

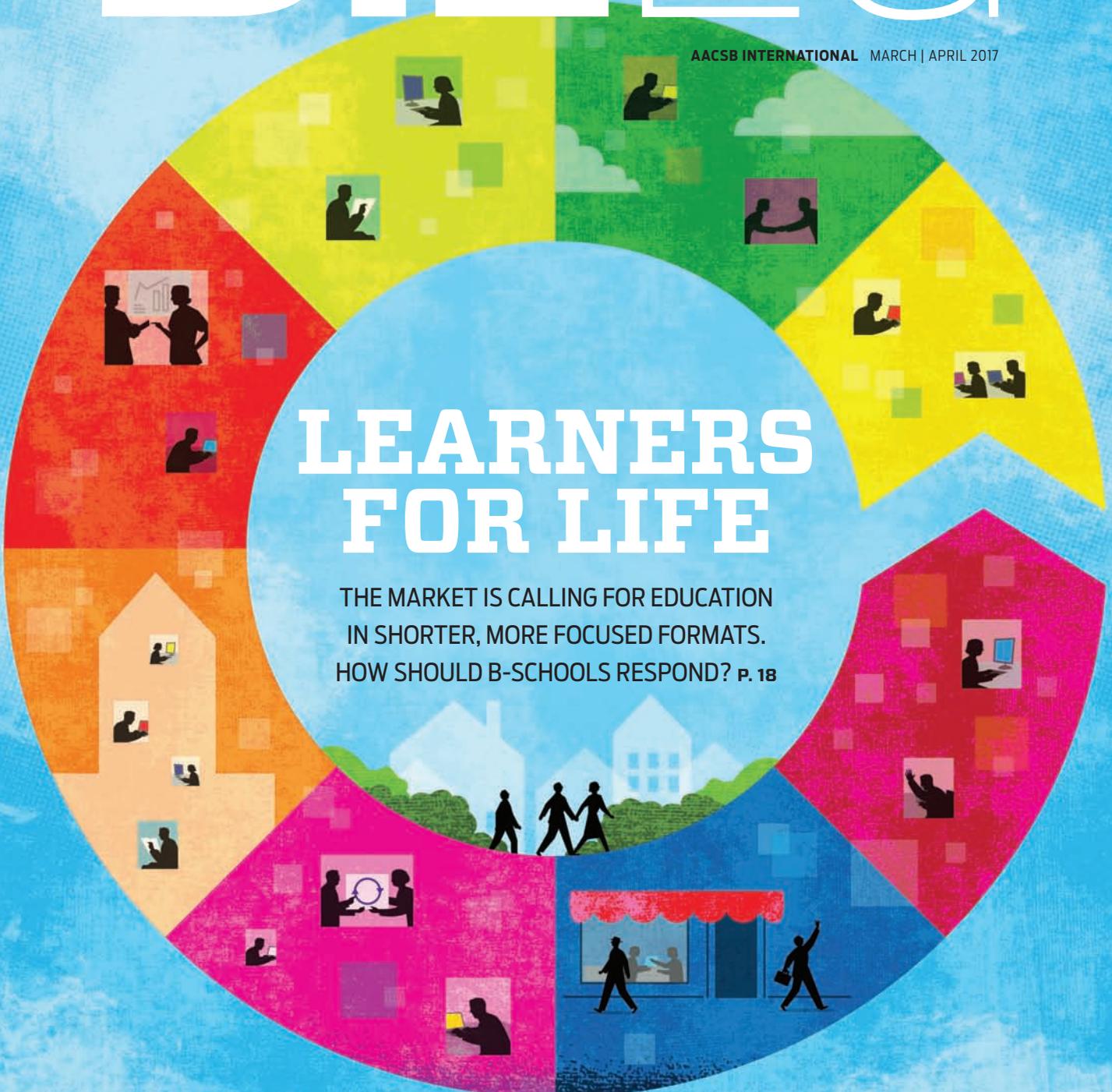
CREDENTIAL CHECK
THE NEW LANDSCAPE
FOR UNBUNDLED
EDUCATION P. 26

OF PUBLIC VALUE
IS SOCIAL IMPACT THE TRUE
MISSION OF BUSINESS
SCHOOLS? P. 32

TIME FOR THE MBA
EDUCATORS DEBATE THE
IDEAL LENGTH OF AN MBA
PROGRAM P. 46

BizEd

AACSB INTERNATIONAL MARCH | APRIL 2017



LEARNERS FOR LIFE

THE MARKET IS CALLING FOR EDUCATION
IN SHORTER, MORE FOCUSED FORMATS.
HOW SHOULD B-SCHOOLS RESPOND? P. 18

THRIVING IN UNCERTAINTY RISK MANAGEMENT & INSURANCE

Some people may think risk and insurance is boring. Not here. The Risk Management and Insurance program at the Darla Moore School of Business is exciting, growing and global. Here's why:

4TH LARGEST RISK AND INSURANCE SCHOOL

4th largest program in the country and is consistently regarded as one of the nation's best. Our graduates land jobs with top companies across the country.



The RMI program addresses the varied challenges companies face around the world by providing students with frameworks, models, analytical skills and a holistic, enterprise-wide perspective of risk.



Focuses on a wide range of emerging risks such as cybersecurity, autonomous vehicles, energy and global supply chain risks, terrorism and geopolitical risks.



RMI faculty has deep academic and real-world experience to provide thought leadership and expertise to students, industry, public policymakers and leading media outlets.



The enterprise risk management approach attracts cross-disciplinary students from around the world in areas such as international business, finance, health care, accounting, engineering, marketing and supply chain management.

Risk and Uncertainty Management Center

The Risk and Uncertainty Management Center facilitates interaction between the university and practitioners on issues related to risk and uncertainty and supports industry research.



18 **ENGAGING THE LIFELONG LEARNER: Education for Life**

How schools can offer ongoing learning opportunities to alumni—and anyone else in the workforce looking to upgrade their skills.

26 **Collecting Credentials**

As more workers seek to enhance specific skill sets, providers are offering a wider array of credentials. David Schejbal of the University of Wisconsin-Extension offers a path through the maze.

32 **Inspired by Public Value**

Martin Kitchener explains why Cardiff Business School has retooled its courses and research to focus on solving the world's greatest social and economic challenges.

40 **From Conflict to Commerce**

A partnership between UC Irvine and the University of Havana illustrates how business schools can work together to promote peace.

46 **It's About Time**

What's the ideal length for an MBA program? Representatives from three schools lay out arguments for one-year, 16-month, and two-year formats.



RESEARCH & INSIGHTS

- 10 **Segmenting the Market** Survey identifies categories of grad students.
- 11 **Social and Responsible** People behave responsibly if they believe their actions make a difference.
- Plus:** A leader's actions set the ethical tone, and today's graduates are more prepared for the workplace.

52 **Your Turn**

IDEAS IN ACTION

- 56 **Startup Mindset** Columbia's new curriculum helps students find paths to entrepreneurship.
- 58 **Crowdfunding in the Curriculum** Suffolk University course focuses on mounting successful campaigns.
- Plus:** University of Dayton runs startup competition in Vietnam.

62 **Bookshelf**

PEOPLE & PLACES

- 64 **Extraordinary Things** Q&A with astronaut-engineer-educator Mae C. Jemison, now at Indiana University.
- 67 **Framework for America's Future** Aspen Institute sounds a call for action.
- Plus:** FutureLearn offers degrees, and HEC pursues social impact.

72 **At a Glance**

NEW!

Global Collaboration Simulation: Tip of the Iceberg

By Tsedal Neeley



In this multi-player simulation, students experience the challenges of global collaboration and managing global teams.

Assigned in either a native English speaker role or non-native English speaker role, students collaborate on a venture capital presentation and quickly realize how communication problems interfere with work goals.

Approximate Seat Time:
30-45 minutes plus debrief

#7101 | Teaching Note available

Complete Free Trial available to registered Premium Educators:

hbsp.harvard.edu



Get updates on Twitter
@HarvardBizEdu



BizEd

PUBLISHED BY AACSB INTERNATIONAL

MISSION

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

EDITORIAL

Tricia Bisoux Co-Editor, Tricia.Bisoux@aacsb.edu

Sharon Shinn Co-Editor, Sharon.Shinn@aacsb.edu

2COMMUNIQUE Design, contact@2communique.com

BUSINESS

Becky Gann Assistant Vice President, Membership and Strategic Relationship Management, Becky.Gann@aacsb.edu

Debbie Wiethorn Manager, Business Development, Debbie.Wiethorn@aacsb.edu

Juliane Iannarelli Vice President, Knowledge Development, Juliane.Iannarelli@aacsb.edu

Brandy Whited Communications Coordinator, Brandy.Whited@aacsb.edu



AACSB INTERNATIONAL

Santiago Iñiguez Chair, Board of Directors

Soumitra Dutta Chair-Elect, Board of Directors

Thomas R. Robinson President & Chief Executive Officer

BizEd (USPS 1884) is published six times a year by AACSB International—

The Association to Advance Collegiate Schools of Business

777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602

Tel: +1-813-769-6500 Fax: +1-813-769-6559

www.aacsb.edu www.bizedmagazine.com

ISSN number: 1537-338X

Copyright information: Copyright 2017 AACSB International. All rights reserved. Materials used for educational and noncommercial purposes may be reproduced if permission has been obtained from AACSB and if the photocopied material includes a line containing the issue date and the copyright notice. For all other uses contact AACSB International for permission. For information about ordering reprints and ePrints of articles, or for permission to reproduce any editorial content, contact Brandy Whited at Brandy.Whited@aacsb.edu or +1-813-769-6518.

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

Advertising: Acceptance and/or publication of editorial or advertising does not constitute endorsement by *BizEd* or AACSB International. All advertising is subject to review by the AACSB International Communications Department. For information about advertising, email Becky Gann, director of business development, at Becky.Gann@aacsb.edu or call +1-813-769-6517.

Subscription: The yearly rate is US\$35.

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



DEBORAH DISANZO

Meet the woman at the forefront
of a new era in health.



THE ENTREPRENEURS

A T R U E B A B S O N S T O R Y

“Data has never
been more
illuminating”



“The future has
never looked
healthier”

DEBORAH DISANZO, MBA '88, AND IBM WATSON HEALTH™ ARE USING DATA AND COGNITIVE INSIGHTS TO ADDRESS THE WORLD'S MOST PRESSING HEALTH CHALLENGES. INNOVATION, AS IT TURNS OUT, DOES MORE THAN IMPROVE LIVES—IT'S A CATALYST FOR HOPE.



BABSON

ACTION.BABSON.EDU

BizEd

PUBLISHED BY AACSB INTERNATIONAL

ADVISORY COUNCIL

Rajan Chandran

Vice Dean and Professor
Marketing and Supply Chain Management (MSCM)
Fox School of Business
Temple University

F. Frank Ghannadian

Dean, John H. Sykes College of Business
The University of Tampa

Ellen Glazerman

Executive Director
Ernst & Young LLP

Sherif Kamel

Professor of Management Information Systems
The American University in Cairo

Mirta M. Martin

President
Fort Hays State University

Wilfred Mijnhardt

Policy Director
Rotterdam School of Management
Erasmus University

Maria Virginia Lasio Morello

Dean, ESPAE Graduate School
of Management, ESPOL

Santiago Iñiguez

President, IE Business School

Hildy Teegen

USC Education Foundation Professor
of International Business
Darla Moore School of Business
University of South Carolina

GUIDELINES FOR AUTHORS

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

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

A photo of the author is also required.

