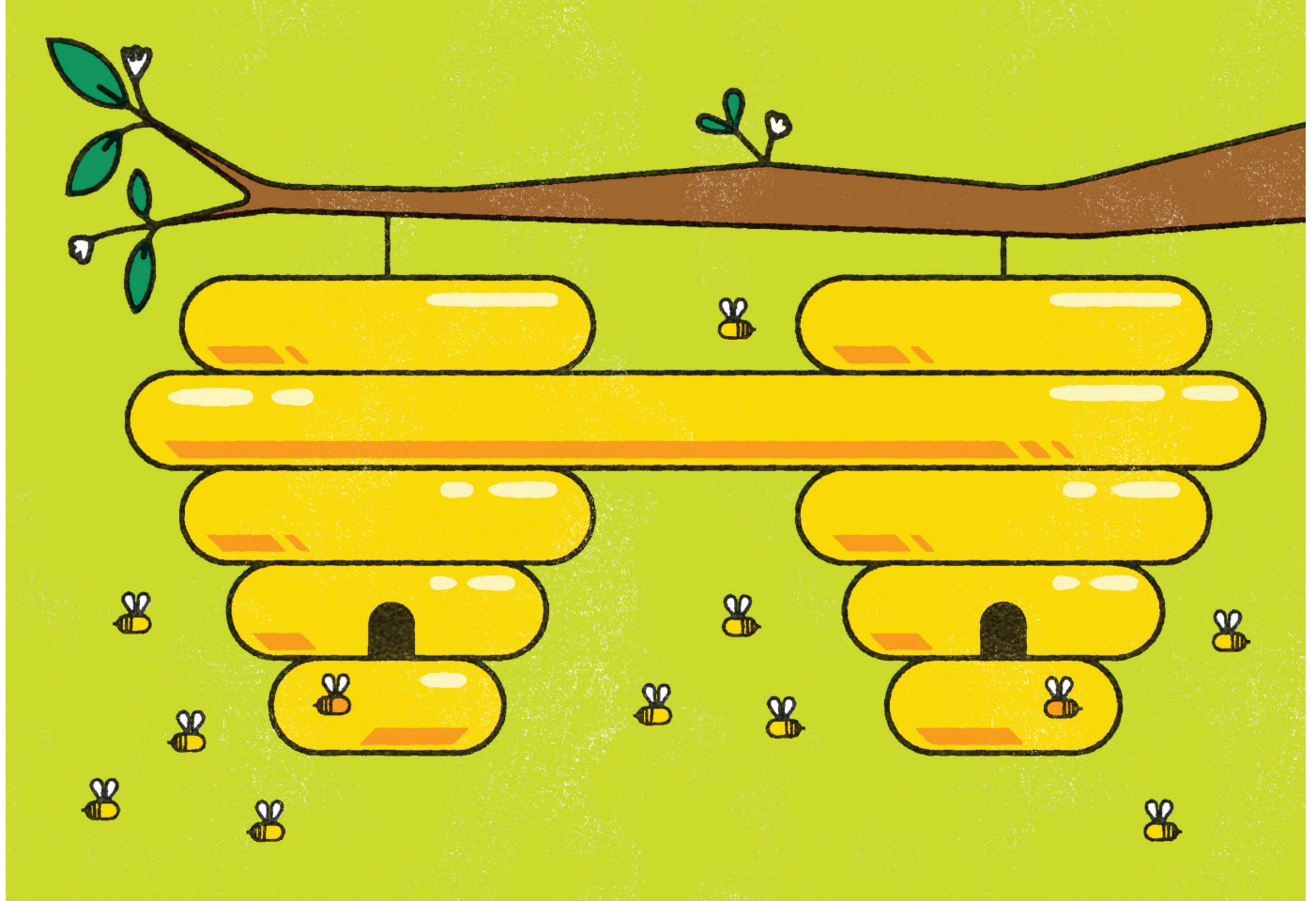
However, the deans of ABS member schools unanimously agreed that their business schools should go one step further. They jointly designed and implemented an optional online business minor open to all nonbusiness students at their universities.

Creating the minor made sense for three reasons: First, introductory business courses already were very similar at all ten schools. Second, introductory business courses were attracting so many students that some ABS schools were having to restrict class size; a joint online minor would be more scalable, allowing each school to serve more students. Finally, by sharing the cost of course delivery, each school would be able to redirect resources to other activities.

The result of this effort is LITO, which is based on a term that loosely translates to the National Online Business Studies Module. Launched in 2017, the program is delivered by business schools at Aalto University, Hanken Swedish School of Economics, the University of Jyväskylä, the University of Eastern Finland, Lappeenranta University of Technology, the University of Oulu, Tampere University, the University of Vaasa, the University of Turku, and Åbo Akademi University.

Finland’s Ministry of Education granted funding of €1 million (about US\$1.83 million) to support the project’s development over three years. Although the funding ran out at the end of 2019, the schools will continue to offer LITO to Finnish undergraduates.

At the start of 2016, a steering group of representatives from each school began working out the program’s structure, based on their own expertise as well as on interviews with students, professors, and business practitioners. By the fall, the steering group invited participating professors to provide feedback on all courses—not only those they would teach—to ensure that they coordinated content across the program. In spring 2017, all of the universities



included the LITO course descriptions in their course catalogues.

The LITO minor incorporates eight courses, five of which are delivered by faculty from at least two different schools. The eight courses include management and organization, accounting and finance, marketing and sales, corporate social responsibility, entrepreneurship, economics, business law, and a capstone based on a business simulation. The courses include two delivered in Finnish, one in English, and five in combination. Compulsory materials are provided in English, but students can give their answers in Finnish if they wish. In addition, faculty can offer supplementary materials in Finnish.

Each course is worth five credits under the European Credit Transfer System (ECTS), which makes it easier for students to have their credits recognized by different European institutions. To earn a minor, students complete four courses, plus the capstone, totaling 25 ECTS credits. Students can take more than four courses if doing so fits their educational objectives, and they can take courses in the order and at a pace that is

optimal for their studies. In the capstone, students from different schools work in groups to complete the simulation.

Because each massive online course is delivered by faculty from at least two universities, LITO requires schools to navigate the rights to use each individual university's teaching materials. "We're also dealing with different student information systems," says Juuso Leivonen, secretary general of ABS. "Thus, it's a challenge to integrate material and build processes that work."

That said, the program's unique nationwide collaborative delivery has inspired a new kind of cooperation among universities, says Leivonen. Moreover, it has enabled faculty at all ten business schools to develop their online pedagogical skills and learn to deliver courses across a network of institutions. Once the courses are established, "we expect the teachers' workload to diminish at each university," says Leivonen. "Some teachers will be able to dedicate more time for research or other teaching."

During its first year, when attendance was restricted, the LITO pilot reached approximately 300 students. As of the

2019–2020 academic year, when all ten universities made the program part of their regular offerings, approximately 1,300 students enrolled. The group also plans to open the program up to students from universities that aren't ABS members. This year, the University of Helsinki—which has more than 31,000 students, but does not have its own business school—will be the first non-ABS university to enroll students in LITO courses.

LITO's online format meant that COVID-19 had little impact on its structure—its courses continued largely as planned, says Leivonen. The pandemic caused "a major upheaval as universities have gone online and closed their doors," he adds, "but with LITO, it has been very much business as usual."

By creating such an open, flexible program, the ABS alliance has made business study accessible to a wider audience, improving the skills and employability of many nonbusiness students. Through ABS and LITO, says Leivonen, "we increase the impact and societal contribution of business schools."

► Learn more about LITO at www.lito.fi.



Shared Experience

BUSINESS AND ENGINEERING SCHOOLS AIM TO UPGRADE EXPERIENTIAL LEARNING.

THE LX CONSORTIUM brings together business, engineering, and liberal arts schools that have a strong learning experience—or LX—component. The alliance, which is still in the formative stages, will also bring in major corporations that hire recent graduates. Much of the organizing work so far has been conducted by Andrew Allen, director of experiential learning at the Gies College of Business at the University of Illinois in Urbana-Champaign, and David Comisford, founder and CEO of EduSourced, a software platform for experiential project-based learning in both business and engineering schools. They saw the need for the consortium during discussions about the common challenges faced by institutions that offer project-based learning experiences.

At its most basic level, the alliance will allow school representatives to share ideas on a wide range of topics, such as how they interest faculty in project-based learning, how they find clients, what vendors they use, and what best practices they've identified. But the alliance will have a larger goal: to ready students for success.

"While project-based learning will be the core of the alliance, we also have our eye on the end outcome, which is career readiness," says Comisford. "That's the piece that will draw the attention of school leaders."

Adds Allen, "By addressing higher-level topics—such as educating Gen Z and learning about the future of work—we hope to interest associate deans and

deans who care about students succeeding after graduation. Experiential learning is a key driver for giving students the skills they need."

That's the primary reason organizers want industry involved in the alliance. "Businesses can inform us of what kinds of skills they're looking for in new hires and how they develop new employees," says Allen. One of the companies already poised to participate is Procter & Gamble, which last year gave the Gies School a US\$50,000 grant for enhancing experiential learning programs. "Part of that money is being used to kick off the alliance," says Allen.

Governance issues are still being worked out. Initially, the University of Illinois and its Magelli Office of Experiential Learning will help support the administrative effort of the alliance. Allen notes that Gies' academic leaders, including dean Jeffrey Brown, are strong supporters of experiential learning. However, a diverse group of schools that have already joined the consortium will act as a council of founding members to set the strategy and move the alliance forward. Says Allen, "With the grant from P&G, we want to expand the thought leadership beyond our campus."

The LX Consortium launched earlier this year with its first webinar focusing on millennials and Gen Z. Among the speakers were the former managing director of learning and development at Accenture, a researcher and consultant on generations in the workplace, and an engineering practitioner from the faculty at the University of Texas in Dallas. More than 150 people attended from universities and businesses from around the U.S. The alliance will continue to feature webinars on topics relevant to leaders in higher education and professionals focused on talent development.

The initial core group of members includes the University of Illinois, Brigham Young University, UT Dallas, Gonzaga University, McMaster University, Babson College, EduSourced, and Procter & Gamble. As the alliance

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expands, the organizers are open to participation from schools outside of North America—as well as schools that are large or small, public or private. They also welcome programs from any discipline. Currently, most of the interest comes from business and engineering schools, although one liberal arts program has been involved in discussions, and the organizers hope for more.

“We want to narrow the value of our alliance around the topic of project-based learning without narrowing down the type or size of school that can participate,” says Allen.

That broad base means organizers will be able to take advantage of the various strengths brought by schools from different disciplines. For instance, Comisford points out that because engineering schools have a long history of requiring students to complete employer-based projects, they know how to structure and teach experiential learning programs.

“Business schools are newer at project-based learning, but in some ways that’s an advantage, because they want to approach it in an intentional and meaningful way,” Comisford says. “Often this means that, like the University of Illinois, they establish offices of experiential learning that are funded and staffed. Whereas at engineering schools, they often leave the design of the courses up to the individual programs.”

The two types of schools also tend to focus on different kinds of projects, Allen notes. “Engineering students end up building or prototyping things, while business students might be asked to write a marketing plan,” he says.

Thus, the schools have much to learn from each other—but they also have much in common. “I was recently on the phone with someone from an engineering school, and we realized we have more commonalities than differences,” says Allen. “This is why we want to get together and share ideas.”

▶ [Learn more at **ixconsortium.org**.](https://www.ixconsortium.org)

Six Suggestions

As these alliance representatives have discovered, collaborating with like-minded schools can help every program react more quickly to industry trends. Says Andrew Allen of the University of Illinois, “We can’t learn everything on our own, so an alliance helps us keep up with the pace of change.”

Alliance members offer six recommendations for other schools seeking to band together on any defined topic as they work to improve higher education:

1 CREATE A STRONG GOVERNANCE STRUCTURE.

Alliances commonly are governed by boards that consist of representatives from each school; some alliances also create subcommittees that focus on specific tasks. For example, the Future of Management Education alliance has formed an edtech team that tracks the course development process at each school, as well as a pedagogy group that focuses on instructional design.

The University Innovation Alliance asks each school to designate two liaisons on campus who function as co-captains for the work being done; UIA schools also choose full-time staff members to serve in two-year fellowships in which they manage UIA business and report to the liaison officers.

2 ASK TEAMS TO COMMUNICATE CONSTANTLY.

Organize ongoing opportunities for participating faculty to share experiences and develop their ideas. These interactions “provide valuable input for administrators,” emphasizes Juuso Leivonen of Association of Business Schools Finland. “It’s important to keep the study offices of the different schools in the loop and have an open conversation with them as well.”

FOME’s management board meets monthly over Zoom and twice yearly in person on the campus of a member school. Each team communicates over its own Slack channel, uploading papers and other information. Once a year, says Nick Barniville of ESMT Berlin, “there’s a big meeting where anyone from any school can attend.”

Members of the Business School Alliance for Health Management meet via conference call every two months and in person every summer. At these summer meetings, representatives not only address BAHM business, but also discuss joint research, exchange programs, and other potential opportunities for collaboration.

Similarly, the UIA board meets twice a year; school liaisons have monthly phone calls as well as twice-a-year “convenings” in person to share learning, discuss potential new projects, and build relationships. A national summit brings together all the groups once a year.

“We find that intentional and thoughtful events can be uplifting and help people identify what they really need,” says the UIA’s Bridget Burns. “But we also have to keep the work going in between.”

3 FACILITATE SHARING AMONG GROUP MEMBERS.

BAHM schools communicate through newsletters, e-blasts, and regular board meetings. In 2019, the organization developed a members-only website portal where schools can post details about their own curricula and learn about other members’ programs. The portal includes other helpful information, such as a list of specialty business and healthcare journals that can be used in faculty promotion reviews.

The UIA has an online sharing space called University Innovation Lab where liaisons can document and describe their project results. The member portal includes templates and tools that other schools have used to help them determine whether to adopt a new product or service. This includes a vendor analysis tool that members can use to determine if a specific vendor will suit their needs.

Liaisons also share results through presentations they make at UIA convenings. Says Burns, “We create an environment for them to learn from each other in a way that’s far more valuable than if they were reading a polished brief.”

4 COLLABORATE ON A NEUTRAL PLATFORM.

If the alliance isn’t specifically built around a shared platform, as it is for FOME, it might be better if member schools did not depend on one school’s proprietary tool for their collaboration. For that reason, faculty involved with the ABS joint business minor use the open-source platform Blackboard Open LMS to organize their course delivery.

In this way, they avoid conflicts if the school wants to adjust the platform to serve its own purposes, explains Leivonen. “Because this is a joint program, it is important that we are not dependent on, or restricted by, systems of any one university,” he adds. “We found using a separate LITO platform to be the most suitable solution.”

5 SHARE WITH THE REST OF THE WORLD.

If alliances are going to have any long-term impact on higher education—or industry—whatever they learn from each other needs to be broadly disseminated.