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

Submit materials to *BizEd* by email to BizEd.editors@aacsb.edu or by mail to *BizEd*, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602.

To contact Tricia Bisoux, email Tricia.Bisoux@aacsb.edu or call +1-314-579-9176.

To contact Sharon Shinn, email Sharon.Shinn@aacsb.edu or call +1-314-961-0677.

THANK YOU

To our ICAM 2017
benefactor sponsors.



RUTGERS

Rutgers Business School
Newark and New Brunswick

AACSB would like to thank
all of our sponsors for their
continued support of the
International Conference and
Annual Meeting!



aacsb.edu/ICAM

Reach prospects around the world who have **demonstrated** graduate-level **readiness** through their **GRE®** test performance.

Only with the

GRE® SEARCH
SERVICE

A robust database of 500,000+ individuals who are pursuing an advanced degree and want to hear from programs like yours

- Select from 30+ search criteria to **cost-effectively** broaden your reach and segment your campaigns.
- Identify potential candidates using **GRE® score bands** and UGPA academic performance criteria.
- Recruit a **diverse** class using demographic and geographic data, hundreds of academic disciplines and more!

Request a **FREE** demo today! Contact us at **gresearch@ets.org**.



Never Finished

IN THE U.S., especially, academics often describe a doctoral degree as a terminal degree—the highest degree achievable in one’s field of expertise. But to me, the use of the word “terminal” to describe any educational credential seems strange. Its sense of unquestioned finality implies that degree holders are done learning and now can move on to other things.

It’s true that college degrees serve as evidence of what graduates have learned. But in today’s market—where the technological, sociological, and regulatory environment is ever-changing—many workers will stay employable only as long as they keep learning new skills. As a result, we’re seeing flourishing demand for just-in-time education, from providers such as The Great Courses, which offers learners the ability to audit online college-level classes, to Lynda.com, which offers short-term courses to help LinkedIn members build their business and technology skills. And, of course, there are Coursera, Udemy, Udacity, edX, MIT OpenCourseWare—the list of MOOC providers is steadily growing. If ever we viewed college graduation as learning’s end, it might be time to rethink that assumption.

That’s why we wanted to take a closer look at the role business schools will play in supporting lifelong learning. “Education for Life,” for instance, explores how workers are increasingly turning to short-term educational experiences to boost their skills. As Hugh Courtney of Northeastern University puts it, “The best way for schools to give them that education

is to unbundle degrees and think about how to give students exactly what they need, when they need it, in the formats that work best for them.” In “Collecting Credentials,” David Schejbal of the University of Wisconsin-Extension discusses the fact that more employers are valuing short-term credential- and badge-based education as proof of workers’ skills. Business schools that ignore this segment of the market, he says, risk losing ground to for-profit providers of targeted, just-in-time learning.

This issue also highlights ways that schools are opening students’ eyes to the good they can do in the world. In “Inspired by Public Value,” Martin Kitchener of Cardiff Business School explains how Cardiff aims to help students develop a greater sense of social responsibility through its new public-value-inspired mission. In “From Conflict to Commerce,” John Graham and William Hernández Requejo explain how UC-Irvine wants its students to promote peace, not just profits, through its MBA Peacebuilding Program. As stories like these show us, the learning process for all students is evolving far beyond what we have come to view as “traditional.”

It’s clear that the boundaries of education will continue to shift, especially as adult learners seek new types of education even after they leave the workforce. To what extent will they view business schools as providers of these experiences? That will depend on the opportunities business schools offer, and how much we all begin to view education as neither “terminal” nor “traditional,” but as “transitional” and perhaps even “transformational.” It also will depend on whether we view graduation less as a finish line, and more as one stop on the path to a lifetime of learning.

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

Tricia Bisoux
Co-Editor

WE **R** BUSINESS

DID YOU KNOW RUTGERS IS:

- **#1 Public MBA program in the Tri-State Area (NY, NJ, CT)** *U.S. News & World Report, 2016*
- **#1 in MBA job placement in the U.S.** *Bloomberg Businessweek, 2016*
- **#1 most women students among the Big Ten business schools** *U.S. News & World Report, 2016*

Siobhan, Rutgers MBA '16
Marketing & Business Development Strategist, 3M



business.rutgers.edu

RUTGERS

Rutgers Business School
Newark and New Brunswick



Jersey City

Madison

Newark

New Brunswick

Singapore

Rutgers, The State University of New Jersey – Founded 1766.

business.rutgers.edu

AACSB events

CONFERENCES

MARCH 12–14

Assessment & Impact Conference
(#AACSBassessment)
Phoenix, Arizona

MARCH 27–29

B-School Communications
& Development Symposium
(#AACSBbcds)
Baruch College/CUNY
New York City, New York

APRIL 4

Best Practice Speaker Series:
Quality Assurance & Accreditation
Santiago, Chile

APRIL 6

Best Practice Speaker Series
Dubai, UAE

APRIL 23–25

AACSB International Conference
& Annual Meeting
(See inset photo)

MAY 7–9

Annual Accreditation Conference:
Europe, Middle East & Africa
(#AACSBemea)
Vienna, Austria

MAY 17–19

Redesigning the Undergraduate
Curriculum (#AACSBcurriculum)
Columbus, Ohio

SEMINARS

MARCH 11–12

Assurance of Learning I & II **A**
Phoenix, Arizona

MARCH 13–14

Business Accreditation **A**
Tokyo, Japan

MARCH 13–14

Leading in the Academic
Enterprise: Strategic Thinking &
Creative Problem-Solving **P**
London, United Kingdom

MARCH 15

Impact Forum **A**
Phoenix, Arizona

MARCH 15–16

Assurance of Learning I **A**
Tokyo, Japan

MARCH 15–16

Business Accreditation **A**
London, United Kingdom

MARCH 16

Continuous Improvement Review **A**
Phoenix, Arizona

MARCH 27–28

Associate Deans **P**
Taipei, Chinese Taipei

MARCH 27–28

Teaching Effectiveness **O**
Tampa, Florida

MARCH 29–30

Data Analytics **C**
Taipei, Chinese Taipei

APRIL 2–3

Strategic Management **A**
Dubai, United Arab Emirates

APRIL 3–4

Teaching Design for Creativity
& Innovation **C**
Cleveland, Ohio

APRIL 4–5

Business Accreditation **A**
Dubai, United Arab Emirates



APRIL 23–25 Houston, Texas

AACSB International Conference & Annual Meeting (#ICAM2017)
Embracing the theme “Accelerating Transformation,” ICAM 2017 will explore ways business schools must reinvent themselves to meet evolving stakeholder expectations and keep up with innovation.

► **For a complete listing of AACSB International’s seminars, conferences, and webinars, visit www.aacsb.edu/events.**

APRIL 21–22

Department Chairs **P**
Houston, Texas

APRIL 21–22

Online & Blended Education **O**
Houston, Texas

APRIL 27–28

Supply Chain Management **C**
Hamburg, Germany

MAY 4–5

Critical Thinking **C**
Tampa, Florida

MAY 10

Continuous Improvement Review **A**
Vienna, Austria

MAY 11–12

Leading in the Academic Enterprise
Series: Developing Leaders &
Impactful Communication **P**
Vienna, Austria

MAY 16

Project-Based Experiential Learning **C**
Columbus, Ohio

SEMINAR CATEGORY KEY:

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

other events

APRIL 5–7

BALAS Annual Conference
Santiago, Chile
www.balas.org/annual.php

APRIL 6–7

EUA Annual Conference
Bergen, Norway
www.eua.be/activities-services/events

MAY 10–11

Higher Education Institutions
Conference
Zadar, Croatia
www.uniconference.com

JUNE 7–9

EFMD Annual Conference
Berlin, Germany
www.efmd.org

JUNE 12–14

AALHE Annual Conference
Louisville, Kentucky
www.aalhe.org

2016: IT WAS A VERY GOOD YEAR!

PLEASE CALL US **FOWLER**

The college was named in honor of Ron and Alexis Fowler whose \$25 million gift is the largest in the history of SDSU

WE LOVE **BUSINESS** AND IT SHOWS

- **Top 15** program in International Business (*US News & World Report*)
- **Top 50** undergraduate public business school (*US News & World Report*)
- **Top 50** graduate public business school (*Bloomberg Businessweek*)

SEE YOU @ **BUSINESS.SDSU.EDU**

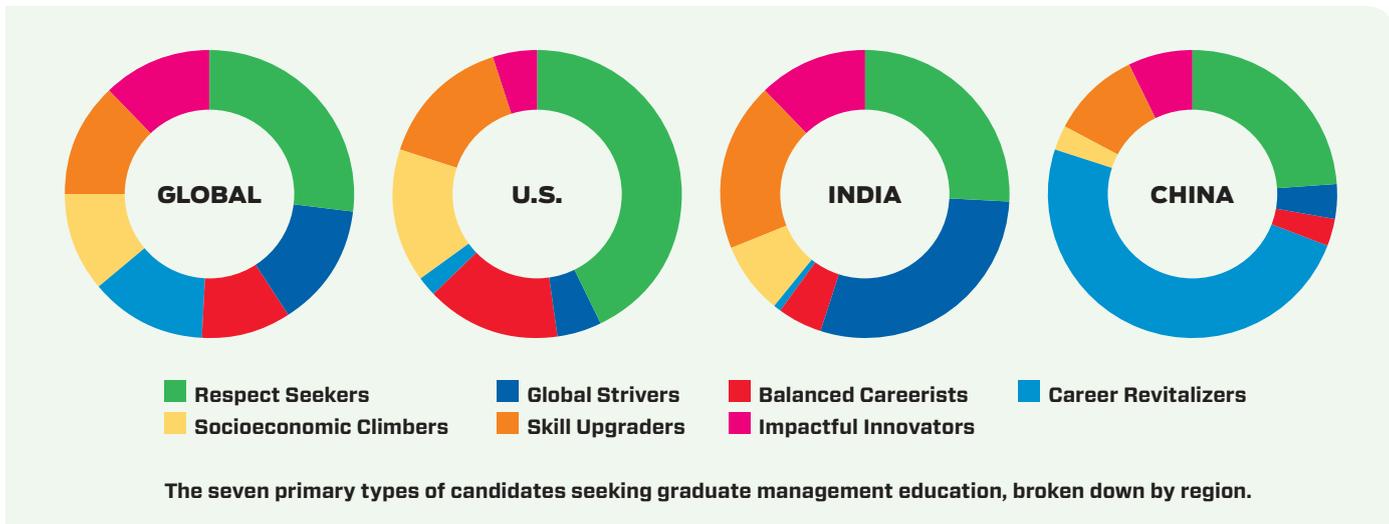
Established SDSU's first online undergraduate degree program (launching in Fall 2017)

IMAGINE WHAT 2017 WILL BRING!



SAN DIEGO STATE
UNIVERSITY

FOWLER
COLLEGE OF BUSINESS



Segmenting the Market

GMAC IDENTIFIES GRADUATE STUDENT DEMOGRAPHICS

WHO IS THE TYPICAL CANDIDATE for graduate management education (GME)? How can business schools target the candidates who are right for them—not based simply on demographics, but also on the personality traits and motivations of potential students?

The Graduate Management Admission Council (GMAC) recently partnered with market research agency IPSOS to help schools do a better job of connecting with potential students by identifying market segments based on career aspirations, information-gathering behaviors, and degree motivations. GMAC and IPSOS conducted an online global survey during the first quarter of 2016, targeting respondents between the ages of 20 and 45 who had applied to a GME program within the past 24 months. Delivered in 11 local languages and netting 5,900 responses, the survey captured information about the respondents' needs, motivations, personal values, and lifestyles.

"You cannot pigeonhole people based on broad demographic criteria," says Sangeet Chowfla, GMAC's CEO. "For too long we have been saying, 'Chinese candidates think that way,' or 'American candidates think that way.' GMAC's segmentation survey captures universal needs that drive behavior and avoids cultural bias."

The survey identified seven segments of GME candidates and determined what percentage each one represents of the global market:

Respect Seekers (27 percent) pursue graduate management education because it will give them status, help them become role models, and make their families proud. School selection is influenced by friends and

family as well as alumni success.

Global Strivers (14 percent) want to explore the world, gain international exposure, work in other countries, and improve their managerial skills. They are looking for degrees that are recognized by global employers.

Career Revitalizers (13 percent) want to push their careers to the next level and take control of their futures. They seek out schools known for high-quality faculty.

Skill Upgraders (13 percent) are strongly motivated to improve their leadership and other specific skills; they want to become recognized experts in their fields. Their school choices are influenced by their employers.

Impactful Innovators (12 percent) feel they need the leadership and business skills to bring their great ideas to life and help them make a social impact. They are looking for specific programs that meet their unique needs.

Socioeconomic Climbers (11 percent) want to earn more money, improve their status, and give their children a better future. They look for schools with excellent academic reputations.

Balanced Careerists (10 percent) want to earn more money, gain stability, and have more fulfilling careers, but they don't want school to disrupt their lives. Thus, they look for institutions that allow them to commute from home.

The survey also takes a closer look at how those segments are represented in the U.S., India, and China. For instance, Respect Seekers account for 27 percent of GME candidates around the world, but 43 percent in the U.S. At the same time, Global Strivers are underrepresented in the U.S., accounting for only 5 percent of the candidate pool. By contrast, in India, Global Strivers constitute 29 percent of the candidate pool, and Career Revitalizers only 1 percent. In China, Career Revitalizers make up almost half the candidate pool at 49 percent; Global Strivers are only 4 percent of the market.

GMAC leaders believe schools can use the findings of the segmentation survey to refine their recruiting efforts so they can target the students most likely to thrive at their institutions; schools also can design programs most suitable for their student bases.

GMAC is continuing to mine actionable insights from the survey and plans to incorporate the segmentation model into its annual mba.com Prospective Students Survey. In the future, business schools that subscribe to GMAC's Graduate Management Admission Search Service (GMASS) database will be able to purchase the names of prospective students who belong to specific segments.

▶ Visit www.gmac.com/segments to download the white paper "Connecting with the Core Motivations of Business School Candidates."

Social *and* Responsible

People are more likely to behave in a socially responsible manner if they believe their actions make a difference, according to Irina Cojuharenco of Northeastern University in Boston, Massachusetts; Gert Cornelissen of University Pompeu Fabra in Barcelona, Spain; and Natalia Karelaia of INSEAD in Fontainebleau, France. The three researchers found that whether or not people feel like they make an impact depends on how socially connected they are.

They surveyed more than 600 adults in the U.S. to learn about their social values, sense of connectedness, and belief in the effectiveness of their actions. Respondents who felt a high degree of social connectedness felt their individual actions had a greater impact on a larger scale. They also tended to be the most socially conscious consumers, based on how often they recycled and whether they were environmentally conscious in their purchasing behaviors. Respondents' social values—measured by their answers to questions about morally appropriate behavior—were less important as predictors of behavior than whether the respondents felt they could make a difference.

The researchers conducted additional studies to determine whether a person's decision making could be influenced by his or her level of social connectedness. In one, some participants were asked to write about a situation in which they were purchasing a gift, and some were asked to write about a time they bought something for themselves. Afterward, they were asked to provide assistance to an NGO by developing slogans designed to win the support of corporate sponsors. The researchers found that those in the first group felt more connected, and those who felt more connected developed more slogans for the NGO. A different group went through the same writing exercise, then were asked to make a financial contribution to an NGO. The same pattern emerged.

Cojuharenco, Cornelissen, and Karelaia conclude that people who feel socially connected perceive their actions as being more effective, which raises their appreciation for the consequences of their actions. The researchers

recommend that managers build communal awareness among employees, framing the actions of individuals and the firm in the context of the wider community.

"Overall, this suggests that we're at our ethical best when we feel part of a human community that transcends our immediate surroundings," says Karelaia.

"Yes, I can: Feeling connected to others increases perceived effectiveness and socially responsible behavior" was published in the December 2016 issue of the *Journal of Environmental Psychology*.





The Disrupted Future

THE FIVE TECHNOLOGIES with the most power to disrupt business in the future are the cloud, the Internet of Things, big data, artificial intelligence, and data analytics. That's the conclusion of a new report by InsightBee, a custom research and analytics firm. The company surveyed IT directors, CIOs, and top executives at more than 340 companies in India, the U.K., the U.S., Germany, China, and Singapore.

The survey uncovered a wealth of other findings. For instance, 73 percent of Chinese leaders think there is a harmful effect on business when a company fails to embrace disruptive technologies, but only 19 percent of those at U.S. companies feel that way. Globally, one in three companies report that they lack a mechanism to measure the impact or ROI of adopting disruptive technologies—but only 17 percent of Chinese firms feel they lack such a metric.

Over the next three years, 40 percent or more of the global companies surveyed say they will invest in cloud computing, big data, data analytics, the Internet of Things, and mobile apps and platforms. Over the next 12 months, companies in the U.S. anticipate making their biggest investments in cloud computing, 3-D printing, advanced robotics, and big data.

“There is strong agreement across the board that disruptive technologies will be game-changers, and you need to adopt them quickly to stay in the game,” says Manoj Madhusudanan, co-founder of InsightBee, a division of Evaluateserve.

► [Read the Global Survey on 2017 Technology Trends at resources.insightbee.com/top-global-technology-trends-2017.](https://www.insightbee.com/top-global-technology-trends-2017)

PREPARED FOR WORK

Today's graduates generally have the tools and skills they need to succeed in the workplace, according to new research by Bentley University of Waltham, Massachusetts, and Anderson Robbins Research. A survey of more than 1,000 employers, educators, current students, and recent graduates shows that, while those new to the workforce worry that their skills and experience will be insufficient, 78 percent of employers believe recent graduates *are* qualified.

This is a significant change from three years ago, when in a survey commissioned by Bentley, employers and corporate recruiters gave college graduates a C for preparedness. What's changed? Survey analysts believe that in the past five to ten years, universities have shifted away from traditional teaching formats to what Bentley calls “the extended classroom.” This includes a combination of classroom learning and relevant fieldwork. In addition, 67 percent of educators place a greater emphasis on technology today.

“Many educators have seen the changes happening in the workplace and made the necessary adjustments to their course content and teaching methods,” says Gloria Cordes Larson, president of Bentley University. “More colleges and universities are extending learning beyond the classroom by stressing the importance of internships, partnering with outside organizations to bring real business challenges onto campus, and utilizing programs like service learning and study abroad to teach students leadership and independence.”

► [Read the research report, “Do today's graduates have the skills to succeed?” at www.bentley.edu/prepared/extended-classroom-responding-changing-job-market.](http://www.bentley.edu/prepared/extended-classroom-responding-changing-job-market)



WHO WILL RESHAPE HOW BUSINESSES THINK ABOUT GLOBAL SUSTAINABILITY? SPARTANS WILL.

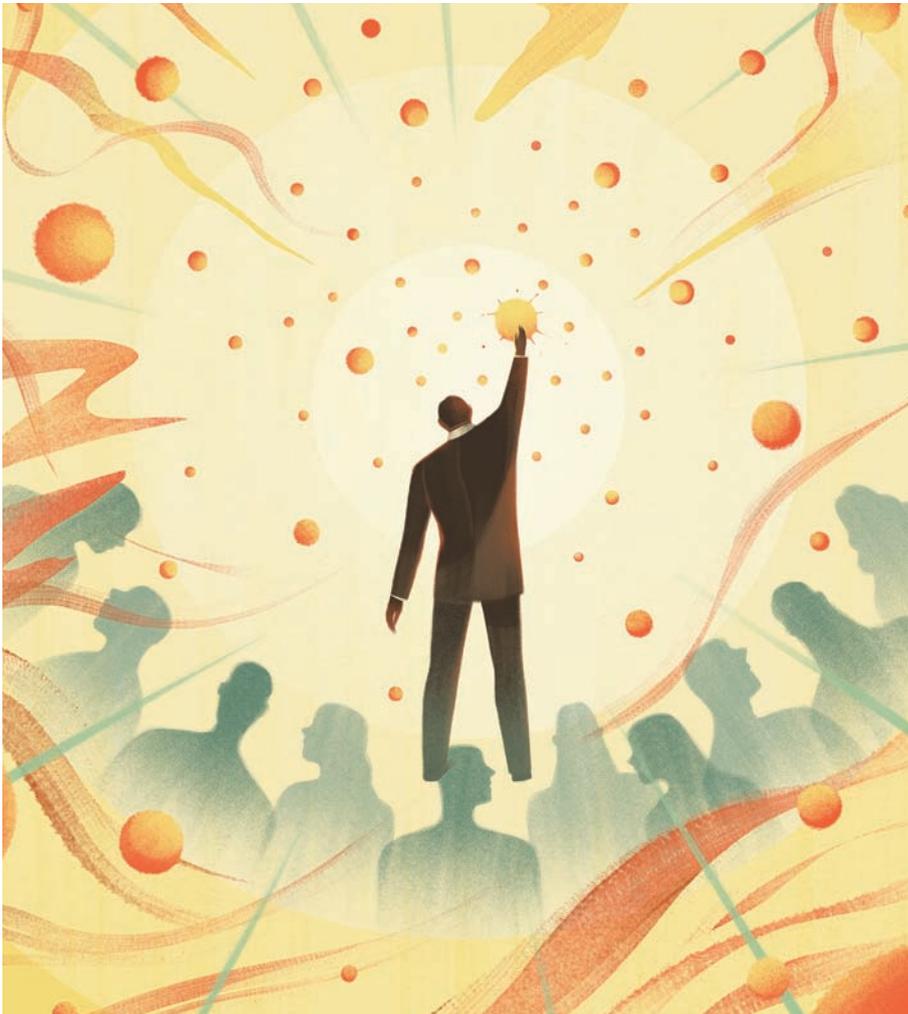
PAULETTE STENZEL,
PROFESSOR, ENVIRONMENTAL LAW
AND SUSTAINABILITY FOR BUSINESS,
BROAD COLLEGE OF BUSINESS

With faculty who travel the world making an impact on global issues, at the Broad College of Business your education is anything but limited, and your experience anything but ordinary.

broad.msu.edu



Broad College of Business
MICHIGAN STATE UNIVERSITY



Top-Down Ethics

THE WAY A LEADER chooses to act can have systemic ethical consequences for the entire organization. Two recent studies explore just how the actions of an organization's leaders can impact the behavior patterns of employees—and the bottom lines at their companies.