Because diffusion of knowledge is one of the top three priorities of UIA, the organization shares best practices through social media, Facebook Live interviews, webinars, and public presentations. It also facilitates screenings of “Unlikely,” a documentary about the barriers certain students face in pursuing higher education, which features the UIA story.

In addition, UIA puts on a national conference “that is kind of like a boot camp for institutions that send teams to attend,” says Burns. “They will leave with a complete plan to improve student success. They will have clarified their process and acquired the tools to support them.”

BAHM makes a concerted effort to bring information to policymakers and healthcare practitioners via its website, social media channels, and webinars featuring scholars and practitioners who discuss current healthcare issues. Its newsletter, which schools can share with their own networks, includes information about happenings at member schools, upcoming conferences, and recently published faculty research.

But BAHM’s biggest outreach effort is its recently relaunched journal, *Health Management Policy and Innovation* (HMPI), which covers key industry topics. “Every time a new issue comes out, we distribute a press release to our growing database, which includes executives, policymakers, and other healthcare thought leaders,” says BAHM’s Kirsten Gallagher.

In March, as part of HMPI, the organization launched a special blog that outlines the ways healthcare executives and clinicians can manage the COVID-19 challenge. The blog includes tools for health systems to prepare for hospitalizations and manage supplies, strategies for addressing short- and longer-term COVID-related business challenges, and real-time business school responses to managing shocks to the healthcare system. (Find it at hmpi.org.)

While FOME members now focus on sharing expertise with each other, Barniville expects that once they’ve identified best practices, they’ll distribute information to the larger community. “The alliance is based on collaboration, not exclusivity,” he says. “We’ll be happy to publish white papers in due course on what we find together.”

Similarly, the LX Consortium, which launched earlier this year, expects to have two levels of participation—one for members, who work together closely and share information directly; and another for schools that attend its webinars and annual summits. The split structure will ensure that any school can benefit from the knowledge generated, regardless of how far along it is in the process of creating experiential learning opportunities.

6 WORK AROUND THE ROADBLOCKS.


Despite all the advantages, there remain challenges in encouraging collaboration among institutions that are more typically competitors. “The question always is, ‘Why would we work with you on this program, when in this other program we’re competing with you for the same pool of students?’” says Barniville. “We have to create new categories of business where it’s a value-add for all partners. We have to get over that hurdle.”

The best way to overcome this difficulty is to build a culture of trust and openness within the alliance, says Barniville. In FOME, he says, “everyone is prepared to show vulnerability. It’s not a group where people will say how brilliant they are. We say, ‘This is us, warts and all. So, can anybody help us?’”

Burns agrees that it’s essential for members to share “a core value system”—a sense that all members are working on the same problems and toward the same goal of helping students. “That’s the important mindset for every collaboration, the understanding that you have things in common,” she says. “You don’t come to a collaborative to talk about how great you are. You come to find allies.”

In the past, many universities have struggled to find answers to their problems—whether those problems were how to retain at-risk students or how to design the best experiential learning programs.

“That’s partially because of the go-it-alone strategy—the idea that campuses were special and different, and their challenges were unique and idiosyncratic,” says Burns. “The truth is, universities generally look the same, and their problems look very similar. It’s not very smart for schools to believe they need to independently solve their problems.”

“We’re all trying to do the same thing, just with different pools of students,” says Allen of the University of Illinois. “We’re all trying to educate and prepare the next generation, so people are eager to get together to try and solve our common issues.” 



The Advantages of Alliances

Business schools are stronger when they work together—especially across consortia. But what makes a global alliance of schools work? A look at how one growing network supports the delivery of double-degree programs and international exchanges across 13 institutions.

BY CAROLINE ENRIGHT
ILLUSTRATION BY SHAW NIELSEN

FOR BUSINESS SCHOOLS, the term *internationalization* encompasses global student recruitment, research connections, curricular design, and mobility opportunities. But while internationalization is an integral element—if not a major driver—of most b-school strategies, it often requires business schools to operate in unfamiliar territory. As they engage with institutions and organizations far from their own campuses, their students and faculty must interact with unfamiliar cultural and regulatory environments, as well as coordinate with institutional schedules and policies that are different from their own.

However, by working together in large-scale alliances, business schools can help each other cross borders with less difficulty. That's the spirit behind the International Partnership of Business Schools (IPBS), an alliance “dedicated to the development of a lifelong cross-cultural international community of business and management students, alumni, professors, researchers and staff.”

IPBS was established 40 years ago as the European Partnership of Business Schools. At that time, its primary objective was to create a European network of business schools that offered joint undergraduate degrees that integrated internship opportunities. While the network originally included six European schools, it has evolved





into a consortium of 13 business schools located in Ireland, Spain, France, Germany, Italy, the United Kingdom, Brazil, Mexico, Canada, and the United States. (See a list of member schools on page 31.)

IPBS seeks to foster a strong, collaborative group partnership that cannot be replicated through standalone bilateral relationships or agreements. By sharing knowledge and resources, member schools equip their graduates with the experience and resilience to flourish in an exponentially changing and global world.

BEYOND STUDENT EXCHANGES

The IPBS network facilitates ongoing faculty exchanges, semester- and yearlong student exchanges, and summer schools in other countries. But the alliance goes one step further to offer undergraduate double-degree programs that incorporate business education, language study, and work placements in two countries. Member schools also offer combined master's in international management programs. Each year, around 630 students participate in IPBS programs.

Undergraduates who earn double degrees through the alliance study two years each on two different campuses. During this time, they complete an internship at each location, become part of two alumni networks, and can develop fluency in a second language.

Not surprisingly, most IPBS graduates go on to apply their skills in positions that require multicultural competence. For example, Sorcha Killian, who graduated in 2019 with degrees from Dublin City University (DCU) Business School in Ireland and the Goodman School of Business at Brock University in St. Catharines, Ontario, Canada, is currently employed as a growth manager for Web Summit, a global technology conference. Barry O'Driscoll is a 2001 alumnus who studied at DCU and NEOMA in France; during his studies, he completed an internship at Eurosport Paris. The experience, says O'Driscoll, led him to his current position with

Education in Ireland, part of the government agency Enterprise Ireland; he now serves as the regional manager for India, Sri Lanka, Mexico, and Colombia.

The organization is offering more opportunities for students to strengthen connections and collaborate on a larger scale across the network. Most recently, a student team from the Business Consultancy Society at Lancaster University Management School in the U.K. organized the IPBS network's first International Consulting Symposium. Held in February in Madrid, the event attracted 130 students who attended expert panel discussions and workshops.

In the future, member schools might introduce global challenges for IPBS students to address collaboratively across schools, says Andrew Gaudes, IPBS president and dean of the Goodman School of Business. "I'd also like to start discussion regarding a representative student body spanning the 13 schools for student leadership and advocacy regarding their experience within IPBS programs."

COORDINATED CURRICULA

Students can pursue double degrees at IPBS schools fairly seamlessly, largely due to ongoing coordination among all partner schools. Using an agreed-upon module structure, the two schools in each bilateral agreement include the same core elements in their curricula. The partner schools determine which semester students should take certain courses or pursue internships. This coordination aligns academic content across both programs, even when the degrees themselves might be designated differently. For example, a student might earn a BA in global business from DCU and a BSc in international business from Northeastern University in the U.S.

Before two schools launch a new double degree program, they collaborate to create a detailed curriculum map and program schedule to ensure that degree requirements at each institution are met. The schools review their curricu-

lum map each year and make mutually agreed-upon modifications as needed.

Each partner school recruits and admits students at the institutional level. Their admission requirements will vary—schools in some countries might base their admissions solely on academic merit, while schools in other countries might take a broader, holistic approach. Each set of partners bilaterally agrees on the size of each student cohort.

GOVERNANCE AND OUTREACH

At semiannual meetings hosted on a rotating basis by participating institutions, the deans of each school come together to discuss the future of the consortium, plan new initiatives, and explore operational improvements.

One of the greatest benefits of taking part in IPBS is the ability to share best practices in teaching, research, curricular design, and market studies, says Céline Davesne, associate dean for programs at NEOMA Business School in Reims, France. The meetings enable administrators "to quickly process and implement the observed opportunities, since the key decision makers are at the table."

Each meeting tends to focus on a particular wide-reaching topic. For instance, last October, school representatives met at NEOMA Business School to discuss career placement. Career center directors at IPBS schools gave presentations on effective practices, so "we could maximize our students' internship and job opportunities and experiences," says Davesne.

As a result of this discussion, member schools have added compulsory modules designed to assist students as they arrange work placements. For example, students from DCU who are studying at Brock University now take a module titled "Co-op Learning and Integration." DCU is currently developing an online module for students to take during their work placements that will be delivered in the language of their study program—either French, German, or Spanish.

"We recently assigned academics from the partner universities the task



of collecting core syllabi across the disciplines of accounting, finance, marketing, and quantitative methods,” says Marty Reilly, IPBS coordinator at DCU Business School. At their next meeting, he adds, member schools will conduct a poster session to spark greater discussion about learning objectives and best practices in module development.

New schools are admitted to the alliance by the vote of existing members; to be considered, schools must complete and submit an application accompanied by at least two letters of support from current IPBS members. They also must have programs that fit with IPBS values and that demonstrate consistency with the alliance’s vision and strategy.

IPBS is especially interested in how applicant schools deliver central pieces of the student experience, such as innovations in academic programming and learner services. To become members, and to maintain membership, schools must have robust internship programs. In addition, they must have students

who are prepared and willing to work in other countries, as well as existing double-degree programs with one or more schools in the network.

ADVANCING EDUCATION


Staff and faculty can teach at partner universities under the Erasmus+ Teaching Mobility Agreement, a document developed by the European Commission to facilitate and set parameters for faculty exchanges. Such enhanced faculty mobility results in “the creation of research networks to generate intellectual contributions, including multicultural studies,” says Ingrid Kirschning, dean for global education at Universidad de las Américas Puebla in Mexico.

Faculty from across the alliance organize annual events open to all IPBS students. This was to include a Summer Institute on Entrepreneurship & Innovation planned for June at ICADE Business School in Spain. However, those plans will likely be affected by the COVID-19 global pandemic.

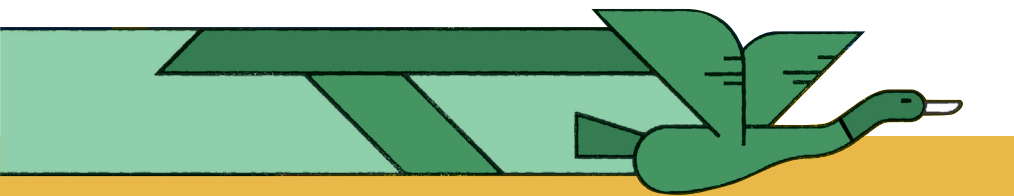
In their latest joint effort, members have developed a new master’s-level double-degree program focused on global management. The program, which will follow the same protocols as the undergraduate program, will accept its first intake of students in September 2020.

Not surprisingly, IPBS’s overall model has been altered by COVID-19. We have leveraged the resources of individual institutions’ safeguards and policies to minimize disruption and ensure the best outcomes for our global learners during this critical period in their study. In addition to moving course delivery and final exams online, we have assisted students in completing their co-op/internship placements remotely, including those who returned to their home countries.

Educators from across the network are currently developing solutions to maintain academic continuity into the summer semester and even possibly the fall. At the time of this publication, we had begun to collect information from each IPBS member on online course offerings available to all students in the consortium—particularly courses that were distinctive to each region’s strengths. Our goal is to generate a portfolio of unique learning opportunities that students can undertake remotely.

Throughout this emergency—and through their overall collaboration—IPBS member schools have deepened their relationships based on their shared values, accreditations, and commitment to continuous improvement. Yes, it is possible for business schools to achieve internationalization via bilateral agreements alone. However, within multi-school consortia, they can share a wider range of expertise, design more innovative programs, achieve greater scale, and better prepare students to work in global, multicultural environments. 

Caroline Enright is senior communications officer of Dublin City University Business School in Ireland. This article was written in collaboration with IPBS partner schools.



IPBS Partner Schools

ALTIS–Graduate School Business and Society at Università Cattolica del Sacro Cuore, Italy
Dublin City University Business School, Ireland
ESB Business School at Reutlingen University, Germany
ICADE Business School at Universidad Pontificia Comillas, Spain
Lancaster University Management School, United Kingdom
NEOMA Business School–Reims Campus, France
D’Amore–McKim School of Business at Northeastern University, United States
Universidad de las Américas Puebla, Mexico
Escola de Administração de Empresas de São Paulo at Fundação Getúlio Vargas, Brazil
Goodman School of Business at Brock University, Canada
Poole College of Management at North Carolina State University, United States
University of San Diego School of Business, United States
Martha and Spencer Love School of Business at Elon University, United States

 [Learn more about IPBS at ipbs-network.org.](https://ipbs-network.org)

Denise Loyd, associate professor of business administration at the Gies College of Business at the University of Illinois Urbana-Champaign, teaches in one of the school's online studios.



Online Overnight

Coronavirus containment measures caused schools to switch many classes from face-to-face to virtual, often within days. Administrators talk about how to make the transition—temporarily or permanently.



BY SHARON SHINN

AS THE COVID-19 coronavirus swept around the world over the past few months, universities in every country began shutting down campuses and moving to virtual classrooms. For many professors, teaching online is a new experience that they never expected to have to master so quickly. For tips on what they should keep in mind during the transition, *BizEd* talked to representatives at two schools that recently made relatively rapid investments in online teaching—and one that has had a significant virtual presence for decades.

The Gies College of Business at the University of Illinois Urbana-Champaign announced in early 2019 that it would discontinue its full-time in-person MBA to concentrate its resources on delivering the program online. Here, dean Jeffrey Brown and associate dean Brooke Elliott share what they learned from the changeover.

At ESMT Berlin in Germany, the school went from having no online presence to launching a blended program with 80 percent of its classes online, all within one year. Nick Barniville, associate dean of degree programs and director of the EdTech Lab, draws lessons from the school's transition.

The Kelley School of Business at Indiana University in Bloomington, Indiana, has offered MBA classes online since 1999. Today, Kelley Direct has about 2,000 students in its online programs at any given time, says Ramesh Venkataraman, associate dean for information and instructional technologies and chair of Kelley Direct MBA and MS Programs. He offers insights from the school's wealth of experience.

While they all think that—with the right tools and sufficient support—faculty can make the rapid response to virtual teaching, they’re also looking ahead to what might play out once the crisis is over. “Administrators shouldn’t judge the quality or potential of online education generally by some of the less-than-desirable experiences they will have over the next few months,” says Brown. “With the appropriate investments, they can deliver a super high-quality experience for faculty and students, but that doesn’t happen overnight.”