Imitation protects the unethical.

When leaders are getting away with unethical behavior, employees are more likely to act unethically without punishment. That's the finding of three scholars who study management and

organizations: Christopher W. Bauman of the Merage School of Business at the University of California, Irvine; Leigh Plunkett Tost of the University of Southern California's Marshall School of Business in Los Angeles; and Madeline Ong of the University of Michigan's Ross School of Business in Ann Arbor.

Bauman, Tost, and Ong conducted five experiments. The first three involved Amazon Mechanical Turk, an online marketplace where businesses crowdsource human workers to perform tasks

that computers are currently unable to do. In one experiment, the researchers asked Turk participants to watch videos of two people, whom they were told were completing puzzles for money under an experimenter's supervision. In some pairings, the people (both actors) wore T-shirts and jeans; in others, one wore casual clothes, and the other wore a suit. In all pairings, one actor acted unethically—for example, waiting for the experimenter to leave the room, then taking money out of the envelope even without completing any puzzles. The behavior of the other actor varied.

The Turk participants were then asked to assign punishments for misconduct they witnessed—in this case, to advise whether to ban the individual from future studies. The researchers found that observers were less likely to inflict punishments on those who imitated the bad behaviors of someone dressed in a suit, indicating a position of authority. Participants were more likely to assign punishment if they witnessed people committing the same bad behaviors as those dressed as peers, or if those people committed different bad behaviors altogether.

The researchers also found that while committing the same bad behaviors as those in authority offered some protection to imitators, that protection “disappeared when people were told that the first person to break the rules was punished. It wasn't necessary to provide details about how severely the first person was punished,” says Bauman. “It was sufficient to simply signal that the misdeed did not go unchecked.”

These findings, the co-authors write, “demonstrate how unethical behavior changes the environment in which subsequent behavior is enacted and evaluated.” They conclude that future research is needed to identify conditions that determine not only whether employees commit unethical actions, but also whether they tolerate them when committed by others.

► **“Blame the shepherd not the sheep: Imitating high-ranking transgressors mitigates punishment for unethical behavior” appeared in the November 2016 issue of *Organizational Behavior and Human Decision Processes*. It is available at escholarship.org/uc/item/9w13h9jd.**

Ethics must be at the core. “Promoting core values is a way to engage employees and increase their commitment and loyalty to the organization and at the same time encourage ethical decision making,” according to Marlene Neill, an assistant professor of journalism, public relations, and new media at Baylor University’s College of Arts & Sciences in Waco, Texas. Some companies even tie annual awards and job performance evaluations to how well the employee

exhibits core values such as honesty and respect. For her study on what is known as employer branding or internal branding, Neill interviewed 32 executives from 26 companies in 11 states.

Organizations spend about US\$54 billion annually on orientation for new employees, which includes promoting company values, says Neill. But if workers come to believe employers do not “walk the talk” they espouse in orientations and internal communications, they may decide that the company violated a “psychological contract,” she adds. That might lead to turnover, job dissatisfaction, distrust, and reduced performance, despite good salaries, benefits and chances to advance.

Employers can avoid those problems by linking ethics to reward systems,

creating codes of conduct, offering employee training, conducting ethics audits, and creating ethics hotlines, Neill says. She also recommends that employers communicate ethics in relevant ways, perhaps through employee testimonials; review their core values to make sure they mesh with policies and reward systems; review recruitment and orientation materials to include core values; and review ethics programs to see if more resources are needed.

► **“The Influence of Employer Branding in Internal Communication” appears in the August 2016 issue of the *Research Journal of the Institute for Public Relations*. The paper is available at www.instituteforpr.org/wp-content/uploads/Marlene-S.-Neill.pdf.**

IT'S MORE THAN AN MBA. IT'S A LAUNCHING PAD.

This is about taking you to the next level. Unleash your potential at one of only 5% of worldwide business schools accredited by the AACSB. Encounter what few business schools can offer: a major metropolitan learning laboratory, where superb business connections translate into a rewarding life-long career in the field of your dreams. This is a business school in a city that means business. **To learn more about the Lubar School’s MBA and Executive MBA programs, visit lubar.uwm.edu/mba**



LUBAR SCHOOL OF BUSINESS



Search, Click...Buy?

WHEN A CONSUMER TYPES a brand name into Google's search bar, how often does that specific search lead to a sale? A recent study could help marketers use online search data to predict future sales—as well as to determine the health of their brands.

Among the study's five co-authors are two academics: Jeffrey Dotson, associate professor of marketing and global supply chain at the Marriott School of Management at Brigham Young University in Provo, Utah; and Elea McDonnell Feit, assistant professor of marketing at the LeBow College of Business at Drexel University in Philadelphia, Pennsylvania. The remaining co-authors are all individuals from Google, including

quantitative marketing manager Ruixue Rachel Fan, software engineer Jeffrey Oldham, and advertising research manager Yi-Hsin Yeh.

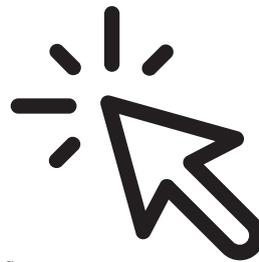
For the study, 1,500 Google users volunteered to take brand surveys about the smartphone and automobile industries, and each gave their consent to have their searches tracked over an eight-week period. Researchers then compared the data from these searches to the information in the surveys to see if users' online search patterns were linked to their perceptions of different brands.

From that data, the researchers identified three primary categories of people doing brand-based searches—those who want to purchase a product, those who have questions about or need to troubleshoot a product, and those who are simply interested in the brand.

This categorical context is crucial information for marketers, says Dotson. "For example, if someone searches for 'iPhone problems,' the word 'problems' is going to give you an insight into the motivation for the search," he says. "You can also look at where they click next. Do they go to Apple Support or do they go to the Apple Store?"

By identifying the context for each search, marketers can better determine whether users recognize the brand's name, have positive associations with that brand, are in the market for a product, or are ready to make a purchase.

It took more than a year for Dotson and Feit to obtain approval from Google representatives to complete this project, because the company first required the researchers to develop systems that would allow Google users to opt in as study participants and that would protect their privacy once the data collection was underway. Once those systems were in place, "Elea and I never touched the data," says Dotson. "Our co-authors from Google did all of the data-crunching. It was a very productive relationship."



PERKS OF THE PROGRAM

EMBA programs definitely pay off financially for graduates, according to the 2016 Student Exit Survey conducted by the Executive MBA Council. The survey revealed that graduates receive, on average, an 11.6% increase in compensation while in a program. In addition, 40% are promoted after completing a program, and half of the respondents receive new responsibilities while they are enrolled. The survey included 2,333 graduates of EMBA programs in the U.S.

"In today's competitive business climate, individuals are looking to advance their knowledge and skill sets, which is a hallmark trait of what executive MBA programs deliver," says Michael Desiderio, EMBA executive director.

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

**GRADUATES SEE
11.6% INCREASE IN
COMPENSATION**



**40% ARE
PROMOTED**



► "Brand Attitudes and Search Engine Queries" was recently published in the February 2017 issue of the *Journal of Interactive Marketing*. It also is available at static.googleusercontent.com/media/research.google.com/en/pubs/archive/45740.pdf.



Brexit and Student Mobility

After the U.K. voted last year to leave the European Union, the European University Association (EUA) immediately began exploring the impact of that referendum—known as Brexit. The association recently released its second factsheet on Brexit, which outlines the U.K.'s importance to European higher education and warns of Brexit's possible consequences for European universities.

According to the EUA's data, more than 330,000 publications were the product of collaborations between U.K. and European researchers between 2003 and 2012. The U.K. also is the No. 1 destination for the continent's mobile students. Nearly 30 percent of these students—more than 200,000—enroll in schools in the U.K.

Once the U.K. officially leaves the E.U. in two years, many fear that European students and researchers who wish to study at or work with U.K. institutions could face increased obstacles, from higher fees to decreased access to funding to difficulty attaining visas. As a result, the prominent role U.K. institutions play in the continent's higher ed framework could be in jeopardy, says Thomas Jorgensen, EUA's senior policy coordinator.

The EUA will continue its work to keep ties strong between U.K. and European universities, Jorgensen emphasizes. "The European system as a whole will suffer if [the U.K.'s] contribution is diminished as a result of Brexit," he says. "Mobility and collaboration are demonstrably increasing the quality of research and learning, and the U.K. plays a part in these collaborations that cannot be replaced." 

▶ See the EUA's factsheet at www.eua.be/Libraries/publications-homepage-list/eua-brexit-factsheet-research-collaboration-and-student-mobility. The association released an earlier factsheet on Brexit's impact on Horizon 2020, which focuses on funding European research, and Erasmus+, which supports educational cooperation and mobility on the continent. That document is available at www.eua.be/Libraries/publications-homepage-list/after-the-brexit-referendum-possible-outcomes-for-horizon-2020-and-erasmus.pdf.

Nationally ranked by *Business Week*
U.S. News & World Report,
& *The Princeton Review*

GET AHEAD BY PUTTING OTHERS FIRST



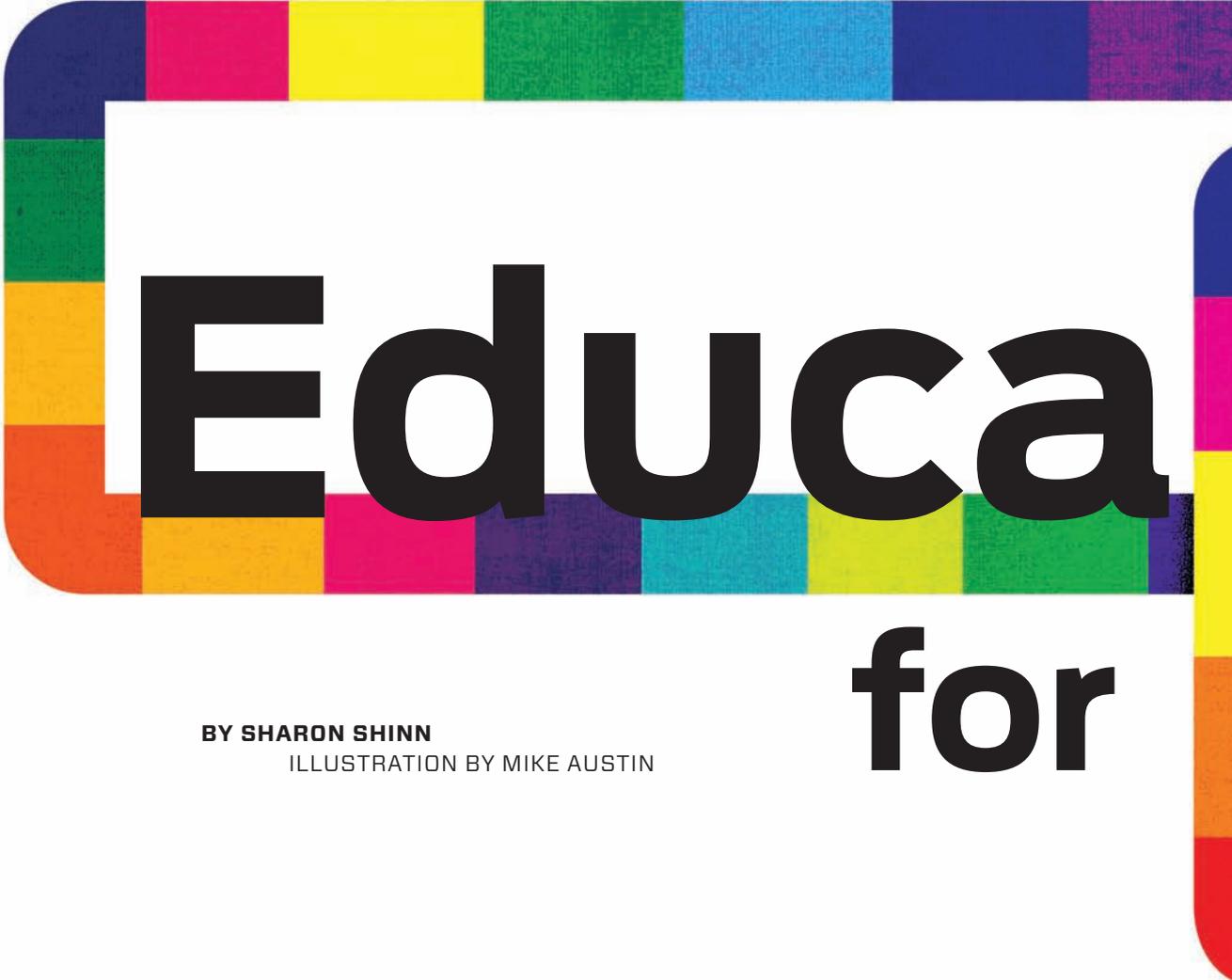
At Seattle University's Albers School of Business and Economics, we develop exceptional business leaders who work with honesty and integrity in their careers and in serving their communities.