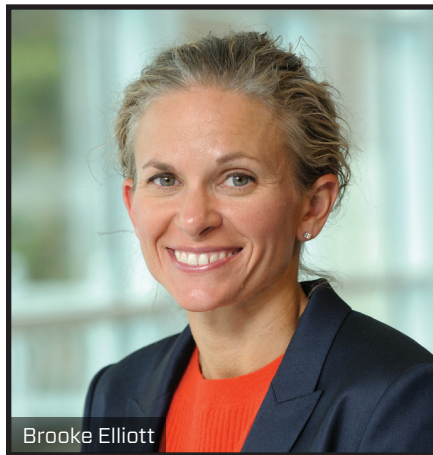
But when the move does happen overnight? Here, they answer our questions about how schools can make the transition as seamlessly as possible.

What’s the biggest challenge for schools moving classes online very quickly?

BARNVILLE: The current situation is more about crisis management than moving to online education in general, so the biggest challenge for schools will be communicating with students to explain what they’re doing. I think the important thing will be for schools to engage with the student body before they transition to online. They should make this a community action rather than a one-sided decision. The more students are involved, the more likely it is schools will have buy-in for whatever decision administrators make. The students will let them know what’s working and what isn’t, as long as schools are very clear in communicating about what’s in their power to achieve.

ELLIOTT: Faculty and administrators should envision the students’ perspective. Many students have never learned online before—or if they have, they might have learned through YouTube or social media channels. Clear communication is a must.

Further, like many of us, students likely have never faced this experience before. So, faculty should be prepared to listen to students’ concerns and offer them the opportunity to be involved in



Brooke Elliott

“Many students have never learned online before—or if they have, they learned through social media channels.”

developing and improving the school’s approach to teaching and learning.

VENKATARAMAN: From an emergency perspective, the simplest thing schools can do is figure out a way to get students access to classroom content. While it seems complicated, going online in an emergency really just requires creating the minimum viable product, or MVP. Faculty just need to go online, learn how to use videoconferencing tools, teach the class, and plan a few questions ahead of time so they can force people to interact. Today’s technology tools are so good and the tools that are available are so straightforward. It won’t be that bad.

What do faculty need to understand about the difference between teaching in person and online?

BARNVILLE: Interactivity is a big challenge. It’s not difficult to show a talking head and a PowerPoint presentation

online, but it takes some practice to convert live sessions into interactive synchronous sessions online. Faculty need to rethink the structure of their teaching plans to ensure students are engaged.

VENKATARAMAN: The most important thing I’ve learned is that you can’t say, “Does anybody have any questions?” Even in a regular classroom, that question will get you some blank looks. Faculty must have planned interventions that will force students to interact. The easiest way is to just say, “Be prepared, because I will cold call,” or to put students in small breakout rooms and ask them to report back.

BROWN: Delivering content through an online medium requires a different approach than face-to-face. The key is for faculty not to assume they can take their standard lecture notes and deliver them through a screen. They really need additional preparation to communicate effectively through this medium. Think of it this way: Hollywood and stage theaters can tell the same story, but they use different tools and approaches to take advantage of their specific mediums.

When we launched our online degree program more than four years ago, we had to rethink everything from how to explain a concept to how to do grading and assessment. We made investments, not just in technology, but in the human capital required to support this approach.

What kind of technology should a school use to move online?

BROWN: At the Gies College of Business, we use Coursera for hosting MOOC content, Zoom for hosting synchronous live sessions, and Blackboard for course management. As we move our entire MBA program online, we will supplement our studio capacity with broadcasts from our classrooms and even from the offices and homes of some faculty. But given the speed with which schools need to switch over right now, I would suggest schools use whichever technology they already have available and with which faculty are comfortable.

ELLIOTT: There is significant technology that can facilitate online learning. For instance, over Zoom, people can chat, conduct polls, and head to breakout rooms. But I would recommend growing into the use of technology—that is, resist the urge to adopt everything at once. Keep it simple early on, and try out features over time.

BARNIVILLE: There are so many providers on the market offering various products. I would suggest that schools build intelligent courses on their current technology platforms while integrating synchronous teaching technology such as Zoom. Tools like Zoom even make it possible to quickly subdivide large groups into preassigned or randomized breakout groups. Faculty and administrators can spend a day mastering the functionality of the new technology, and then start delivering.



“Going online in an emergency really just requires creating a minimum viable product, or MVP.”

VENKATARAMAN: People have been focusing on the live videoconferencing tools—such as Zoom, Microsoft Teams, and Google Hangouts—but they can do a lot more by adjusting the way their courses are taught over the learning management system. There are probably features within Canvas or Blackboard that faculty haven’t used, so they can dig deeper to learn how to run timed online quizzes, for instance. They also will use the LMS to share recordings with students. At IU, we use a video platform called Kaltura, which can be thought of as YouTube behind a firewall. Faculty can make recordings, store them on Kaltura, and link to them on the LMS.

Faculty also have to think about what technology they will use for the recordings themselves, such as Camtasia. My advice is for them to not try to be perfect in the recording. If they make an error, correct themselves as they would in the classroom. Otherwise, they’ll spend all their time trying to edit the videos to make them look like news productions. That should wait until they’re out of emergency mode.

Finally, faculty need to use technology that will get students to interact with each other. At Kelley Direct, we often allow students to figure it out on their own, but faculty should be ready to suggest tools, such as Slack, Google Docs, or shared drive. I’m not 100 percent sure faculty are thinking about this dimension—they’re all so wrapped up in thinking about going online themselves.

What parts of switching to online are more likely to be difficult for faculty?

BROWN: Faculty are used to teaching solo. In our world, most of the online teaching is achieved through a team approach, as we have instructional designers and videographers involved. That will not be possible for every class moving online during this period, so faculty will have to get comfortable with the technology themselves. Faculty need to expect that they will receive more student questions by email; they



“The key is for faculty not to assume they can take their lecture notes and deliver them through a screen.”

might consider using online discussion boards as well. And they need to think about how they will do grading and assessment. Nearly every aspect of teaching online requires a different approach than face-to-face teaching.

How can schools support their faculty as they make the transition?

BARNIVILLE: It helps if the school can give faculty tips about how to interact with students online, how to take polls, how to make sure students are actively listening, and where to position the camera and the microphone. We have a guide to teaching online that takes faculty quickly through the different things they need to consider.

BROWN: Schools should immediately set up a mechanism for instructors to share with one another what works and what does not. In this space, there is enormous “learning by doing,” and it is ideal if an instructor can learn from

others. Schools can share best practices, encourage faculty to talk with each other about what does and does not work, and recognize that results will differ by faculty member and subject matter. Schools must provide faculty with the resources that will help them be more effective.

And administrators must be patient. This will not be an easy transition, and some faculty will take longer than others to get comfortable.

VENKATARAMAN: Schools can offer top-down support by ramping up training from the IT group or the learning technologies group, or by setting up an IT help desk to answer basic questions. At IU, we pointed faculty to the resources we already had at the campus level, and then we created our own. We also had regular sessions with faculty in which we answered their questions.

But bottom-up resources have also been developed organically by a lot of our departments during this crisis. They've created self-help groups in which those who regularly teach online can instruct the others. I'm actually looking forward to what comes out of all these groups, because they'll probably recommend tools I've never even used. People are creative and resourceful.

What if schools find it difficult to quickly generate online content?

BROWN: They don't have to reinvent the wheel. Schools like Illinois have a huge amount of professionally produced, high-quality content on Coursera that is available for other institutions to use.

BARNIVILLE: At ESMT Berlin, we're part of the Future of Management Education (FOME) group, an alliance of business schools built around a shared technology platform. (*Read more in "Assessing Edtech" on page 17.*) During this crisis, we're going to be using more courses that have been designed by our FOME partners. Through our platform, we can very easily identify courses that other schools have created, then cut and paste them into our own offerings. We can also rebrand the course as one of our



Nick Barniville

“Once schools figure out that it’s doable to move online, then it’s just a matter of improving delivery.”

own by changing the background and labeling the professor as “visiting faculty.”

What advice would you give for schools that decide, once the crisis is past, that they want to make online a bigger part of their portfolio?

VENKATARAMAN: The technology is the easy part. To keep courses online on a consistent basis, faculty will need to utilize experts who can explain how to structure the online experience for maximum effectiveness. This requires engaging students both asynchronously and in live sessions.

For instance, once faculty decide to deliver asynchronous content through video recordings, they have to learn how to break one-hour lectures into smaller, distinguishable chunks of five to seven minutes. They have to learn how to create interactions with students who are not in a live classroom. Instructional designers can show them how to identify

each topic they're covering, the learning outcome they want for each topic, and what kind of assessment to do at the end of each short video.

This is a flipped classroom model, and the good news is that people who are used to flipped classrooms are probably not going to have much trouble going online.

BARNIVILLE: Long-term, schools need to consider what pedagogical approach they want to take to online teaching, because they have to build courses very differently. In the courses we've created specifically for online, everything is delivered in short chunks based around different modes of interactivity. The instructor might have students do something, then watch something, then read something, then interact with each other, and it's all designed to keep the student engaged.

That kind of learning journey needs to be designed by people who know what they're doing, and that's not necessarily faculty. So schools need to build expertise in instructional design and learn to build courses to achieve varying objectives—which is very different than doing things on the fly in a crisis.

Schools also would need to consider whether to build the technology themselves, work with a full-service online program manager such as Coursera, or join a consortium like FOME. But I don't think that these sorts of decisions can be made on the fly.

BROWN: Administrators need to recognize that what they do in the short run to address this emergency situation is unlikely to be the best path to a longer-term sustainable program. Over the past four years, we have invested substantial resources into e-learning, IT, and physical facilities to support online education. What we have built is quite different than just throwing faculty and students in front of a monitor and saying “go.”

Do you think the shift to online will be permanent, or that schools will revert to their traditional models once the crisis is over?

VENKATARAMAN: I think much like the

LERNER COLLEGE OF BUSINESS & ECONOMICS CREATIVE FUNDING EFFORTS

pandemic, we can't predict what will happen. I expect it will go one of two ways. A group of schools, or individual units, will have a good experience. They'll tell the deans, "If you decide to move more programming online, I will support you." Another group will say, "I am never, never going online again." It's going to be 50-50.

But I do think, after this, the move to flipped classrooms will be accelerated. Once faculty have recorded all these good videos, they'll say, "Next time I teach face-to-face, I'm going to tell the class, 'Go watch these videos so I don't have to talk about Porter's Five Forces for the hundred-and-fifty-thousandth time.'" That will be the most positive outcome, because faculty will realize they can record lectures and use the classroom for interactive learning.

BARNVILLE: I don't think we'll go back to where we were, because I think people will see how beneficial it can be to put some parts of education into online forms. I also think students will start demanding more online offerings.

I think what's stopped many schools from moving online before this is that they didn't believe they could do it. Once they figure out it's doable, then it's just a matter of continuously improving delivery.

I think the education industry was slow in terms of digital disruption, and this crisis will just accelerate the pace. But this will be a positive development for learners. They will be able to have more adaptive journeys based on their own behaviors, and their face-to-face learning will be achieved in a way that's more efficient and respectful of their time.

Any final advice?

ELLIOTT: Be patient—with yourself, with students, and with the process. **D**

D To read **ESMT Berlin's faculty guide to online teaching**, visit bit.ly/2JzWkLL.

JP Morgan Chase Innovation Center



The Innovation Center, part of the strategic JPMorgan Chase-UD Collaboration established in December 2009, seeks to equip future technology managers with the broad knowledge and specific skills needed to better manage complex international data flows and operations. The center provides learning opportunities to Lerner students, who gain hands-on experience with building and testing globally-scaled IT solutions. The

collective return is an increase in technology talent in the area, as well as cutting-edge curricula, choice internships and joint research projects.

Women's Leadership Initiative



Launched in 2016, the Women's Leadership Initiative (WLI) at the Lerner College educates, connects and advocates for students, faculty, staff, alumni and the professional community to champion women's leadership opportunities, equity and impact. The WLI sponsors events like its Women's Leadership Summit and Women's Leadership Forum, which provide information, resources and more to professionals from various industries.

SWUFE-UD Joint Institute for Data Science



A collaboration between the Southwestern University of Finance and Economics (SWUFE) and UD, the SWUFE-UD Joint Institute of Data Science will offer its first programs in Fall 2020. The Lerner College will be responsible for curriculum, teaching courses at the SWUFE campus during students' first three years and teaching students in the Joint Institute at the UD campus during the students' fourth year.

Trust Management Minor



The first minor of its kind at any accredited business school, the Lerner College's trust management minor was established in fall 2017 as a result of a collaboration between the Delaware Bankers Association, the Delaware Financial and Educational Alliance and the Lerner College. It creates a pipeline of qualified candidates for Delaware's rapidly growing and robust trust industry, which includes more than 40 established trust companies.

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UNIVERSITY OF DELAWARE

**LERNER BUSINESS
& ECONOMICS**

↓

A “one size fits all” approach no longer suits business education—if it ever did.

LOCALIZATION IN THE AGE OF GLOBALIZATION

WHAT IS THE 21st-century business school model? In the future, will the most successful business schools be driven by globalization and standard approaches to education? Or largely by the concerns of their local business community? Which factors have played the largest role in shaping global business education since the first business school was founded 200 years ago?

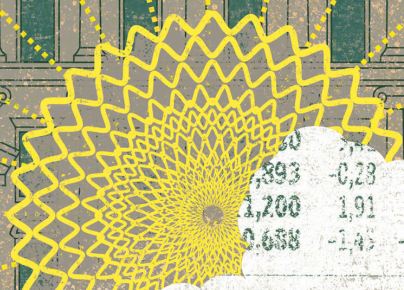
You could be pardoned for thinking that the model of global business education we see today is an American phenomenon—after all, 12 U.S. schools fall in the *Financial Times*’ top-20 Global MBA 2020 ranking. But the first business

school was actually founded in France in 1819. Financed by private business owners, *École Supérieure de Commerce de Paris* (ESCP) was acquired by the Paris Chamber of Commerce in 1869. ESCP first established the French convention of the standalone business school operating outside the traditional university system. The French model, which relies on deep connections to the business community, promotes a very practical (some might say vocational) model of business education. Its influence continues to this day in most business schools in France, as well as in Belgium, Italy, and the former French colonies.