SEATTLEU.EDU/ALBERS



SEATTLEU.
ALBERS SCHOOL OF
BUSINESS AND ECONOMICS





Educa

for

BY SHARON SHINN

ILLUSTRATION BY MIKE AUSTIN

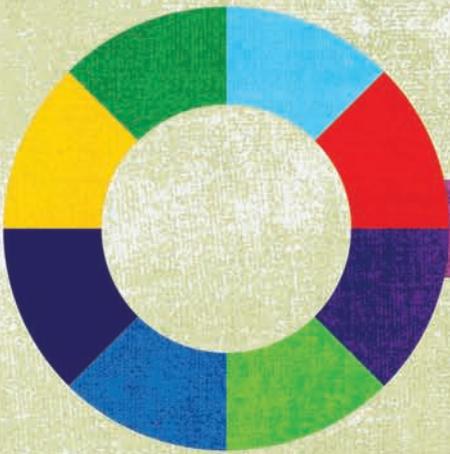
Today's students expect to pursue learning continuously over the course of their careers. How can business schools be the go-to source for these lifetime learners?

“LEARNING IS A JOURNEY, not a destination.” By making that observation, Wendy Loretto, the dean of the University of Edinburgh Business School in Scotland, voices an idea that is increasingly taking hold in the higher education community. It's not enough for individuals to receive one comprehensive infusion of education early in their careers and expect it to serve them for the rest of their lives. In today's complex, quickly changing business environment, they will constantly need to add new skills—and many will want to return to business school over and over to acquire that additional education.

There are many reasons today's learners will need to spend a lifetime seeking new knowledge. First, says Loretto, they're working later in life. Second, they're more likely to switch careers, either because they choose to in order to fulfill their own goals or because they're forced to by the changing economy. Finally, many individuals are taking time out of work to raise children or care for elderly relatives. All of these factors are combining to create “a real imperative for people to develop new skills and return to learning at multiple points to remain agile in their professional lives,” Loretto says.

tion

Life



Another reason applies specifically to business students, says Hugh Courtney, dean of the D'Amore-McKim School of Business at Northeastern University in Boston, Massachusetts. "Almost by definition, any student who received an MBA at any time in history didn't get the optimal degree for himself or herself," he says. Rather, students undoubtedly took courses that weren't relevant to their specific goals at that specific time—or that were obsolete by the time they needed them in the workplace.

"Successful businesspeople will need more business education than they ever have, and they'll be retooling throughout their careers," says Courtney. "The best way for schools to give them that education is to unbundle degrees and think about how to give students exactly what they need, when they need it, in the formats that work best for them."

But providing such targeted, unbundled, just-in-time education isn't a simple proposition. Business schools must decide what kinds of programs to offer, in what formats, through what delivery mechanisms. Are they serving alumni who want to brush up their skills on an as-needed basis? Are they offering programs in collaboration with corporate partners who want to train hand-picked groups of employees? Are they looking ahead to a massive disaggregation of education, in which fewer students pursue traditional four-year and graduate degrees in favor of accumulating "chunks" of education over their entire careers?

The answer seems to be "all of the above—and then some." We talked with representatives of five schools that have made deep investments in lifelong learning to discover what programs they're

offering and what markets they're targeting. They identified four reasons it is essential for today's business schools to offer lifelong learning, then discussed what they see for such programs in the years ahead. It turns out that the future of lifelong education might very well mirror the future of the university, which means it's even more important for schools to think *now* about the programs they might put in place in the coming years.

1. LIFELONG LEARNING IS A WAY TO CONNECT WITH ALUMNI.

Ongoing educational programs allow schools to offer alumni a critical service that keeps them engaged with their alma maters. It's common for schools to invite alumni to audit classes or to offer them discounted tuition. For instance, at the University of Edinburgh, all alumni are part of a universitywide discount scheme of 10 percent off any additional

education. In addition, graduates from the business school are eligible for a 20 percent discount on specialized executive programming. Many schools also offer programming options such as free online webinars and knowledge portals designed for alumni. (For examples, see "Back-to-School Specials" on facing page.)

Strengthening ties with graduates is a priority at the Haas School of Business at the University of California in Berkeley. "One of the defining principles at Haas is 'Students Always,' and a core strategy of the school is to keep alumni connected—to

the teaching, to the research, to Berkeley," says Kevin Wong, the school's associate director of digital strategy. He works out of the department of alumni relations to

develop online programming that is free to alums. "If we were a factory making widgets, we'd be giving those widgets a firmware update. That's how I started thinking about lifelong learning."

Today's students will be considering those ongoing educational opportunities as they decide what college to attend, Wong believes. "Prospective students look at what a school is going to do for them, not just on a reputational side, but on a practical side. 'How will this school make me a better worker, a better contributor to my organization?'" he asks. "Lifelong learning is the tail end of their investment. Having graduated from a school shouldn't just be a line on a résumé. It should be a learning opportunity that is ongoing."

Similarly, the Wharton School of Business at the University of Pennsylvania in Philadelphia offers a broad array of educational opportunities, most of them designed exclusively for graduates. "Our two primary goals are engaging alumni and showcasing thought leadership," says Jane Simons, Wharton's director of alumni relations, Global Forums, and lifelong learning. "I'm sure that, in the future, the topics will change and the delivery platforms will change, but the overall goals will remain."

Simons and Wong both stress that a school must offer a wide variety of options to attract alumni at every stage of life. At Berkeley-Haas, students who participate represent the full spectrum, from those who have just graduated to those in their late 60s. "It's a scatter plot—there's no cluster," Wong says.

To meet the needs of its entire alumni base, Wharton offers segmented learning options that range from just-in-time courses to immersive learning. "Most recent alums don't have the time and commitment to engage in immersive

learning, so our webinars are popular with them," says Simons. "At our Global Forums, we see senior executives looking to stay in the loop on the latest research,

In America, **73 PERCENT** of adults consider themselves lifelong learners, according to the Pew Research Center. That includes **58 PERCENT** who read how-to publications, **30 PERCENT** who attend conventions related to their personal interests, and **16 PERCENT** who take online courses.



Back-to-School Specials

In addition to a full range of traditional executive education programs, many business schools are developing specialized programming designed to help alumni, working professionals, and other learners upgrade their skills at crucial points in their careers. Because schools are targeting a wide range of learners, from recent alums to seasoned managers, most find it essential to provide an equally wide range of offerings, from just-in-time courses to immersive programs. Here's a sampling of the types of lifelong learning options available from the five schools featured here:

■ **Broadcasts.** Open University in the U.K. works with the BBC and other TV and radio stations to disseminate knowledge—sometimes across the globe. For instance, OU's Mark Fenton-O'Creevy was involved in a documentary series called "Escape from the Boardroom" that followed chief executives tackling business problems across international borders. The program went out worldwide over the BBC channel. Fenton-O'Creevy notes that, in a year's time, the university's radio and TV shows, and online repeats, netted 240 million views and listens.

The Wharton School offers about two dozen radio broadcasts over Sirius XM radio on topics such as leadership, sports business, and innovation. The information in these shows is "digestible," says Jane Simons. "People can tune in as needed."

■ **Webinars.** At the Haas School of Business at UC Berkeley, alumni can access a growing online library of on-demand video and live sessions. In 2016, the school debuted a four-part leadership series that was presented in seminar format; it also was recorded and posted on the school's learning portal. In 2017, the school wants to bring in more "peer alums" to teach webinars on topics such as entrepreneurship.

Wharton maintains a series of skill-oriented one-hour webinars that are run out of the alumni relations office. Some have built-in quizzes that enable professors to test whether students are retaining information; some allow viewers to submit questions online at the end of the programming. "Usually between 300 and 600 people watch live," says Simons. Webinars also are made available through the video library.

■ **Other online learning.** Some schools use websites and portals to provide learners with quick hits of useful knowledge. For instance, the Wharton Leadership Digest is a bimonthly compendium of articles, interviews, and videos that is delivered electronically and stored online so viewers can access information when they need it.

Similarly, Kevin Wong of Berkeley-Haas is building a library of online topics where alums can search for a specific subject and find a selection of constantly updated videos, TED Talks, and other material. To discover what information would be the most valuable, he surveys alumni, interviews workshop participants, and conducts in-person interviews; he also checks with program offices to learn what topics are most in demand or have waiting lists in the current classrooms so he can offer similar programming online.

But other schools use online learning to offer more immersive options. For instance, last year the University of Edinburgh Business School launched its first MOOC, a six-week introductory marketing course; in 2017, it will offer its first fully online part-time masters in accounting and society. Wharton delivers Wharton Online classes—shorter, focused, skills-based courses—through Coursera and edX.

Open University offers a wide range of free learning opportunities through multiple platforms: YouTube, iTunes U, its own OpenLearn site, and the MOOC platform FutureLearn, which is wholly owned by OU. FutureLearn has more than 100 partners from around the world, including other universities, cultural organizations, and professional bodies, and it has drawn more than 5 million learners since its first courses were offered in 2013, says Fenton-O'Creevy.

■ **Live events.** Wharton delivers educational opportunities at many of its reunions, as well as its twice-yearly Global Forums, which are two-day international conferences that include research presentations, master classes, and practitioner's panels. According to Simons, "Alumni walk away not just with an understanding of the top research that's coming out of the school, but also with knowledge of how to apply it in the field."

Berkeley-Haas also provides lifelong learning opportunities through live events, such as alumni chapter meetings, which are often recorded and added to the learning portal.

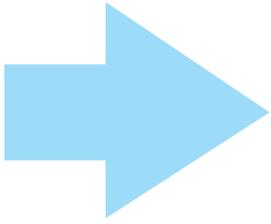
■ **Corporate partnerships.** To serve companies that want to train employees in specific skills, Northeastern University's D'Amore-McKim School of Business unbundles some of its programs down to the course level and delivers them at company facilities.

"It's a real win-win situation," says Hugh Courtney. "The company gets a cohort of people focused on exactly what they need to know to do a better job. The students earn credit toward a degree program, and usually those credits are mostly, if not fully, funded. It's like they're choosing credit-bearing executive education."

It's also a win for Northeastern because it creates a pipeline of potential new students. Since the school launched this program with its first client, about one-third of the cohort has enrolled in additional courses and is moving forward in a degree program.

■ **Academic alliances.** Lifelong learners need a depth of knowledge that extends beyond business, says Wendy Loretto of the University of Edinburgh, so the business school is increasingly combining its programs with other disciplines, such as psychology, history, and philosophy.

In addition, the business school is part of the Edinburgh Global Compassion Initiative, which examines "the role compassion can play in holding together the human relationships needed to solve some of the most pressing international issues," Loretto says. "I feel returning students are looking for a more holistic, interdisciplinary learning experience and have a real drive to play a part in addressing global challenges. They're drawn to leadership education because they see it as a route to make a difference."



“At the low end of the market, I don’t think there’s going to be any room for universities any more. Basic business education can be replicated very easily.

It’s the higher-level integration of theory and practice where universities have the advantage.”

—HUGH COURTNEY, NORTHEASTERN UNIVERSITY

and recent alums looking for a quick skill refresher.”

It’s important for schools to make sure alumni are familiar with all of the available educational opportunities. For instance, Wharton promotes its offerings through email, the alumni magazine, events, and clubs. At the same time, current students are constantly reminded of the choices they will have once they graduate, which sets up the culture and expectation that they will have a lifetime relationship with the school.

2. LIFELONG LEARNING PROGRAMS ATTRACT LEARNERS FROM AROUND THE GLOBE.

For some schools, ongoing educational programs are a way to connect with alumni—and anyone else who might hunger for knowledge. At Open University in the U.K., for instance, the mission is to create the widest possible access to higher education; thus, the school wants its programming to be available throughout people’s lives and to be consumable in blocks of learning that students can master when they have time.

“Pretty much everything we do is potentially lifelong learning, because our students study part-time alongside other responsibilities,” says Mark Fenton-O’Creevy, associate dean of external engagement at OU Business School. “Some study alongside work, some while taking career breaks, raising children, or serving in the military.”

While Open University charges for executive education and corporate learning offerings, the majority of its not-for-credit courses are free, designed for students who are looking to acquire a particular skill or to study a subject for the love of it. In fact, every time the

university develops a paid online course, it commits to taking 5 percent of the content, creating a mini course, and posting it online.

Northeastern University also has been working beyond its alumni base by targeting working professionals who might be interested in the school’s specialty graduate certificates in areas of focused learning. Alumni are a big part of the market and they receive significant tuition reductions, but the school is looking for ways to appeal to a broader audience. For instance, the university has extended the standard alumni discount to family members of undergraduate students.

Explains Courtney, “Siblings might already be at other colleges or be young graduates, and they’re not ready to enroll in a whole new degree program. But they might be interested in taking a few courses, and the same is true of their parents.”

The goal is to reach any working professional who might have a need for ongoing education—but not the time to pursue a traditional degree. Says Courtney, “We want to rethink the fundamental business model for professional education.”

3. LIFELONG LEARNING CAN OFFER STUDENTS A CHANCE TO ACCUMULATE CREDENTIALS.

D’Amore-McKim’s new certificate programs don’t just make business education available to a wide base of students—they’re credit-bearing courses that “offer entry points for students into graduate programs,” says Courtney. Each certificate program is a four- or five-course bundle on topics such as corporate finance, technological entrepreneurship, and leadership and human

capital. Drawn from courses already offered in the school’s MBA and MS programs, these bundles take students about halfway to an MS degree or one-fourth of the way to an MBA.

Open University also is expanding its options of credentialed learning, which come with nominal fees and result in proof of mastery. The most basic proof might be a certificate of completion, which summarizes the course and states that the student has engaged in a majority of the activities; a more complex proof might be a badge, which indicates that a student has passed assessments within the course (usually multiple-choice quizzes). While these don’t lead to OU credit, says Fenton-O’Creevy, they do result in something that students can show to employers or professional associations as proof of continued learning.

However, in 2016, OU began experimenting with providing assessment—and credit—for its MOOCs. For instance, at the undergraduate level, if students earn certificates of completion in six MOOCs, they can add a “wraparound” university course that provides some additional learning as well as a series of assessments; this counts as a credit toward the first year of an undergraduate business degree. Similarly, at the postgraduate level, if students complete and obtain assessments for a suite of three MOOCs, it counts as an elective in the MBA program.

In a similar vein, the University of Edinburgh recently has launched in-depth MBA option courses, which are designed to help students develop skills in “bite-sized chunks” of education on topics such as digital strategy, innovative management, and design thinking and project management.

“The goal was to give participants the opportunity to try the MBA experience and earn credits toward the full program, without having to make a total commitment,” says Loretto. “The programs are all focused on flexible, relevant, and practical content busy

leaders can immediately apply to their own organizational challenges. The courses provide easy access to the latest thinking in short intensive bursts that working professionals can fit in around their existing commitments.”

4. LIFELONG LEARNING PROGRAMS OFFER MULTIPLE BENEFITS TO THE SCHOOL.

While ongoing educational programs have great appeal for students, they also provide advantages to the school. Most obviously, they serve to raise the profile of the school, particularly if it is reaching beyond its alumni base.

Says Fenton-O’Creivy of OU, “We track the proportion of people who take MOOCs and participate in self-guided study who then start looking at our paid courses. It’s sufficient that we see that

our investment in free learning is doing a good marketing job for us.”

The school also fulfills its open-access-to-education mission by producing radio and television broadcasts that are available to anyone. All the broadcasts end with an invitation to drop by the school’s website, where visitors will find blogs and additional materials that relate to the show, as well as links to both free and fee-based courses. Fenton-O’Creivy estimates that the university has received more than 200,000 requests for print materials related to the broadcasts.

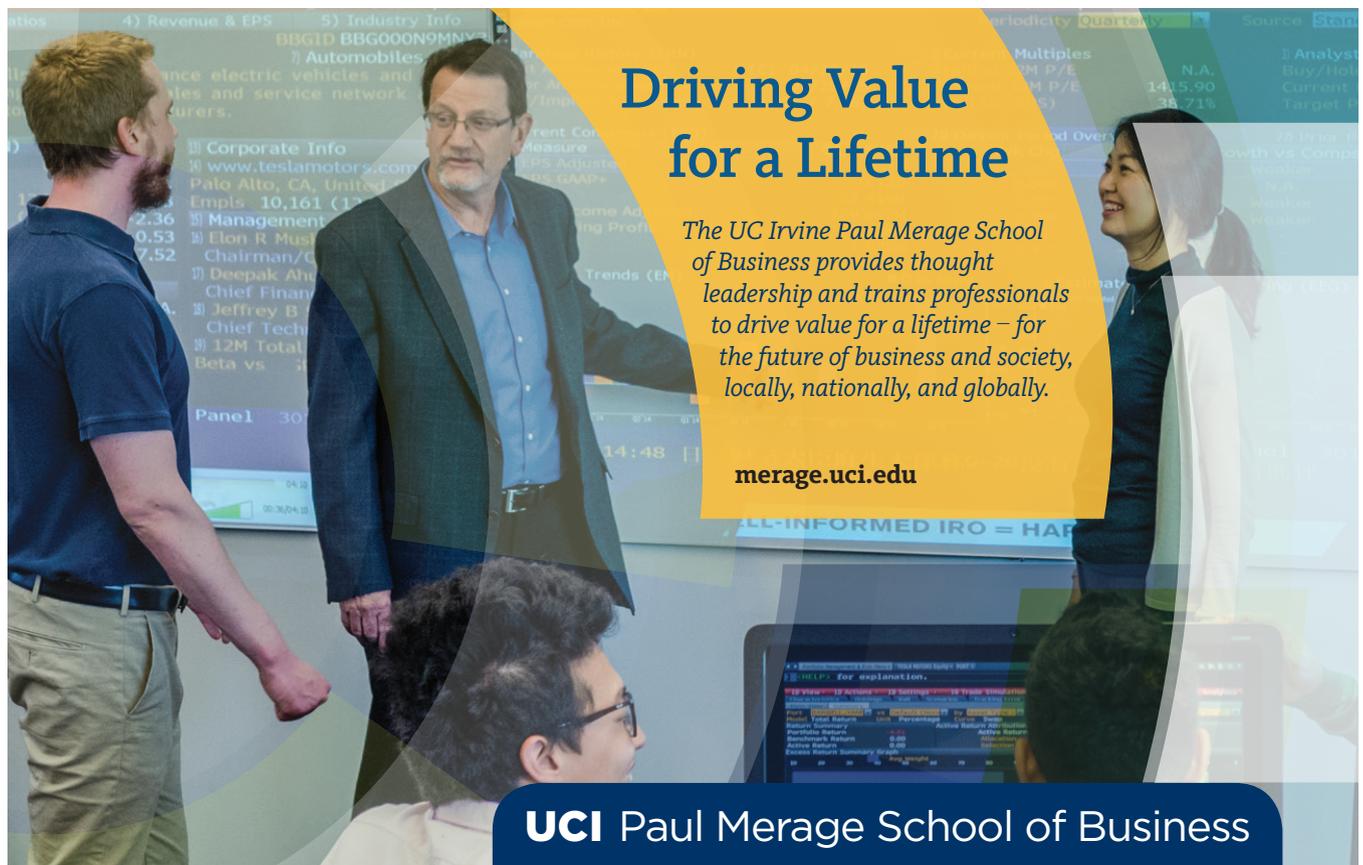
Additionally, lifelong learning programs can boost a school’s revenue, even if they’re offered for free. For instance, OU derives income from the rebroadcast rights to radio and television shows—and from sponsors who underwrite the

shows’ production. Similarly, schools can seek out corporate funders for MOOCs and other free educational offerings. At OU, three MOOCs dedicated to personal finance have been sponsored by True Potential, a financial services company in the U.K.

TOP PROVIDERS

As lifelong learning becomes the expectation for today’s workforce, there will be an abundance of alternative providers, from for-profit organizations to professional associations to corporations. What must business schools do to make sure they capture a significant portion of the market?

For one thing, they will have to stay current with new technology and new ways of delivering education in the formats that students prefer, says Fen-



Driving Value for a Lifetime

The UC Irvine Paul Merage School of Business provides thought leadership and trains professionals to drive value for a lifetime – for the future of business and society, locally, nationally, and globally.

merage.uci.edu

UCI Paul Merage School of Business

ton-O’Creevy. That means offering more material online and in flipped-classroom arrangements. “We need to ask if there are better and more interesting ways to teach classes than the ones that developed in medieval Europe,” he says. “Maybe one way to develop students as employees, as citizens, and as individuals who have a critical understanding of the world would be to think radically about different approaches to learning.”