BY AMY GILLET AND JOHN BRANCH
ILLUSTRATION BY ANNA + ELENA BALBUSSO

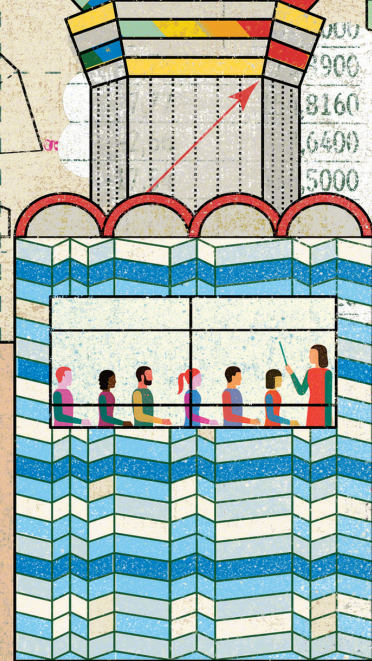
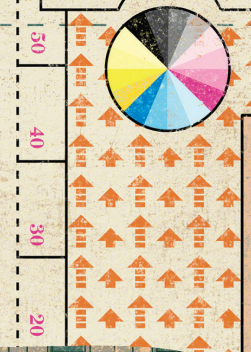
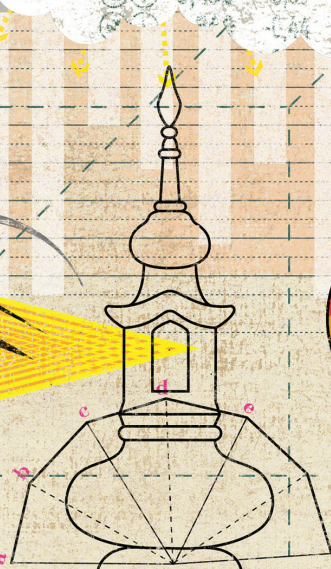
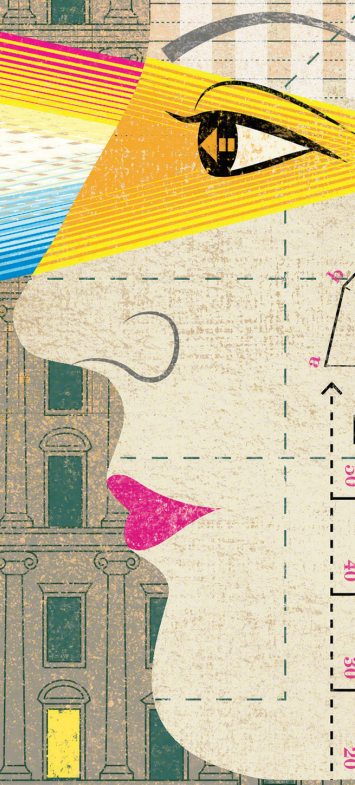


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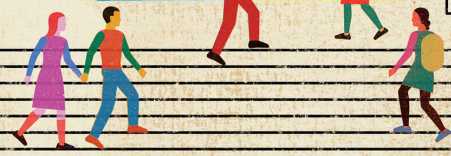


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In 1898, the founding of Handelshochschule Leipzig (HHL), the first business school in Germany, presented an alternative model of business education. Inspired by the Humboldtian research tradition, HHL rejected the French vocational model in favor of a theoretical approach. By the early 20th century, most German business schools had been absorbed by public universities, and the German model influenced business schools in Switzerland, Poland, and Scandinavia.

The first American business school—the Wharton School of Finance and Commerce at the University of Pennsylvania in Philadelphia—was founded in 1881 with an aim to apply to business the scientific practices of Frederick Taylor and the economic principles of Adam Smith. While Wharton’s founding predates HHL, over time it borrowed from the German model. Wharton was soon followed in 1898 by the College of Commerce at the University of California-Berkeley (the first public business school); in 1900 by the Tuck School at Dartmouth College in Hanover, New Hampshire (the first business school to offer a graduate degree); and in 1910 by the Graduate School of Business Administration at Harvard University in Boston, Massachusetts (the first to offer a two-year MBA).

As business schools proliferated globally after World War II, the American model began to serve as the inspiration, and in many cases, the template, for their establishment. Take INSEAD, for example. Established in 1957 with funding from the Ford Foundation, INSEAD is today considered by the global business community to be a leading business school; however, it is relatively unknown within France because it is characteristically un-French. A colleague once quipped that it is effectively an American business school in the forest of Fontainebleau. And in 1963, ESAN in Lima, Peru, became the first business school in Latin America, founded with support from the Graduate School of Business



Global
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to reflect
unique local
concerns.

at Stanford University. ESAN’s logo still sports a cedar tree which is remarkably similar to that of its patron. In 1968, the Asian Institute of Management in Manila, Philippines, was founded with the influence of Harvard Business School.

In the 1990s, business schools mushroomed in Central and Eastern Europe, as those countries transitioned from centralized to market-based economies. According to Danica Purg, founder and president of the IEDC-Bled School of Management in Slovenia, and the founding president of the Central and East European Management Development Association, “Before 1990, the phenomenon of an MBA was unknown in Central and Eastern Europe.” At last count, there were almost 70 business schools operating in the region, many that have cooperated closely with, received advice from, or were funded by U.S. business schools.

But this influence is quickly dissipating. Global business education, which seemed on its way to turning into a U.S.-driven commodity, is shifting worldwide to reflect unique local concerns. As markets become more

culturally driven and complex, business schools will need to discover models that suit their local contexts, if they are to serve their markets—and have an edge on their competitors. In other words, “one size fits all” will not work anymore.

AMERICA’S LASTING INFLUENCE

Why did the American model dominate for so long? One explanation could be the preeminent position that the U.S. held on the world stage in business and economics after World War II. In the years following, American business schools also became hotbeds for scholarly research, and many of the leading business and economics textbooks used around the world were written by Americans. Consider Jerome McCarthy’s 1960 treatise on marketing, for example—now in its 19th edition, the book introduced the pioneering 4 Ps framework. And what business student or educator has not heard of Michael Porter’s famous Five Forces model?

The homogenizing forces of globalization accelerated in the early 1980s, reinforcing the standardization of business schools. This notion was captured in Theodore Levitt’s seminal 1983 *Harvard Business Review* article, “The Globalization of Markets.” Levitt asserted that national and regional preferences were converging, and consequently, that companies ought to embrace a global, not multinational, approach to business. His argument was captured succinctly in the mantra: Sell the same things in the same way everywhere.

With this mindset so prevalent, it’s not surprising that, for years, business schools from Chicago to Shanghai, Boston to Buenos Aires, appeared undifferentiated. Many featured a two-year curriculum with prescribed core courses and an assortment of elective courses that were typically taught using a mixture of lectures and case studies. Those case studies were most likely published by Harvard Business School and most often featured American companies struggling with American crises. Even classrooms,

no matter where they were, had an American feel to them, with the classic U-shaped auditorium that places the instructor at the center while also allowing students to face each other for debate.

21ST-CENTURY LOCALIZATION

But now we're seeing Levitt's argument—that standardization is a strategic response to globalization—fall out of fashion. It's not that globalization has waned. *Au contraire*, the relentless push of economic integration continues. But since the early 2000s, business schools have begun to forgo undifferentiated curricula, uniform instructional methods, and common classroom design in favor of their own individualized, mission-driven approaches.

This shift is not strictly ideological. It's also a practical recognition that despite globalization—perhaps even because of it—cultural and contextual differences persist. Consequently, if business schools are to serve their markets, they must work in concert with, not separate from, these differences.

Consider the following example. In 1993, less than two years after the dissolution of the U.S.S.R., John Branch, a co-author of this article, taught the first marketing course in the first MBA program in the first business school in Kyrgyzstan. During a lecture on consumer behavior, he said, "You know when you are in the bread aisle at the grocery store, and you see all those different types and brands of bread?" Keep in mind, in post-Soviet Kyrgyzstan, grocery stores were rare, and there were only two types of bread: Russian loaf bread, or *хлеб* (pronounced "khleb") and Kyrgyz flatbread, or *нон* ("non"). And because *нон* is not considered bread, there was only one type of bread, *хлеб*.

The students were understandably dumbfounded. As John discovered—when his lecture fell flatter than *нон*—cultural and contextual differences cannot be ignored. The two of us have seen this trend play out in management education across five dimensions:

Instructional materials. Business schools have traditionally looked to Harvard Business School for instructional materials. But in recent years, there is a growing appreciation for the value of cases, exercises, and other materials that are grounded in local business environments and that feature familiar companies and situations. With that in mind, instructors at the William Davidson Institute (WDI) at the University of Michigan in Ann Arbor have trained more than 130 university instructors in the Philippines to write cases as part of the STRIDE (Science, Technology, Research and Innovation for Development) program. Funded by the United States Agency for International Development, STRIDE training resulted in 94 cases based on Filipino organizations—all available for free. Instructors have continued to write cases after the five-year project ended in 2017, and several have taught their colleagues to write cases.

Instructors. Business schools outside the U.S. and Western Europe have faced a shortage of qualified instructors. In the past, a common remedy has been to fly in professors from America and Western Europe. But more business schools are finding a different way.

For example, the Zagreb School of Economics and Management (ZSEM) in Croatia—the first AACSB-accredited university in the Balkan region—has been cultivating its own cadre of qualified Croatian instructors. Dean and ZSEM founder Đuro Njavro has funded local educators to pursue their doctoral degrees in schools such as HEC in France, the University of St. Gallen in Switzerland, and the University of Maastricht in Germany. (Read more in "Rising to Excellence" in *BizEd's* May/June 2015 issue.) In most instances, their dissertations apply global knowledge to local issues, from corporate governance in Croatian companies to the performance of the Croatian hospitality industry. Although ZSEM invites visiting professors to teach topics for which the school lacks coverage, its modular

curriculum allows it to bring external instructors in for relatively short stints, making the model more affordable.

Branding. To differentiate themselves from competitors, more business schools have conducted almost meditative reflections on their unique characteristics—which usually boil down to local concerns. For example, John was asked to help develop a strategy for Moscow School of Management Skolkovo in Russia. After ten years of operation and an investment of more than US\$200 million in its campus, Skolkovo had only a handful of full-time instructors and relatively few graduates. Previous administrators, all from Western Europe, were apologetic about Russia's "challenges" and reasoned that for Skolkovo to become a world-class business school, it ought to be, well, a Western one.

John fashioned a different logic, applying Simon Sinek's "Why-How-What" Golden Circle model. He started by asking the fundamental question, "Why does the Moscow School of Management Skolkovo exist?" In its answer, he advised the school to embrace, leverage, and even celebrate Russia. The rationale was simple: Russia is unique, so conducting business in Russia requires unique approaches. Skolkovo exists, therefore, to help individuals and organizations conduct business in Russia. John even imagined a series of advertisements that would promote Skolkovo by connecting the school with iconic Russian visuals: a Fabergé egg, Russian *матрешка* ("matryoshka") nesting dolls, and the multicolored onion domes of Saint Basil's cathedral.

This rationale provides a very clear guiding star for the school to follow for its how and what. For example, Skolkovo will open a research center or introduce a new program only if it aligns with the school's why—to help individuals and organizations conduct business in Russia.

Educational programs. In the 1990s and early 2000s, countless business schools in Western Europe launched two-year full-time MBAs. In 1995, John

even taught in a new MBA program in Uzbekistan as part of a European-funded project whose aim was to help revamp the country's economy. However, many of those two-year programs closed a few years later due to lack of interest.

At the Stockholm School of Economics in Riga (SSE Riga), established in Latvia in 1993, administrators questioned the necessity of an MBA altogether. With a population of only 2 million, Latvia saw its economy cut in half after regaining independence in 1991. At a time when Latvia's companies had yet to emerge from Russia's shadow, SSE Riga's administrators believed the country needed graduates with both general business knowledge and a solid foundation in economics. In July 1994, the school enrolled 56 candidates in its new BSc in economics and business; today graduates of that program work in successful Latvian companies, global companies, startups, and the Latvian government.

SSE Riga didn't introduce an MBA program until 2002, and even then offered it part-time, because the Latvian market would not support full-time graduate studies. In 2005, SSE Riga introduced the Strategic Management Program in partnership with the William Davidson Institute. Delivered in the spring, the ten-day mini-MBA provided students with an intensive cross-functional view of organizations. The condensed format has proven so popular that in 2019, WDI and SSE Riga added a fall offering.

Business models. Making a shift from standardized to localized approaches can be challenging for existing business schools, which have to move away from established ways of teaching. It's easier for new business schools, which benefit from a blank slate. They can mesh the best of established world-class business schools with the realities of their local cultures and contexts from the start.

This hit home for us as we recently consulted for the ACLEDA Institute of Business (AIB), Cambodia's newest business school based in Phnom Penh. AIB originated as a training department



Contemporary
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of ACLEDA Bank, Cambodia's largest private bank; it became a full-fledged business school in 2016. We traveled to Phnom Penh to absorb local culture, tour the school's facilities, and interview instructors and staff. Next, we hosted several AIB administrators at the University of Michigan's Ross School of Business, where they met with deans, department heads, and administrative leads.

However, we insisted that while AIB's administrators should consider the Ross School of Business a source of ideas and inspiration, it should not be their only model. We emphasized that alternative successful models—such as the *grandes écoles* in France and the Indian Institutes of Management, which focus on teaching, rather than research—could provide different and perhaps even more compatible business models for AIB.

Because AIB is such a young institution, its administrators are in an enviable position. They are not yet wedded to any specific curriculum, instructional methods, or physical design, so they can more freely adopt creative and disruptive innovations. It's an advantage that

might enable them eventually to leapfrog more established business schools.

YESTERDAY, TODAY, TOMORROW

The annals of management education claim that business schools were a European invention of the 19th century and that their propagation in the 20th century was attributable to the U.S. But the first two decades of the 21st century suggest that contemporary business schools have no allegiance to any “empire” other than their own. That is to say, localization has become standard operating procedure for most business schools, running counter to the 20th-century push for globalization.

Competition is forcing business schools to nurture and leverage their distinct core competencies; it requires them to create unique, differentiated brands. Global accreditation agencies such as AACSB International and the European Foundation for Management Development, too, now encourage business schools to challenge the status quo and implement innovative approaches to serve the needs of their local markets.

The consequence of these efforts, somewhat ironically, is a global management education industry made up of a multitude of highly differentiated, localized business schools. Success, we predict, will come to business schools that are adept at integrating global innovations, but in ways that account for local cultural and contextual differences. **D**

Amy Gillett is the vice president of education at the William Davidson Institute, a nonprofit center at the University of Michigan in Ann Arbor that is focused on providing private sector solutions in low- and middle-income countries. Gillett has run business education programs and consulting projects in 30 countries. John Branch is a clinical assistant professor of business administration at the University of Michigan's Ross School of Business and a faculty affiliate with the WDI. Branch has been a visiting professor at more than 40 business schools worldwide.

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Esca



Scholars at the University of Mannheim create an escape room that's a live research laboratory—and also a lot of fun.

BY SHARON SHINN

ILLUSTRATION BY TAYLOR CALLERY

A young scientist from the University of Mannheim finishes an academic paper, submits it to a journal, and sets off for a vacation in the Amazon. During her travels, she discovers that an evil corporation is trying to steal the land rights of the native population. She returns to Germany to consult with colleagues before she takes the news to the media, but she mysteriously vanishes before she can go public. In her office, she leaves behind a few artifacts from the Amazon and some personal effects. Do any of these provide clues to her disappearance?

pist Research

That's the setup for "The Lost Scientist," an escape room designed by four researchers at the University of Mannheim Business School in Germany as a way for them to study team dynamics. The interdisciplinary research group includes Laura Marie Edinger-Schons, chair of corporate social responsibility, who also focuses on experimental behavior research; Janick Edinger and Christian Becker, both chairs of information systems; and Hartmut Höhle, chair of enterprise systems. Together they have created an escape room that not only will yield a wealth of data for their respective disciplines, but also be an enjoyable experience for all the participants.