For another thing, schools must maintain strong ties with alums. Wong of Berkeley-Haas believes grads will return to their alma maters because they trust the knowledge that’s being offered and expect it to align with their personal viewpoints. “At least one barrier is removed, because they know the type of people who will be in the classroom with them,” he says.

But schools also have to deliberately play to their strengths. “I think business schools will have to better leverage the intellectual capital advantage they have,” says Courtney of D’Amore-McKim. “A technology company might be able to offer business courses, but can it invest in knowledge creation and dissemination?”

The University of Edinburgh’s Loretto agrees. “Business schools still appeal to people looking to learn in an evidence-based, research-led environment that will expose them to cutting-edge theory,” she says.

But she also thinks universities can stay competitive by partnering with some of those other providers “to design programs that can offer the sharp practitioner-focused tools and real-world experiences professionals can apply to

their day-to-day roles.” With that goal in mind, in the past year her school has collaborated with senior corporate leaders to deliver customized executive education programs to companies such as the Royal Bank of Scotland; it has worked with FWB Park Brown to deliver a new Executive Women’s Leadership Development Programme; and it has partnered with Scottish Enterprise, E&Y, and the Rubicon Partnership to create an International Leadership Programme for business leaders from Scotland.

Those industry collaborations could be a key component of lifelong learning in the future. Fenton-O’Creevy believes that corporations want to partner with universities in part because universities are involved in dynamic research—and in part because they know a school credit is important to their employees.

“For training managers and HR directors, the challenge isn’t just to put the right training programs in place, but to get employees to take them seriously. One way to do that is by supplying options that provide transferable skills,” says Fenton-O’Creevy. “Paradoxically, corporations feel that the best way to retain employees is to help keep their skills marketable, because employees who feel like they’re getting out of step with the job market feel they better move on before it’s too late.”

THE FUTURE OF EDUCATION

The growing popularity of lifelong learning is only one piece of a broad reimagining of the future of education. In that future, students from around the world take courses as they need them, often online, stitching together the equivalents of customized degrees and presenting employers with transcripts of the classes they’ve taken from many providers.

“It’s a little scary,” Courtney admits. Yet it also presents extraordinary opportunities, he adds. “This transformation may enable universities to play the role that they’re best suited for in an information-based society: to really push the envelope.”

The Credit Question

As more institutions begin offering bundles of for-credit courses that can be stacked into degrees, Open University’s Mark Fenton-O’Creevy sees a real challenge ahead: creating a way for learners to combine credits they receive from multiple providers into some kind of organized whole.

“Higher education has to get better at making credit portable and creating frameworks in which chunks of learning can be accredited, understood, and communicated,” he says. “What does the lifelong learning transcript look like? What would be useful to communicate to other people, including employers, about what you’ve learned and the evidence for the level of achievement you’ve attained?”

This need will become more urgent as universities continue experimenting with options. For instance, says Fenton-O’Creevy, some universities are considering creating degree programs in which students learn entirely by self-study; the university would provide and charge for assessment. Other institutions are looking at how to create a framework that helps employers understand the various credentials and what they mean. However, Fenton-O’Creevy predicts that universities will have to work together to create a universally acknowledged credentialing framework.

“Any single provider will struggle to be an innovator if it produces a qualification that other institutions don’t recognize,” he says. “The challenge will be for large groups of educational institutions to come together and do the reinvention. This is a space in which some creative things could be happening. To me the question is not, is this going to happen, but who will be the surprising player to make things happen?”

For more insights on credentials and frameworks, see “Collecting Credentials” by David Schejbal on page 26.

Basic business knowledge will become a commodity, Courtney says, and consumers won't be willing to pay much for it. "At the low end of the market, I don't think there's going to be any room for universities any more," he says. "Basic business education can be replicated very easily. It's the higher-level integration of theory and practice where universities have the advantage, and that's completely consistent with the way we always have—or should have—thought about academic missions. A research university is only great when it is working on the most important issues and disseminating research that shapes both academic thinking and business practice."

He does believe that universities will need to keep offering immersive degree-based experiences,



which really are available nowhere else. But at the same time, they must experiment with more just-in-time, convenient, relatively inexpensive programs that could create lifelong customers who return every time they need to acquire new skills.

"We need to play well in both segments—the traditional degree-based, campus-based segment, and the 'I need what I need and I need it now' segment," says Courtney. "I think both sets of products will be on the market for a long time, but the relative importance could shift fairly quickly. We might need to move more aggressively to be prepared for the more unbundled future."

Courtney expects the fastest move-

In the European Union in 2015, **10.7 PERCENT** of people aged 25 to 64 participated in adult education or training, a figure that was **1.4 PERCENT** higher than in 2010, according to the website Eurostat. According to the 2009 strategic framework for European cooperation in education and training, the goal is **15 PERCENT**.

ment to come in programs aimed at working professionals. "That's the space where I think we have to establish ourselves as unique," he says. "We need to focus on the more tailored, higher-end opportunities that can happen only if you're actively engaged in research and practice communities."

However business schools tailor their offerings to suit tomorrow's executives, they'll need to find ways to attract and engage the lifelong learners of the future. As Loretto says, "The next generation will certainly be more informed, educated, and open to learning than any other before it." 



Help your students enhance their credibility.

Nominate up to ten of your high-achieving students per year, per school for the CMA® (Certified Management Accountant) Scholarship. This scholarship will allow them to take the exam at no cost.

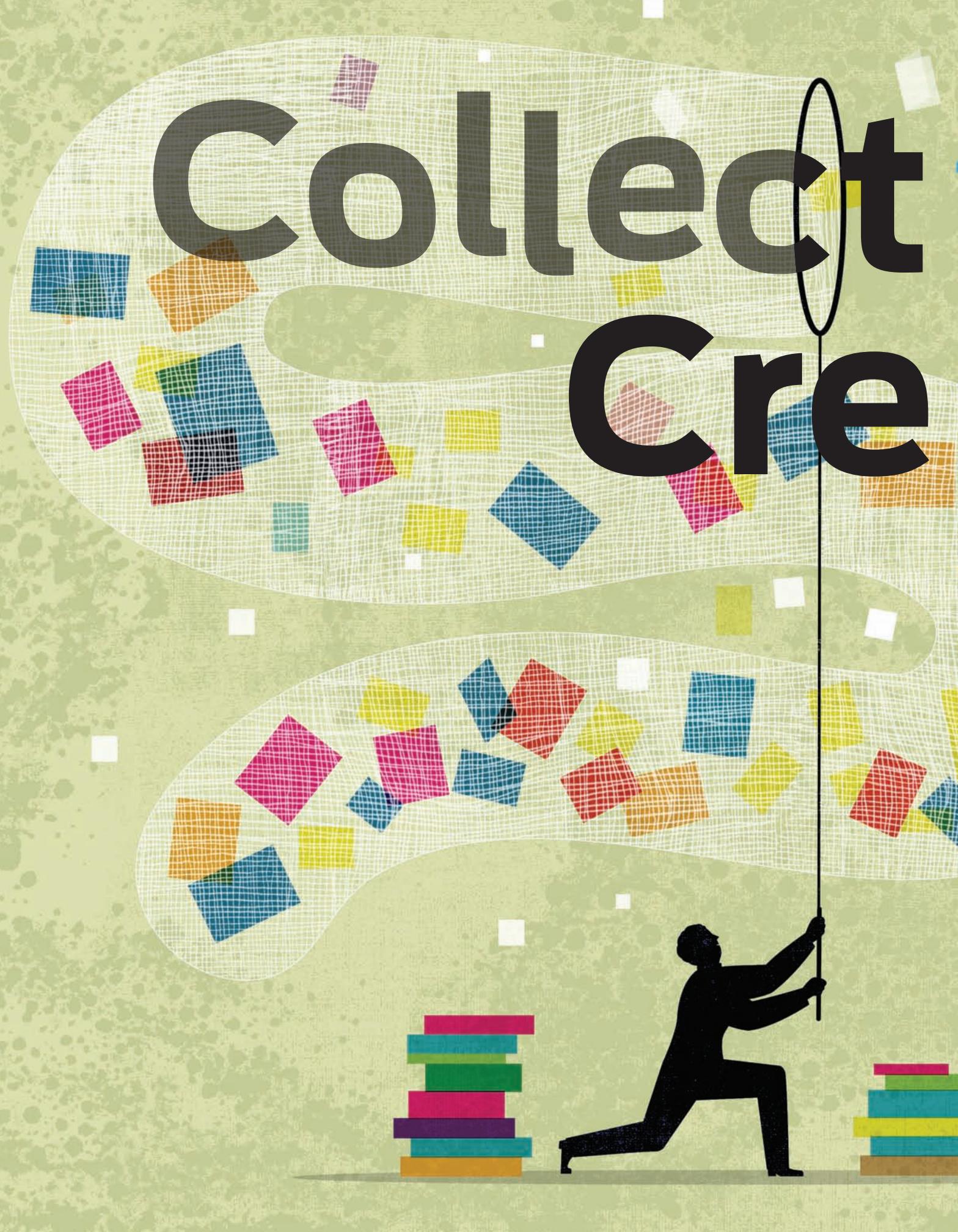
Students can take the CMA exam while still in school to help them stand out from their peers.

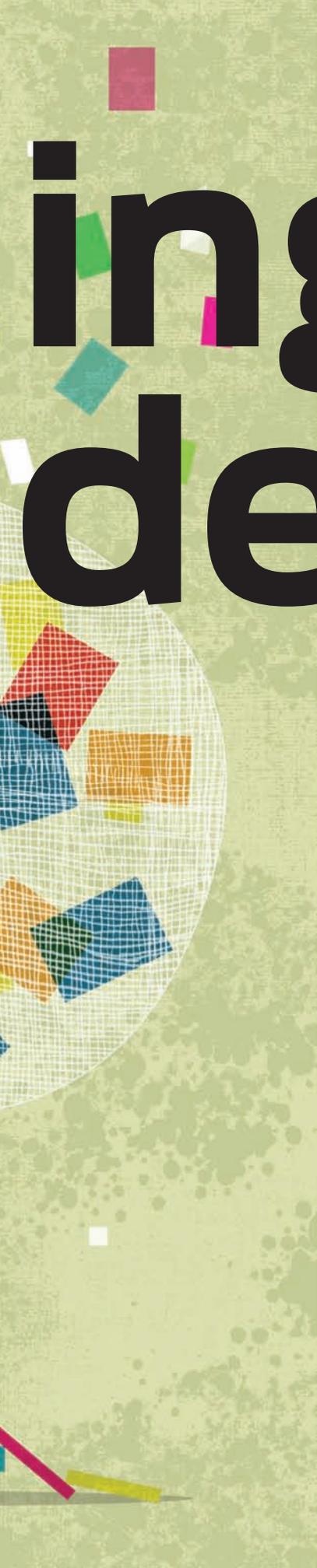


The Association of Accountants and Financial Professionals in Business

For more information, visit www.imanet.org/awards

Collect Cre





ing dententials

BY DAVID SCHEJBAL

ILLUSTRATION BY MIKE AUSTIN

As more universities and alternate providers begin offering a wider array of credentials, both learners and employers are struggling to understand what any certificate is worth.

TODAY'S COLLEGE GRADUATES expect that their diplomas will be only the beginning of their educations—they know that, to keep up with changing trends in their fields, they'll frequently want to seek additional education. But not only will they need to identify the programs and providers that will offer them the just-in-time education they require, they will need to determine which credentials will help them the most in their careers.