Edinger-Schons and Edinger first got the idea after a student shared data about escape rooms in China, where corporate clients would send employees to promote team-building. The data included not only performance indicators, such as how long it typically took for teams to solve the riddles, but also some determinants of performance.

"For instance, we found that as soon as the boss of the team was in the room, the performance went down," says Edinger-Schons. "We wondered if we would find similar behaviors among

European teams if we did replication studies here in Mannheim, where escape rooms are very popular. Because we wanted to be able to measure a lot of different things, we decided to create our own escape room at the university."

During December of 2018, the researchers began putting together their experiment. They received permission to use a room in the Mannheim Palace, a historic baroque building where the university holds some classes and events. There, they created a game that participants can play while researchers track their interactions. By fall of 2019, they had run about 20 pre-tests and were getting ready to begin games with real teams.

GATHERING THE DATA

A defining feature of "The Lost Scientist" is the embedded technology that allows researchers to capture the kind of data that's not usually available when they study team performance. The room and the players are fitted with a range of technology, including cameras, microphones, and a positioning system that allows the researchers to track where people are standing.

"Since everyone wears a microphone, we can analyze who's talking to whom,

who is talking the most or the loudest, and who interrupts while others are talking," says Edinger. The data is analyzed through automated systems to remove any bias that could arise from manual analysis—and to allow the researchers to scale up as they run dozens of experiments.

While participants are aware that they're being recorded, the researchers have made the tech as unobtrusive as possible so that at some point the players forget they're being monitored. To further the illusion that players are not under constant scrutiny, participants are asked to use walkie-talkies any time they want to communicate with the researchers. "When people are aware they're being recorded, it changes their behavior," Edinger explains. "They think twice about whether they should actually say something."

In addition to gathering data digitally during the game, researchers also survey participants before and after they play. The "before" surveys ask players a range of questions. How well do they know the other team members? How much do they trust their teammates? Are they perfectionists? Do they have performance anxiety? Are they afraid of looking stupid in the room?

For many people, the answer to the last question is a decided yes, says Edinger. "They'll ask questions like, 'What is the worst result?' and 'Will you get us out after a couple of hours?'"

Participants are also asked about the expectations they have for themselves and for their teams. "We have seen from previous data that when people have a high expectation of their own performance, they have a lower perception of the possible performance of their team members," says Edinger-Schons. "People are convinced they are super smart, but they think their team members aren't."

Additional pre-game survey questions are designed to uncover personality types. "Using personality scales from psychology, we can determine if participants display traits of narcissism,

Technology captures data not usually available when researchers study team performance.

Janick Edinger (in striped shirt), Laura Edinger-Schons, and student assistant Markus Mosig observe while a team attempts to solve the clues in the escape room.



ASSEMBLING THE TEAMS

The first 20 teams were made up of students and other volunteers who helped the researchers refine the setup and uncover any potential problems. Once pre-testing concluded, the researchers used social media and the student newspaper to announce that they were looking for more teams. Applications began pouring in—from students, corporate employees, and residents of the city of Mannheim. Ultimately, they ran 82 additional sessions with groups of five.

“This is the one experiment where we don’t have any issues recruiting people,” jokes Edinger. “Usually we have to bribe them with chocolate or something.”

One lure is simply that the game is enjoyable. “Escape rooms are very central in Mannheim,” he says. Asked to rate the “fun” level of the game on a scale from 1 to 7, most players have given it a 6 or 7. “They say it’s comparable to professional escape rooms.”

Another draw is that the game is free. “Usually, it costs between 80 and 100 euros for a group to go through an escape room,” says Edinger-Schons. “Here, they pay with their data and their time. But they also know they are helping to support our research, and they’re interested to see what we find out.”

In fact, Edinger-Schons and Edinger speculate that some local residents might be signing up out of curiosity about what happens on the other side of the university walls. “Sometimes people are intimidated to come to the university if they’re not academics, so this is a way to help them lose their fear of the psychological difference,” says Edinger-Schons.

“People who participate in the escape room often ask what our research is about,” adds Edinger. “I always talk about the example from China, where teams do not perform as well when their manager is in the room. I explain that we have the opportunity to manipulate the behavior of the teams through some of our suggestions. Because they have just participated in the experiment, they can understand some of our goals.”

perfectionism, proactivity, and so on,” says Edinger-Schons. “Information about their personality types can help explain their behavior in the room.”

Post-game questions revolve around how participants perceived the experience and their interactions with others. Says Edinger-Schons, “All this data helps to explain the variations in outcomes.”

CREATING THE CLUES

Outcomes also vary because each team tends to be better at some activities than others, and the room is set up with three different types of tasks: searching for clues, solving riddles, and making deductions from available information. In some teams, gender stereotypes play out—as when, for instance, women step back to allow men to handle technology problems; in other teams, that type of behavior is not a factor.

It was a delicate balance to create a series of tasks that would make the escape room both entertaining for participants and useful for researchers. “It

took us a long time to design the game in such a way that it wouldn’t be too easy and wouldn’t be too hard,” says Edinger-Schons. “Now we have a setup of riddles that most teams manage to solve within an hour—although most teams also have to ask for help at some point.”

When participants get stuck, the researchers offer standardized hints at standardized times, so that all team performances can be compared at the end. “If team members are struggling with a riddle but don’t ask for help, we will intervene at a specific point and give them the first hint,” says Edinger. “If they still can’t solve it, we give them a second hint. With the third hint, we actually solve the riddle for them.”

Teams get a certain number of points for each riddle they solve on their own, fewer points if they ask for help, and zero points if the researchers have to supply the solution. “At the end, we can calculate the team performance,” says Edinger-Schons. “We not only look at if they solved the room and how long it took, but also at how many points they earned.”

MANAGING THE RESULTS

One goal the researchers share is the desire to contribute new information to the existing literature on team performance. The researchers—including co-author Likoebe Maruping of the Robinson College of Business at Georgia State University in Atlanta—are currently analyzing the data to identify patterns. A topic Edinger-Schons hopes to explore is leadership.

When the first round of official games began in September of 2019, the researchers simply allowed teams to play the room in order to create a performance baseline. However, in the second round, they began nudging the teams in specific directions.

For instance, in the pre-tests, leaders would often emerge naturally in each game. In later rounds, researchers manipulated the way leaders were determined—using methods such as drawing lots or administering IQ tests beforehand and choosing the smartest person as the leader. “This is a topic that is extremely relevant to organizations today,” says Edinger-Schons. “Companies don’t have steep hierarchies anymore, and there is a lot of shared leadership on teams. There has already been research on how leaders emerge, but there hasn’t been much on how we legitimate our leaders. That’s a really interesting area.”

The game also will allow the re-

searchers to explore ways of bringing together unstructured data from the video and audio feeds with the structured data gathered in the survey questionnaires. “Researchers have decades of experience in dealing with structured data, but it’s new for them to be analyzing large gigabytes of unstructured data,” Edinger says. “There is no standardized way for analyzing video or audio or location data, but analyzing such data is one of the big trends we see in business and informatics.”

The researchers hope to bring some of the escape room results into their classrooms. Informatics students can learn how technology shaped the game, and business students can learn about conducting quantitative analysis.

A student team is now working on designing a virtual escape room, which will offer another intriguing possibility for research. “Because the game is virtual, the designers can break the boundaries of the real world and introduce things you could never have in a real escape room, like fire or magic,” says Edinger. Not only do these additions make the game more interesting, the digital nature of the game allows the researchers to capture some of the same data without installing cameras and microphones. “If the same teams play in the real-world escape room and the virtual escape room, we can compare the performanc-

es and see whether the same patterns occur in both,” he says.

“There’s a lot of discussion now about how well virtual teams perform under what conditions, so this would allow us to compare the same teams online and offline,” adds Edinger-Schons.

In the future, they envision the escape room being used for team-building exercises for corporate partners, which could be a money-making opportunity for the business school. “Or company teams could play the escape room and then get feedback on what happened in the room,” says Edinger-Schons. “They could get an analysis of our survey data.”

SHARING THE KNOWLEDGE

Edinger-Schons and Edinger believe other schools could create their own escape rooms to conduct research in a variety of disciplines. Their main piece of advice: Do a lot of pre-tests.

“You cannot imagine what can go wrong,” says Edinger. “I’m a programmer and I have been trained to design systems that are idiot-proof, but still participants have found ways to break the system.” One player threw and damaged an object that is a central part of the game. One team accidentally stumbled on the final clue, which unlocked the last door, which meant the group escaped the room in three minutes.

It’s also critical to start collecting data under real-world conditions as soon as possible, says Edinger, to make sure all the equipment is operating properly. “If one microphone isn’t working or one camera breaks in the middle of a session, you have to throw away all the work from that game,” says Edinger.

Even so, they have found the experience to be enjoyable and rewarding. “We have watched about 100 sessions, and every time it’s been fun,” says Edinger-Schons.

As for that young Mannheim scientist who disappeared? The final clue includes a shocking revelation—but only those who play the game will ever know the truth. ■

In a virtual escape room, games can include things like fire and magic.



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ideas in action

Lauren Chenarides, assistant professor at W.P. Carey's Morrison School of Agribusiness, shares tips for promoting successful online group collaboration at a Teaching & Learning workshop in fall 2019.



a taste of the tactics they employ in their classrooms. Afterward, professors gather in breakout rooms for further discussion. Some faculty are already utilizing practices they learned from colleagues.

We model the structure of these face-to-face presentations after our classroom practices. Each session is streamed live through Zoom and recorded for on-demand access; we “flip the classroom” by providing attendees opportunities to prepare ahead of time so they can better discuss the material together.

Our inaugural teaching showcase welcomed more than 100 participants, with many subsequent workshops attracting more than 50 attendees in person and online. Recently, we have begun featuring visiting experts from other universities, and we partnered with our colleagues in engineering on a session focused on active learning.

Through each of these initiatives, we have adopted the “small win framework,” introduced by organizational psychologist Karl Weick in 1984. We want to get our faculty excited about achieving small wins to advance their teaching. We don’t want to overwhelm them with the idea that they have to transform their teaching with giant changes, all at once.

Every academic year, each department designates a professor to act as its “teaching lead.” After each workshop or showcase, the eight departmental teaching leads and I come together and ask, “What tools or approaches have we heard about from other programs that we might try here? What can we try next time to make these sessions more impactful?” Whether we are establishing awards for teaching, onboarding new faculty, or developing new programs, we want to constantly be asking, “How do we keep moving forward?”

I think it’s important that we constantly focus on that *-ing*—on the idea that the transformation of teaching and learning is a process that is always

Teachers’ Alliance

A NEW CONSORTIUM WORKS TO ADVANCE TEACHING AND LEARNING ACROSS BUSINESS SCHOOLS. BY DANIEL A. GRUBER

AS BUSINESS EDUCATORS, we know that one of our most pressing challenges is determining how to keep our teaching and learning practices relevant to a diverse—and increasingly distracted—student body. What counts as learning? How do we bridge the gap between knowledge and skills? How can we help faculty develop as teachers? These are questions I continuously consider as associate dean for teaching and learning at Arizona State University’s W.P. Carey School of Business in Tempe.

We have adopted a variety of strategies to develop our teaching and learning environment at W.P. Carey. For example, our instructional designers partner with the university’s technology office to hold faculty trainings on using Slack for teaching and learning. We hold monthly workshops where faculty share best practices for everything from delivering case-based teaching to creating inclusive, innovative, and nontraditional classrooms.

We also hold quarterly showcases of teaching and learning. At each showcase, professors from different departments and with differing perspectives make fast-format presentations that give their colleagues

being reconsidered and always ripe for improvement. That idea led me to ask a broader question: Could we have greater impact if we reached out to other business schools and exchanged ideas with their faculty about teaching and learning?

In July 2019, our dean, Amy Hillman, encouraged me to work with my colleagues at other business schools to form a network dedicated to teaching and learning. The idea also was inspired, in part, by a session at the 2019 AACSB Associate Deans Conference called “Driving Innovations and New Technologies,” which I co-moderated with my counterparts from Columbia Business School and Penn State University’s Smeal College of Business. As we prepared for this session, we noted that, since more schools were creating roles at the intersections of teaching, learning, and innovation, it would be beneficial if educators in those roles could connect and learn from each other.

Soon after, I partnered with my counterpart at the University of Nebraska-Lincoln College of Business, Tawnya Means. Last fall, we both began to collaborate with colleagues to form an emerging global network of like-minded business schools. As part of that network, called the Teaching & Learning Leaders alliance, we are working through challenges, sharing ideas, and adopting best practices for our classrooms.

EXPANDING THE NETWORK

The Teaching & Learning Leaders alliance held its inaugural meeting in January. Conducted primarily through Zoom, the meeting brought together ten educational leaders from business schools in the U.S. and Australia. Group members were able to benchmark their schools’ best practices against those at other b-schools and share ideas about gamification, student-led learning, and the development of effective assessments for both teachers and learners.

Working from a Google Slides document, we created one presentation, shared via Zoom, that highlighted those ideas. We discussed the biggest puzzles our schools are trying to solve related to teaching and planned further collaboration.

At this meeting, we also collectively set goals for teaching and learning. For instance, one of our objectives is to prove out the practices we ask faculty and students to use. By gathering online ourselves, we showed the promise of hybrid learning and synchronous online classrooms.

It’s important that we constantly focus on the idea that the transformation of teaching and learning is a process that is always ripe for improvement.

Our group wants to define and refine what excellence in teaching and learning looks like. At the meeting, it was inspiring to be surrounded by other leaders from across the world who believe in that same process.

ENSURING ENGAGEMENT

While we want the Teaching & Learning Leaders alliance to create a welcoming environment for all, we don’t want the group to evolve into a listserv that lacks true engagement. To maintain and grow our community, we are planning more hybrid gatherings organized around existing conferences, as well as workshops where members can share their expertise with other professionals in the field. Some of us are exchanging resources and putting together conference submissions to extend our initial discussion.

Mike Goul, our senior associate dean for faculty and research, opened the consortium’s inaugural meeting by reading from “Integrating the Science of How We Learn into Education Tech-

nology,” an article by Stephen Kosslyn that appeared October 11, 2019, in the *Harvard Business Review*. In it, Kosslyn highlights a discrepancy between the research conducted on teaching and the application of that research in our classrooms.

Kosslyn also calls for business schools to do more to promote and adopt successful teaching practices—and to back that effort up with time, funding, and energy. The purpose of our new alliance is to help faculty at each member schools do just that.

As I was finalizing this article in March, my collaboration with the teaching leads at W.P. Carey was in overdrive as they worked to prepare faculty colleagues for remote teaching at Arizona State University, as a consequence of the novel coronavirus outbreak. At the same time, my fellow Teaching & Learning Leaders were sharing resources with each other as they navigated this unprecedented situation.

In the process of transforming our teaching so quickly and comprehensively, the Teaching & Learning Leaders and their teams have been able to turn to their network of colleagues for ideas and support. During the crisis, the value of our alliance has been amplified and accelerated far more than we could have imagined when we first decided to work together.

Daniel A. Gruber is associate dean of teaching and learning and a clinical professor of management and entrepreneurship at the W.P. Carey School of Business at Arizona State University in Tempe.

The Curriculum As Architecture

A GREEK TEMPLE INSPIRES A MORE INTEGRATED CURRICULUM DESIGN. **BY SCOTT G. HEYLER**

IN THE SUMMER of 2018, I became head of the department of management—dean of the business school—at the U.S. Air Force Academy in Colorado. While I inherited an amazing department with a strong organizational culture, my first question was, What can I do to make it better?

I had previously noticed a lack of connectivity between our courses. Finance professors taught finance, strategy experts taught strategy, but there was little connective tissue between disciplines. I knew this problem wasn't unique to my school. In a 2013 paper for the National Institute for Learning Outcomes Assessment, Richard H. Hersh and Richard P. Keeling noted, “The consequence of the

working assumption that constructing coherence among individual courses and learning experiences is the student's responsibility alone—along with not promoting and ensuring integrated learning—leaves too much learning to chance.”

I did not want to leave our students' learning to chance. So I began my efforts to codify the management major as not just a collection of courses, but as a journey that our students take to prepare for leadership and management roles as commissioned officers in the U.S. Air Force.

The first step was to determine a framework that would showcase how our courses are linked together. Our team began to discuss different imagery we

could use to represent the management journey. Was it a road trip, a bridge to knowledge, a treasure map, an archway, or a building? We ultimately settled on the imagery of a Greek temple, which we have named the Management Curriculum Architecture.

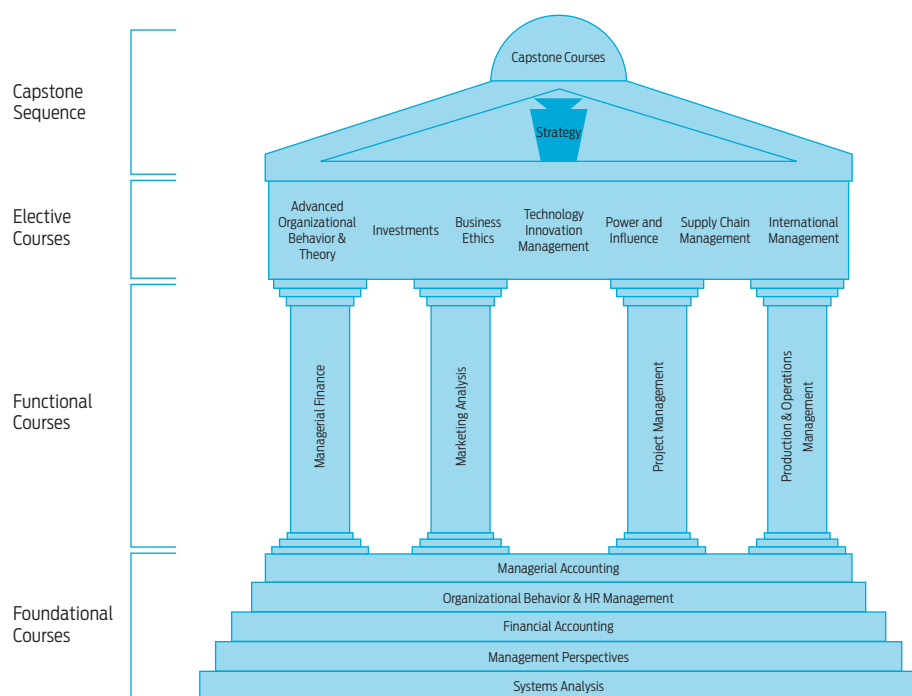
A GRAPHIC REPRESENTATION

To explain our imagery, we have found that it makes the most sense when we start at the roof of the building—with the capstone—and demonstrate how all of the other elements of the program support it. Students choose one of three capstone options: a venturing course, in which they write business plans for a new product or service; a consulting course, in which they solve real-world problems for nonprofits; or a Capsim business simulation option, in which their results are compared with those of their peers at our school and at schools across the country.

These capstone courses allow students to put into action the lessons they have learned in the program—and those lessons are integrated in the keystone course students take in the semester prior to the capstone. We want faculty and students to understand how all the other pieces of the program fit together to support the keystone course—and how those pieces work together to help leaders effectively manage organizations.

Our architecture graphic (pictured at left) shows that the base of the temple is made up of foundational courses such as managerial accounting and systems analysis. On top of this base are the pillars of management education: managerial finance, marketing analysis, project management, and production and operations management. In turn, these

THE MANAGEMENT CURRICULUM ARCHITECTURE



pillars support electives in topics such as advanced organizational theory, business ethics, power and influence, and supply chain management. These electives enhance students' understanding of the more intricate aspects of management.

'A CONCISE VISUAL'

Once we chose the Greek temple imagery to represent our Management Curriculum Architecture, we began to have content experts in each area present short overviews of their courses at monthly faculty meetings. They described the key concepts they cover, outlined the prerequisite skills students must have, demonstrated how their courses relate to other courses (particularly the keystone and capstone offerings), and explained how their courses connect to desired educational and institutional outcomes. After a few months, faculty gained an understanding of all the courses in our catalog. And because they now can see how their offerings fit into the overall program, they can make these connections explicit in their classrooms.

Our next step was to help students view their courses as part of a cohesive

whole instead of a disconnected array of subjects that they need to master one semester at a time. Therefore, in the fall of 2019, we presented the Management Curriculum Architecture to the junior and senior classes as a visual representation of our management program.

We have started using the temple graphic at our Majors' Night presentations and our annual Parents' Weekend to help prospective students and their families understand how our program is constructed. The graphic gives us a concise visual representation of our courses and provides a jumping-off point for robust discussions of our program. The architecture analogy was also used in a recently accepted academic article and in a presentation I gave to my fellow deans at a faculty meeting where we provided program reviews to the academic leadership of our institution.

I have been most encouraged by the hallway conversations I overhear among faculty as they discuss how to teach certain subjects or convey particular ideas in ways that align with what other faculty members are doing in the classroom. These discussions, and the correspond-

ing integration of coursework across the management major, leave me feeling very optimistic about the value of our management curriculum.

Hersch and Keeling warn against an educational system that "conveys to students and teachers alike that learning occurs best when students take individual courses and stack them up, like building blocks—as if learning grows by piling courses higher...[with] no mortar connecting these blocks." By focusing on the architecture of our program, we will build a program of connected, integrated courses that will allow us to train managers and Air Force officers with the skills they will need for the future.

Scott G. Heyler is head of the department of management (dean of the business school) at the U.S. Air Force Academy near Colorado Springs, Colorado. Opinions, conclusions, and recommendations expressed or implied within are solely those of the author and do not necessarily represent the views of the U.S. Air Force Academy, the U.S. Air Force, the Department of Defense, or any other government agency.

A BBA & MBA in Four Years

A new program at Nova Southeastern University's Huizenga College of Business & Entrepreneurship in Fort Lauderdale, Florida, offers undergraduates the opportunity to earn a bachelor's degree in business, a minor in venture creation, and an MBA in just four years. Students accepted into the Huizenga Business Innovation Academy, launched last fall, can pursue this option.

During the first and second years of the program, students participate in special summer bootcamps, during which they complete faculty-mentored internships with South Florida businesses, create ideas for student businesses, and learn how to run those businesses on campus. Twenty students are chosen as Razor's Edge Scholars, who become the CEOs of these businesses.

All students in the Huizenga Academy receive annual US\$19,000 scholarships, as long as they maintain at least a 3.0 GPA. They also must participate in co-curricular events, such as monthly academy

meetings, volunteer projects, and sessions with the school's entrepreneurs- and executives-in-residence. Students participate in SharkCage, an experience similar to pitching an idea on the television program "Shark Tank," in which they identify business opportunities.

Those who graduate from the academy each receive a \$20,000 investment from NSU, which they can invest in their own startups.

The Huizenga Business Innovation Academy is one of five programs at the business school that allow students to complete undergraduate business degrees and MBAs in four years. The subject areas of the school's other four bachelor+MBA programs include finance, management, marketing, and sports and recreation management.





FOUNDERS SEEKING FUNDERS

AS BUSINESS SCHOOLS ramp up their entrepreneurship programs, they realize that training founders to run successful startups is only one part of the equation. They also need to connect founders and small business owners with the funding they'll need to thrive. That realization has led to new b-school initiatives focused specifically on attracting capital.

One such initiative at IESE Business School in Barcelona, Spain, is the creation of InvestHorizon Academy, a new online learning platform to train European tech entrepreneurs to find funding more effectively. The platform was inspired by a recent study by IESE, which finds that only 5 percent of EU patents are currently commercialized—but that 5 percent contributes to an estimated 40 percent of the European Union's gross domestic product. (To learn more, read "Patents Still Pending" on page 10.)

IESE created InvestHorizon Academy to activate the innovation locked

within the remaining 95 percent. Based on insights from international experts, the platform features 37 open online courses, along with related materials, to help entrepreneurs learn to pitch their ideas in front of investors, design business models, analyze customer feedback, leverage trends in healthcare and fintech sectors, and value their companies.

While InvestHorizon focuses on training and development, an initiative at the Busch School of Business at Catholic University in Washington, D.C., connects entrepreneurs directly with investors. In late February, the Busch School's Ciocca Center for Principled Entrepreneurship partnered with the Department of Small & Local Business Development (DSLBD) to launch its first Capital Access Expo on the university's campus.

Held on a Saturday morning, the four-hour expo attracted more than 200 entrepreneurs and representatives from 20 banks, community development financial


institutions, and other funding sources.

Before the expo, the DSLBD and impact investing firm Twenty Degrees hosted two preparatory events, where they distributed "jargon sheets" to registrants to establish a common language.

The participating entrepreneurs had access to expert panels, keynotes, and networking opportunities—all designed to help them identify the types of capital that would benefit their operations the most. Successful entrepreneurs also shared their experiences during three additional discussions, where attendees could learn about adopting a "bootstrap mentality," addressing the funding needs of food-based businesses, and seeking out alternative funding sources.

Of the small businesses represented at the expo, 60 percent were women-owned and a little more than 75 percent were minority-owned. Nearly 40 percent were less than 2 years old, but about 25 percent were more than five years old, "showing a prevailing need for capital among businesses that have survived the proof-of-concept stage," says Brian Becker, the center's director of small business outreach.

A survey of attendees showed that nearly 58 percent attended to meet lenders, and the same percentage wanted to learn more about investment. However, 72 percent wanted to meet other entrepreneurs, highlighting a need to create a community where founders can learn from each other, says Becker.

It's too early to know how many funding relationships were established at the CAE, but Becker believes that such events can play an important part in local ecosystems of small and medium-sized enterprises. "We tested the theory that we would be able to provide value for all participants of the event—business owners, funders, support service providers, and our students," he says. "We are already looking ahead to next year." 

 [Learn more about InvestHorizon Academy at courses.investhorizon.eu.](https://courses.investhorizon.eu)

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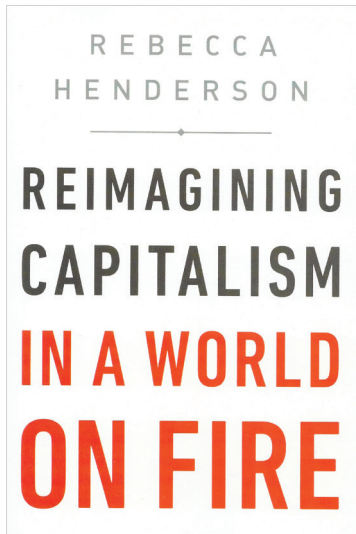
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REIMAGINING CAPITALISM IN A WORLD ON FIRE

The principle of maximizing shareholder profit has exacerbated environmental degradation, economic inequality, and institutional collapse, says Harvard's Rebecca Henderson. "Taken literally, single-minded focus on profit maximization would seem to require that firms ... fish out the oceans, destabilize the climate, fight against anything that might raise labor costs—including public funding of education and health care," she writes. Addressing these problems is not just a moral imperative for business, but a financial one, she points out, as businesses will find it challenging to make money if coastal cities are flooded and half the population is underemployed. She argues for cooperation between business and government, but sees that as only one step toward reimagining capitalism. The others include creating shared value, building purpose-driven organizations, cooperating along the supply chain, and rewiring finance with metrics that capture environmental and social costs. "We have no realistic alternatives," she warns. "We must find a way to make this work." (PublicAffairs, US\$28)

FAST TIMES

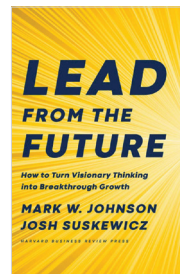


Companies that don't pursue digital transformation will see revenues decline by an average of 12 percent, according to Arun Arora, Peter Dahlstrom, Klemens Hjartar, and Florian Wunderlich of consulting firm McKinsey. Companies that do will see gains of 16 percent above that level. But to be successful in

adopting a digital strategy, the authors warn, business leaders must recognize several essential truths: Digital transformation requires a massive commitment of funds, resources, and people. Before attempting transformation, leaders must understand where the value in their businesses lies and what they want to accomplish. Transformation will succeed only if the company culture encourages experimentation and tolerates failure. "Everything about a digital transformation should be focused on how a company can set the right direction, and then learn and adapt faster than their current—and future—competitors," they write. The book is designed to help leaders gain clarity and articulate their purpose as they set out on their transformative journeys. (Amazon Publishing, US\$29.95)

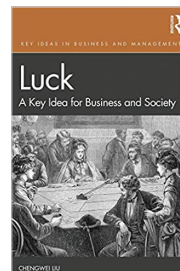
LEAD FROM THE FUTURE

Most business leaders operate from a present-forward perspective, write Mark W. Johnson and Josh Suskewicz of the management consultancy Innosight. CEOs often look a few years ahead and try to respond to anticipated changes when they should be engaged in *future-back* thinking—imagining



what business might look like ten years in the future and taking the steps necessary to get there. "There are countless business cases about long-established companies that failed because ... leaders extrapolated the present forward instead of envisioning a truly different competitive environment," write Johnson and Suskewicz. They acknowledge that the urgent problems of today will keep pulling harried executives back to immediate concerns, and they emphasize that companies should not abandon tried-and-true products for unproven innovations. But even while leaders take care of current business, the authors note, they must constantly be "laying the groundwork for a future that is likely to be as different from the present as the present is from the past." (Harvard Business Review Press, US\$30)

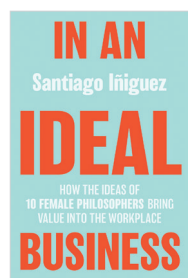
LUCK



Chengwei Liu of ESMT Berlin doesn't think that the world's greatest performers are in control of their destinies as much as they'd like to believe—and that holds true whether those high achievers are football teams, investors, or entrepreneurs. "Luck and self-reinforcing mechanisms play a much greater role than the merit and effort of the persons involved," writes Liu. For instance, Canadian hockey players who were born between January and March tend to have better careers because the cutoff date for joining a new league is January 1, and children born earlier in

the year are bigger than their teammates; the training advantages they enjoy follow them their whole lives. In business situations, success often depends on circumstances wholly outside a manager's control, such as political shifts, competitors' offerings, and consumer demand. Nonetheless, Liu believes business leaders can "strategize with luck—not because there are systematic ways to get luckier than others, but because the ways people are fooled by randomness are non-random and predictable." It's a different way of looking at success—and for it. (Routledge, US\$31.95)

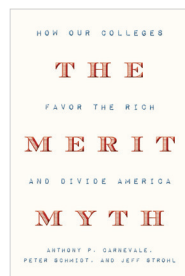
IN AN IDEAL BUSINESS



"Management is philosophy in action," writes Santiago Iñiguez of IE Business School. He examines the work of a diverse group of 22 women—some philosophers, some business leaders—and explores how their ideas resonate in the business world. For instance, he talks with Jiang Qiong Er, founder of a premium products company in China, about achieving "equilibrium

between two opposites, reason and emotion." After discussing neuroscience with Patricia Churchland of the University of California San Diego, he muses, "If there is a biological basis to the sense of identification and belonging ... what initiatives are open to senior management to foster this feeling among the workforce?" Iñiguez believes that philosophy is critical to management precisely because the business world is so fast-paced that leaders have little time to reflect, and so they have little sense of their roles in the world. He writes, "If our behavior and our decisions at work ... always respond to certain values and principles, might it not be a good idea to identify and analyze them?" (Palgrave MacMillan, \$29.99)

THE MERIT MYTH

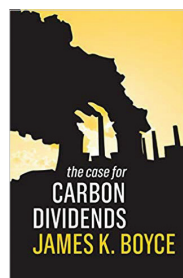


In America, higher education is supposed to be the great leveler, but admissions policies at elite institutions consistently favor affluent white students over disadvantaged minority candidates, say Anthony P. Carnevale of Georgetown University's Center on Education and the Workforce (CEW), journalist Peter Schmidt, and Jeff Strohl of CEW. According to the authors, "College

has become the capstone in an inequality machine that raises and perpetuates class and race hierarchies and sinks the lower classes." They call for serious reforms, including encouraging top institutions to change admissions policies to admit more "strivers," their name for "young people who have encountered hardship and deprivation and demonstrated determination and resilience that will enable them to do just fine at a tough,

selective college." But they believe it's equally important to "reach back into high schools and look ahead to labor markets to ensure students are getting the educations they need." America's education system will never provide social mobility, they say, until it can provide a balance between rewarding merit and providing equal opportunity. (The New Press, US\$27.99)

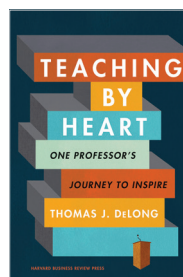
CARBON DIVIDENDS




One way to slow climate disruption is to limit the consumption of fossil fuels. But solutions like cap-and-trade cause prices to rise; people who consume the most pay the most, but poorer consumers are harder hit because they pay a higher percentage of their incomes. There is an equitable solution, suggests James K. Boyce of the University of Massachusetts Amherst: carbon dividends.

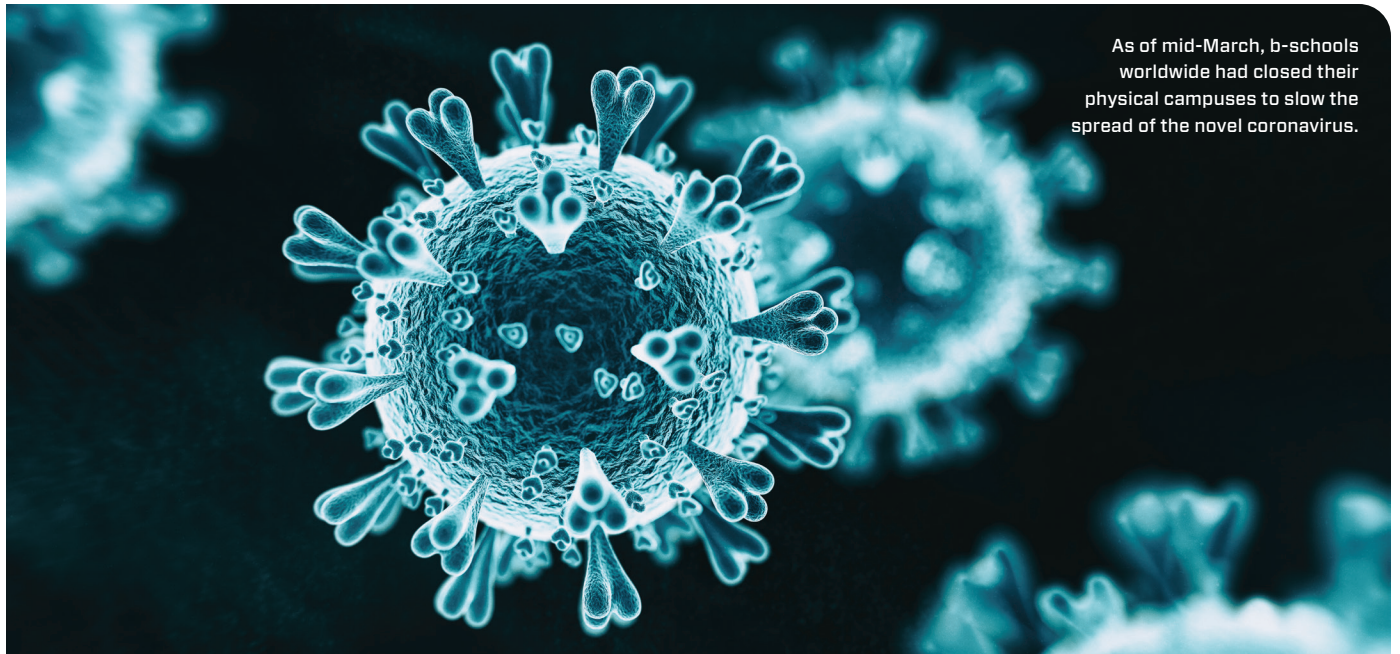
Money from fines levied on big energy producers would be disbursed equally to all citizens. Wealthy consumers who use more energy might find their costs exceed their dividends, but poorer people who consume less energy will come out ahead. And everyone—from oil companies seeking to reduce fines to middle-class consumers hoping to lower heating bills—would have an incentive to use fewer fossil fuels or invest in clean energy. This solution also benefits people who are alive right now, thus circumventing one flaw of many current proposals that "demand sacrifices by the present generation for the sake of the future generation," writes Boyce. His well-reasoned book masterfully deconstructs a wicked problem—and offers a powerful, hopeful solution. (Polity Press, US\$12.95)

TEACHING BY HEART



Harvard Business School professor Thomas J. DeLong shares personal stories and hard-won observations about what it takes to be an effective, passionate, and mesmerizing teacher. He details his own successes, failures, ambitions, insecurities, and classroom experiments, while also sharing insights about great teachers he has seen in action.

One of his own courses is Authentic Leadership, and he sees strong parallels between teaching and leadership: "The best teachers are also leaders, and the best leaders are also teachers." He explores the difficulty—and necessity—of creating a classroom experience that is equally compelling for several dozen diverse students, all of whom are driven by their own needs and biases. He also explains why he spends so much time preparing for the very first class of the semester. "It is the one that sets the standard for openness, for congruence, for being vulnerable." An intimate look into a very public profession. (Harvard Business Review Press, US\$30) 



As of mid-March, b-schools worldwide had closed their physical campuses to slow the spread of the novel coronavirus.

Rapid Response

B-SCHOOLS ADAPT THEIR OPERATIONS TO THE ONGOING IMPACT OF COVID-19. **BY TRICIA BISOUX**

MORE THAN 100 business school deans attended an unscheduled emergency session at AACSB International's Deans Conference, held in February in Nashville, Tennessee, to discuss the impact of the coronavirus, or COVID-19, on their campuses. Their concern was twofold: First, how would they continue to serve students if the virus affected their operations? And, second, how would they make up for financial shortfalls that resulted from students' inability to enroll in their programs?

Since last December, business schools have quickly mobilized to protect their communities and prevent the spread of COVID-19, while minimizing disruption to the productivity of their students, faculty, and staff. Most shut down their campuses completely, either moving all classes online or delaying the start of the new semester altogether.

Many had to take additional steps, especially involving study abroad programs. For instance, Hong Kong University of Science & Technology canceled its international case competition, and canceled or postponed students' study abroad trips. As students returned from residencies in affected countries, the school worked closely with the Health Department of Hong Kong to provide quarantine support and designated an on-campus hotel where students

without permanent homes in Hong Kong could self-quarantine. The university provided meal delivery, medical checkups, and daily necessities.

Georgetown University in Washington, D.C., brought students studying in affected countries back home and canceled all university-sponsored travel for the immediate future. The travel ban especially impacted the McDonough School of Business' Global Business Experience (GBE), which is a requirement for graduate students and an elective for undergraduates. In the initial weeks of the pandemic, the school replicated the experience by designing "global at home" options, including a Vietnam "residency" complete with authentic food, cultural attractions, and site visits

to organizations in the D.C. area that work with the country.

Once a stay-at-home order was issued for D.C. residents, faculty had to make fast adjustments to maintain the integrity of the GBE program, says Ricardo Ernst, Baratta Chair of Global Business at McDonough.

“Our MBA students had just gotten back from their trip, so they were able to continue their projects and present to their clients via Zoom,” says Ernst. The undergraduates, however, had not yet begun their travels.

“We sent a survey to students asking how many could delay their global experience,” Ernst explains. “For those who did not have the luxury of waiting, because they needed the credits to graduate, we found electives that we could redesign to align with the GBE.”

The Miami Herbert Business School at the University of Miami in Florida organized a gathering to show support for its Chinese students, who make up 20 percent to 25 percent of its student body. Approximately 250 students and 40 faculty and staff attended. Members of the school’s Chinese student association collected donations to purchase masks for citizens of Wuhan province in China.

COVID-19’s biggest long-term impact on higher education will involve the swift, comprehensive adoption of online educational delivery. (See “Online Overnight” on page 32.) In March, Tsinghua University in Beijing, China, announced that it would start its term on schedule, but shift all courses online, after students across China were banned from going back to campus. In a state-

ment, school officials called the shift an “unusual natural experiment” that could result in giving educators a new understanding of online course delivery.

To help faculty move courses online quickly, HKUST Business School set up a task force to facilitate online teaching. It also offered training sessions in online course delivery to faculty and teaching assistants. These efforts were coordinated with the university’s teaching and learning office to ensure a smooth transition for both students and faculty.

When Curtin Business School in Perth, Australia, started its fall semester in February, the Australian government had just extended its travel ban for an additional week. The school had a number of affected students, including those in China who were unable to travel to campus, explains its dean, Nigel de Bussy.

In the initial weeks, the business school began delivering courses online to better serve its students in China. Once it was clear that it would have to move all classes online, Curtin University announced it would offer a tuition-free week to students to give them time to adjust to virtual course delivery. In addition, the university offered financial assistance to students impacted by the campus closure, reduced its Student Services and Amenities fee, and extended the semester’s duration by one week.

“The response of colleagues has been magnificent, with many putting in significant extra work to make online classes available,” de Bussy says, calling the situation “complex and quite fast moving.”

Leaders With Influence

Twenty-five leaders have been recognized by AACSB International in its fifth annual Influential Leaders challenge. The initiative honors alumni from AACSB-accredited schools who have made notable contributions to their industries or to society. Among this year’s Influential Leaders are:

Natalie Paida Jabangwe, an alumna of Imperial College London, who is the CEO of EcoCash in Zimbabwe. Launched in 2012, the fintech platform is now the largest financial service provider in the country. Jabangwe also is an ambassador for Women’s Entrepreneurship Day, which aims to alleviate poverty by empowering women.

Matías Muchnick, an alumnus of the School of Economics and Business at the Universidad de Chile. He is co-founder of NotCo, a startup that uses artificial intelligence to create plant-based versions of animal products, employing practices that do not cause environmental damage.

Christopher Hosken, an alum of the University of Cape Town’s Graduate School of Business in South Africa. Hosken is the CEO and co-founder of Startup School, which was started in 2016 to provide entrepreneurs with the skills to launch viable businesses.

Kathleen Vogelsang, a graduate of Grand Valley State University’s Seidman College of Business in Allendale, Michigan. As chief investment officer of Van Andel Institute, a biomedical research organization, she manages a US\$1.7 billion portfolio. She has been appointed to the Michigan Women’s Commission, which has a goal of increasing the number of women serving on corporate boards.

► Read more about all 25 honorees at www.aacsb.edu/influential-leaders/honorees?F_Year=2020.

All-Access Bachelor's Degrees

A SPATE OF online undergraduate offerings is coming to market, all tailored to the needs of nontraditional adult learners. Earlier this year, edX announced that it would offer three-course MicroBachelors programs that can be stacked toward full bachelor's degrees. Now online education platforms 2U and Coursera are following suit with their own undergraduate offerings.

2U has partnered with the University of London and the London School of Economics (LSE) to convert seven of the two schools' existing correspondence-based distance learning programs into a new suite of interactive online bachelor's degrees. Among the programs launching this year are bachelor of science degrees in economics, economics and management, data science and management, and business and management.

Designed for adult learners, these programs will cost students approximately US\$26,000 and should take between three and four years to complete. Graduates will earn degrees from the University of London.

Coursera will work with the University of North Texas in Denton to deliver an online bachelor of applied arts and sciences (B.A.A.S.). This will be the second bachelor's degree offered on Coursera—the first is a bachelor's in computer science offered through the University of London.

Students in the program can pursue concentrations in administration, organizational supervision, social services, hospitality, media innovation,

consumer behavior, or information technology. The B.A.A.S. is designed to prepare graduates for careers in business, nonprofit organizations, and community engagement.

Students can earn credit toward the information technology concentration if they complete the Google IT Support Professional Certificate offered on Coursera. Students will pay US\$330 per credit hour—or less than \$15,000 for the 45-hour degree.

Launching this fall, the B.A.A.S. degree is tailored to nontraditional students—this includes the estimated 36 million Americans who have earned some college credit but have not finished their degrees. The program also is designed for veterans and active-duty military personnel. Its format builds in the same support, interactivity, and career services as the university's on-campus students receive, explains Jennifer Cowley, UNT's provost and vice president for academic affairs. The objective, she says, is “to ensure [online students] are set up for success post-graduation.”



TRANSITIONS

In July, **Erika H. James** will become the first woman and first person of color to lead the Wharton School at the University of Pennsylvania in Philadelphia. James is currently dean of Goizueta Business School at Emory University in Atlanta, Georgia, where she has served for six years. At Wharton, she succeeds **Geoffrey Garrett**, who will become dean of the Marshall School of Business at the University of Southern California in Los Angeles.

In July, **SherRhonda Gibbs** becomes dean of the Kenneth W. Monfort College of Business at the University of Northern Colorado in Greeley. She currently serves as interim director of the University of Southern Mississippi's School of Management in Hattiesburg, where she holds the Alvin Williams Endowed Chair of Minority Entrepreneurship.

Officers on Board

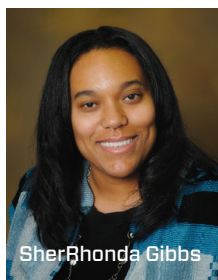
AACSB International has announced the results of its most recent officer and board of directors election.

Jikyeong Kang of the Asian Institute of Management will be the new vice chair-chair elect. She will serve three consecutive one-year terms as vice chair-chair elect, chair, and immediate past chair.

Four individuals have been elected as official representatives from the Americas: **Natalya Delcours** of Texas A&M University-Kingsville; **Taylor Randall** of the University of Utah; **Joyce A. Strawser** of Seton Hall University; and **Marilyn K. Wiley** of the University of North Texas. The official representatives from Asia Pacific will be **Gerard George** of Singapore Management University and **Gregory J. Whitwell** of the University of Sydney. **Karen Spens** of the Hanken School of Economics will be the representative of the Europe, Middle East and Africa region. The new directors will take office on July 1 and serve three-year terms.



Erika H. James



SherRhonda Gibbs



Tim Hanley



Sabyasachi Mitra

Tim Hanley, former senior partner at Deloitte, has been named the interim Keyes Dean of Business Administration at Marquette University's College of Business Administration in Milwaukee, Wisconsin. Hanley, who has served as the school's first executive-in-residence since last October, takes the position after newly announced dean Joe Daniels died suddenly last month.

Sabyasachi "Saby" Mitra has been named dean of the University of Florida Warrington College of Business in Gainesville. He currently is senior associate dean of faculty and research and Thomas R. Williams–Wells Fargo professor at the Georgia Institute of Technology Scheller College of Business in Atlanta.

Donna Maria Blancero is the new provost and vice president for academic affairs at Bentley University in Waltham, Massachusetts. Blancero joined Bentley in 2010 as an associate professor of management; she has been interim provost, interim dean of business at the McCallum Graduate School, and associate dean of undergraduate business.

HONORS AND AWARDS

The Academy of International Business' 2020 International Educator of the Year is **Ignacio de la Vega**, dean of Tecnológico de Monterrey's undergraduate and graduate business schools in Mexico. The award recognizes de la Vega's efforts at internationalizing the school, including developing a bachelor's in global business; launching a global admissions campaign; recruiting 25 international research professors; and expanding international joint-degree offerings with partner institutions on five continents.

Arun Rai has received the LEO Award for Lifetime Exceptional Achievement, which is presented

by the Association of Information Systems. Rai is Regents' Professor of the University System of Georgia and director of the Center for Digital Innovation at Georgia State University's Robinson College of Business in Atlanta.

The British Academy of Management has recognized **Jean Hartley**, professor at The Open University in the United Kingdom, with its 2019 Medal for Research. The award recognizes individuals who have made "sustained, original contributions to management research." Hartley is a researcher and academic director of OU's interdisciplinary Centre for Policing Research and Learning.

NEW PROGRAMS

The MIT Sloan School of Management at the **Massachusetts Institute of Technology** in Cambridge has launched the MITx MicroMasters Program in Finance. The program, which is available on the edX online learning platform, includes a bundle of five finance online courses covering topics such as modern finance, financial accounting, mathematical methods for quantitative finance, and derivative markets. Learners who pass each course can apply them as credit toward the MIT Sloan Master of Finance Program.

NEOMA Business School in France is launching an MSc in cultural and creative industries. In the 15-month specialization program, which will be taught in English on the Rouen campus, students will learn about various creative industries, from independent cinema to videogames.

In September, **IÉSEG School of Management** will launch a postgraduate program in International Business and Technology (MIB Tech) on its Paris-La Défense campus in France. The full-time program, which will be taught in English, consists

of two consecutive semesters of courses followed by a professional experience capstone project.

The School of Business Administration at **Fort Lewis College** in Durango, Colorado, has launched a certificate in ski resort operations. The 12-credit undergraduate certificate includes three online courses in ski resort management and operations and a 150-hour internship at a ski resort.

The Robinson College of Business at **Georgia State University** in Atlanta has redesigned its master of science in human resources management (MS-HRM) to respond to emerging business needs. The new curriculum was developed in consultation with HR practitioners in the Atlanta area, as well as alumni and other professionals. The 12-month program provides immersive experiences with partner organizations and covers topics such as digital HR, predictive analytics and technology, diversity and inclusion, and talent acquisition.

The W.P. Carey School of Business at **Arizona State University** in Tempe is launching a fast-track MBA that allows students to earn an MBA in as little as 12 months. The program requires each student to have previous work experience and a master's degree in a business discipline from an AACSB-accredited university.

The Ryan College of Business at the **University of North Texas** in Denton is partnering with the Dallas Cowboys, an American football team, to create an online MBA. In addition to traditional courses in core disciplines, the 36-credit-hour MBA in sport entertainment management will offer six specialized sports-oriented courses. The school plans to offer students an opportunity to participate in three on-site boot camps at The Star in Frisco, the Dallas Cowboys' corporate headquarters and training facility. The online program is aimed at professionals in sports management fields as well as athletes and coaches looking to transition to the front office.

Management Center Innsbruck (MCI) in Austria is launching an English-language EMBA program this fall. The four-semester program, planned for both online and face-to-face delivery, focuses on leadership and digital transformation. The program comprises 13 core modules and a pool of electives that students can complete at partner universities.

Starting this year, alumni of all degree programs at the **University of Virginia** Darden School of Business in Charlottesville can enroll in one program offered via Darden Executive Education at no cost. The opportunity comes as part of the creation of the new Sands Institute for Lifelong Learning, funded by a donation from alumnus Frank M. Sands Sr.

IESE Business School in Barcelona, Spain, has launched a multidisciplinary project to explore how artificial intelligence is impacting management, as well as to prepare executives to use AI in ethical and socially responsible ways. As part of the Artificial Intelligence and the Future of Management Initiative, the school will produce research in areas such as the impact of industrial automation and the demand for new skill development.

COLLABORATIONS

IESEG School of Management in France has partnered with coding school Le Wagon to launch a full-time MBA program that will provide participants with expertise in both management and technical skills. The one-year MBA in Leadership and Coding will offer modules in core business disciplines as well as technical topics such as emerging technologies, software architecture, web development, and product design.

North Carolina A&T University in East Greensboro is partnering with entertainment company Live Nation Urban and the foundation of NBA star Chris Paul to create an internship pipeline for students at historically black colleges and universities. The partnership will support a new course, Special Topics on Management, that focuses on entertainment, the media, and sports. The course will be offered to students in the Willie A. Deese College of Business and Economics and the department of journalism and mass communication in the College of Arts, Humanities, and Social Sciences.

GRANTS AND DONATIONS

The W.P. Carey Foundation, whose support launched **Johns Hopkins University** Carey Business School in Baltimore, Maryland, has made a US\$25 million commitment to the school to recruit faculty, enhance academic programs, and help launch student careers. The gift will be matched with commitments from Johns Hopkins University

and contributions from other donors for a total of \$50 million. A portion of the gift will be used to establish James Carey Distinguished Professorships, which will focus on interdisciplinary research in fields that include the business of health.

The **University of Illinois Urbana-Champaign** has received a US\$10 million commitment from Don Edwards and his wife, Anne. Of the gift, \$7 million will go toward scholarships and initiatives within the Gies College of Business, where both the donors are alumni. The gift also supports Gies' relationship with Discovery Partners Institute, a collaborative research and education center led by the University of Illinois System. Don Edwards, who is chair of the University of Illinois board of trustees, is the CEO of private equity firm Flexpoint Ford.

Durham University in the United Kingdom has received a £7.5 million (about US\$9.7 million) donation from alumnus Charles Wilson and his partner Rowena Olegario to launch the Wilson Institute for Small Business and Entrepreneurship at Durham University Business School. The Wilson Institute will support entrepreneurs and business leaders, scholarships for low-income students, and an endowment for the university's Institute of Hazard, Risk and Resilience. Wilson is chief executive of food wholesaler Booker Group within Tesco plc.

The U.K.-based Laidlaw Foundation, which invests in education for underprivileged and underrepresented groups, will fund scholarships for women at the **University of Oxford's** Said Business School. The scholarships are intended for women who might not enroll in MBA programs because of financial constraints.

CENTERS AND FACILITIES

The **University of Delaware** in Newark has partnered with Delaware Technology Park and Discover Bank on a new six-story, 100,000-square-foot fintech building. It will be located at UD's Science, Technology and Advanced Research (STAR) Campus, where UD's Lerner College will house high-tech labs and facilities for research and teaching. Potential plans and programs include a cybersecurity leadership center that would link cybersecurity programs between the Lerner College and the

College of Engineering, a space for human-machine learning and social media data analysis, and a multimedia studio.

Babson College in Babson Park, Massachusetts, has established the Butler Institute for Free Enterprise Through Entrepreneurship. Funded by a US\$10 million gift from the John E. Butler family, the Butler Institute will support research projects and educational opportunities that explore how governmental policies, social values, and ethical business can influence entrepreneurship, free enterprise, and prosperity for all.

OTHER NEWS

The **University of North Carolina in Charlotte** has opened the School of Data Science, which will offer a bachelor's in data science starting this fall. The new school is a collaboration among the Belk College of Business, the College of Computing and Informatics, the College of Health and Human Services, and the College of Liberal Arts & Sciences.

This September, EGADE Business School at the **Tecnológico de Monterrey** in Mexico will introduce its master in business management degree (MBM) to its campus in Mexico City. The school also delivers the full-time one-year program at campuses in Monterrey and Guadalajara. The MBM comprises experiential learning modules that incorporate face-to-face sessions, boot camps, specialized training, online learning, and workshops.

The MBA degree program at the **University of California, Davis**, has earned a STEM designation from the United States Department of Homeland Security. The UC Davis MBA earned the designation after the school made several enhancements to the program. These include the addition of a capstone strategic consulting project for clients seeking data-driven solutions, as well as interdisciplinary industry immersion courses in food and agriculture, sustainable energy, technology finance, and biotechnology.

SKEMA Business School—which has three locations in France and one each in China, Brazil, and the U.S.—has opened a new campus in Stellenbosch, South Africa, at the campus of the University of Stellenbosch in Cape Town. [D](#)

2020 Innovations That Inspire

Catalysts for Innovation



Highlighting 25 business schools' efforts to elevate entrepreneurial thinking and new business creation.



SMALL WINS FOR TEACHERS

The best way to encourage faculty to innovate in their classrooms is to emphasize “small wins,” advises Daniel A. Gruber of Arizona State University. “We don’t want to overwhelm [faculty] with the idea that they have to transform their teaching with giant changes, all at once,” he says. “We want to constantly be asking, ‘How do we keep moving forward?’”

READ “TEACHERS’ ALLIANCE” ON PAGE 50.

25 That’s how many individuals are being honored in AACSB International’s fifth annual Influential Leaders challenge, which recognizes illustrious alumni from member schools.

READ “LEADERS WITH INFLUENCE” ON PAGE 59.

STAND TO DELIVER (ONLINE EDUCATION)

“I’ve always thought that the default method for a professor to teach an online course was to sit at a computer, wearing a headset while speaking into a microphone,” writes Matt Marx of Boston University. “However, I found that my students liked it better when I stood up during our entire synchronous course; they liked it when I was in front of a whiteboard, writing on it just as I would during an in-person class. [They] said they found it more ‘classroomy.’”

▶ READ “LEARNING AS I GO” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).

EMPIRICALLY ETHICAL

When an exam administered to investment advisers was changed to focus less heavily on ethics, those who took the new version exhibited misbehavior more often than those who took the older test. Three researchers say this proves that ethics can be taught.

SEE “ETHICS AT WORK” ON PAGE 11.

STREAMLINED OFFERINGS

Many business schools offer similar introductory courses—that’s why ten b-schools in Finland joined together to streamline their collective portfolios into a single undergraduate business minor, which is offered to students at all ten institutions. By combining their efforts and sharing costs, these schools can redirect the resources they’ve saved to other activities that suit their missions.

READ “INTRANATIONAL ALLIANCE” ON PAGE 22.



MEDITATION IMPROVES US ALL

Even a single, brief session of mindfulness meditation makes people more generous and compassionate—which makes them better employees and co-workers, say six international researchers.

SEE “MORE BENEFITS FROM MINDFULNESS” ON PAGE 12.

FUTURE SHOCK

“The COVID-19 pandemic is a mega-emergency that is several standard deviations higher than the typical ‘shock to the system’ that we’ve seen with past recessions,” writes Sandeep Krishnamurthy of the University of Washington in Bothell. “But its scale also presents an extraordinary opportunity for administrators to learn leadership lessons, on the fly, that we otherwise might have missed.”

READ “LEADING—WHILE LEARNING—THROUGH A PANDEMIC” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).

66% The portion of prospective MBA students who want

MBA programs to address global challenges such as climate change and income inequality.

SEE “ETHICS IS NO. 1 PRIORITY” ON PAGE 15.

Disruption lives here.

At Gies, we know that disruption is at the heart of innovation, and we're committed to being on the leading edge of both.

Our Chief Disruption Officer Robert Brunner is making sure of it. As an astrophysicist, he knows that experimentation and collaboration lead to discovery. As a data scientist, he knows that disruptive technologies impact the future. As an accounting professor, he knows a quality business education encompasses both.

So he's leading the effort to creatively build initiatives that expose Gies students to emerging technologies and train them to be entrepreneurial, purpose-driven leaders who think outside the box. That's what a chief disruption officer does. It's what students can expect from Gies.

**We are more than business.
We are business on purpose.**

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Gies College of Business

STEVENS MEANS

BUSINESS

Valuable perspectives on tech and analytics set Stevens students apart on the job search. Like Sheila de Assis '19, who will start a high-powered tech analysis position at Morgan Stanley after completing a gap year teaching in Asia and Australia.

Business Class of 2019, six months after graduation:

96% placement **\$76,950** average salary



SEE WHAT SETS STEVENS GRADS APART AT
STEVENS.EDU/BIZCAREER



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INSTITUTE of TECHNOLOGY
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LEADERSHIP | TECHNOLOGY | FINANCE | ANALYTICS