A credential is shorthand for what students know and can do—or should be able to do—with the knowledge they have acquired. The gold standard is a degree from an accredited college or university, but there are many other kinds of credentials. The problem is that it's not always clear what those credentials represent.

University degrees generally are based on the credit hour, which is determined by a nationally accepted standard codified by regional accreditors and educational governing bodies, but most other credentials are not. While some industry certifications are subject to certain professional standards, in most cases a certificate or diploma is whatever its issuer deems it to be. This makes the credentialing landscape both confusing and very crowded.

For instance, the U.S. Department of Education—which only tracks a fraction of all the credentials awarded in America—found that 1 million nondegree educational awards and certificates were issued in 2013–2014. According to the U.S. Census Bureau, 46.3 million adults held professional certifications and licenses in 2012, with some individuals holding both types of credentials. This amounts to one-fifth of the U.S. adult population.

The panoply of credentials is emblematic of the changing nature of the workplace. According to the U.S. Bureau of Labor Statistics, the average American worker stays at a job 4.4 years; the younger the workers, the more often they change jobs. Many of those job changes are across industries, so workers must continually relearn and upskill to remain marketable.

But the proliferation of nondegree credits is driven by more than a fluid workforce. The entire nature of work has changed. As Richard Florida explains in his 2011 book, *The Rise of the Creative Class*, we now are working in a knowledge economy. It's important for people to possess knowledge and be able to use it in creative ways if they want to become upwardly mobile—and remain employed.

Thomas Friedman and Michael Mandelbaum make the point slightly differently in their 2011 book *That Used to Be Us*, where they distinguish between nonroutine high-skilled work and nonroutine low-skilled work. They note that the former encompasses well-paying jobs with significant employment stability but requires upfront and continued education, whereas the latter describes poorly compensated jobs that require less education but are highly susceptible to economic fluctuations.

It's clear that ongoing credentialed education will be key for people who wish to remain employed and well-compensated in the future. Both universities and business schools seem well-positioned to provide such education, but they must offer shorter, more targeted options—and work on demystifying the credentialing process.



In 2012, there were **19.1 MILLION** Americans who held educational certificates.

THE CURRENT SITUATION

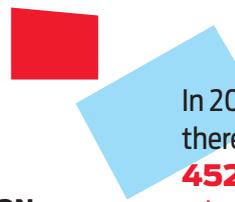
Some of the trends among today's learners are spotlighted in a pair of articles from the September 14, 2015, issue of *The Chronicle of Higher Education*. For instance, among business schools, the demand for one-year specialized master's degrees has grown three times faster than the demand for MBA programs in the past eight years. Between 2005–2006 and 2013–2014, specialized business master's degrees experienced a 95 percent increase in degrees conferred, while generalized MBAs grew by a relatively low 31 percent.

At the same time, according to *The Chronicle*, the number of nondegree certificates awarded by two- and four-year colleges rose 150 percent from 2000 to 2014 and has intensified since then. By comparison, in that same period, there was a 59 percent rise in the number of associate degrees and a 47 percent rise in the number of bachelor's degrees.

But it's even more telling that universities increasingly are fragmenting their degree programs into smaller pieces to make the programs easier to digest and to give students incentives along the degree path. According to one of *The Chronicle* articles, "Colleges are ... slicing credentials into smaller and smaller pieces that provide evidence of skills students acquire as they move in and out of college." There is a "growing emphasis on awarding credentials for incremental advances in skills on a path that can lead to a degree."

Alternative providers also are responding to the growing interest in short-term, just-in-time learning by offering more targeted programs with increasingly granular credentials. The result has been an upsurge in *microcredentials*, which focus on specific skills and do not require learners to make large investments of time or money.

The most typical kind of microcredential is a badge, which in some cases also can be referred to as a competency. The educational technology association EDUCAUSE offers this explanation:



In 2013–2014, there were **452,533** educational awards that took learners between one and two academic years to complete; another **479,574** educational awards took less than one year to complete.

"Badges are digital tokens that appear as icons or logos on a web page or other online venue. Awarded by institutions, organizations, groups, or individuals, badges signify accomplishments such as completion of a project, mastery of a skill, or marks of experience."

The problem with microcredentials is that there are no standards regulating what they mean; they have no common denominator or unit of measure. Hence, compared to degrees, noncredit credentials tend to be far less portable from job to job and far less useful across industries. In addition, noncredit credentials typically do not translate to academic credit, so they cannot be applied to degrees. Learners and employers find themselves asking the same question: How can anyone know which program—and which credential—is the most valuable?

THE ELUSIVE FRAMEWORK

One possible solution would be for the industry to create a common framework that accommodates all credentials. The Lumina Foundation, a private foundation committed to improving educational opportunities, is working on just such a project. Its Connecting Credentials Framework, launched in September and currently in beta testing, uses competencies as the common element among all credentials. However, the project is still very much in the development phase and not yet ready to be applied.

Similarly, the U.S. Department of Education has launched an experimental site to allow financial aid to flow to unaccredited providers, such as coding camps, that offer alternative credentials. However, at this time, the experiment is still small, very limited, and does not

provide a common framework.

Hence, for now, navigating the sea of credentials is up to each employer and academic institution. The lack of a common framework or superstructure leaves most employers scratching their heads when a current or prospective employee presents them with a credential that they haven't seen before.

For instance, if students have a project management certificate from the University of California, Irvine, what can they do? How does that certificate differ from the Introduction to Project Management Principles and Practices certificate offered by the same university but on Coursera? How do both of those vary from the Project Management Professional certification issued by the Project Management Institute or a Project Management Badge from Moodle? Finally, how do all

of those credentials vary from or lead to a BA in project management from Ashford University or a BS in project management from Colorado State University Global Campus? This lack of consistency is daunting to administrators, employers, and students alike.

It's not surprising that employers choose either to rely on the familiar or to trust a recognized brand. For example, in the IT field, Microsoft and Cisco certifications are widely understood and broadly accepted. Hence, many IT employers accept that Microsoft Certified Professionals have expertise in Microsoft products and can use them to address various business challenges. Similarly, top universities have built trusted brands so that even if an employer doesn't understand a particular credential, if it is issued by a top-brand

For **8.2 MILLION** Americans between the ages of 25 and 64, a nondegree certificate is their highest educational attainment.

school, the employer is likely to accept it as an indication of its holder's knowledge and skill.

In regions where there is close cooperation among employers and universities, credentials can evolve that are commonly recognized, valued, and portable within the local geographic area. Mary Walshok, a sociologist and dean at the University of California San Diego Extension, is a proponent of this process. Walshok observed that in countries throughout the world, there are research university-employment sector nexuses that support each other through tech



AACSB
INTERNATIONAL

June 26–27, 2017
Berkeley, California, USA

CO-LAB

Connecting Business Schools with Practice

 Come With Your Corporate Partner to Save \$645 USD & Register by May 15 to Save an Additional 200 USD
aacsb.edu/colab

 Hosted By
BerkeleyHaas
Haas School of Business
University of California Berkeley

More Data

The articles and sites referenced in this feature are listed below:

▶ **“Democratic Shifts in Educational Demand and the Rise of Alternative Credentials”** by Jim Fong, Peter Janzow, and Kyle Peck (Pearson Education and UPCEAS in June 2016)

▶ **“A Stronger Nation”** (strongernation.luminafoundation.org/report/2016/)

▶ **“7 Things You Should Know About Badges”** (EDUCAUSE Learning Initiative, net.educause.edu/ir/library/pdf/eli7085.pdf)

▶ **“Stack Those Credentials”** by Katherine Mangan (www.chronicle.com/article/Stack-Those-Credentials/232985/)

▶ **“Master’s Degree Programs Specialize to Keep Their Sheen”** by Jennifer Howard (www.chronicle.com/article/Master-s-Degree-Programs/232979) (subscription is required for both *Chronicle* articles)

▶ **“Connecting Credentials”** (www.luminafoundation.org/files/resources/connecting-credentials.pdf)

▶ **“Quality and Noncollege Learning”** by Paul Fain (www.insidehighered.com/news/2016/08/17/feds-unveil-details-experiment-alternative-providers-and-accreditors)

▶ **“Beyond Tech Transfer”** by Mary L. Walshok and Josh D. Shapiro (www.clustermapping.us/resource/beyond-tech-transfer-more-comprehensive-approach-measuring-entrepreneurial-university)

transfer and research—but also through alternative forms of higher education that create paths from education to work and from work to education. Often these relationships result in credentials that are meaningful in those regions.

The challenge is to create a framework for credentials that will cross regional boundaries. In the U.S., universities have come together to develop a model of accessible, affordable, and outcomes-based higher education called the University Learning Store. The partners include the University of California, Irvine; the University of California, Los Angeles; the University of California, Davis; the University of Washington; Georgia Tech; and the University of Wisconsin-Extension, which serves as the managing partner of the consortium.

Like most online retailers, the University Learning Store allows customers to shop at their leisure to purchase products—which, in this case, include academic materials, assessments, and support services for students. As students demonstrate skills and knowledge, they earn credentials. The most granular credentials are verified competencies, which are akin to badges. Unlike most badges, however, they only can be earned if students pass an authentic assessment, which requires students to apply knowledge in real-life situations. University Learning Store coordinators ask employers to validate the assessments to ensure that they really test what employers want in terms of skills and abilities.

Students can mix and match individual verified competencies to meet their personal learning objectives, or they can master multiple competencies within tracks to earn certifications—or, in some cases, credit toward degrees. We believe this is what the future of microcredentialing will look like.

Students can mix and match individual verified competencies to meet their personal learning objectives, or they can master multiple competencies within tracks to earn certifications—or, in some cases, credit toward degrees. We believe this is what the future of microcredentialing will look like.

THE CHALLENGE AHEAD

The alternative credential market is likely to grow for the foreseeable future, driven by ongoing changes in the nature of work, extended longevity for workers, and greater competition for jobs. It will be increasingly important for individuals to prove they have the skills that employers need and for them to be able to acquire and demonstrate those skills rapidly.

Colleges and universities already know how to develop master’s degrees and other traditional programs. The challenge they face now is addressing the market need for alternative credentials within a timeframe that is driven by for-profit providers.

For now, colleges and universities have a brand advantage, but that advantage is likely to be short-lived as boot camps, associations, industries, and other credential providers deliver products that become widely accepted by employers. Colleges and universities would be well-advised to engage their faculties now to deconstruct curricula in key areas. The next step is to rebuild them in modular formats that allow students to come in and out of learning whenever they want and in whatever ways they need. □

David Schejbal is dean of continuing education, outreach and e-learning at the University of Wisconsin-Extension in Madison.

▶ **Some statistics in this article were drawn from the Trend Generator maintained by the U.S. Department of Education’s National Center for Education Statistics, Integrated Postsecondary Education Data System, available at nces.ed.gov/ipeds/trendgenerator/tganswer.aspx?sid=4&qid=24. More information came from an April 15, 2016, post by the Bureau of Labor Statistics at www.bls.gov/cps/certifications-and-licenses.htm#highlights. For more information about the University Learning Store, visit universitylearningstore.org.**

In 2015,
4.7 MILLION
American
workers held
a certification
but no license.



INTRODUCING THE NEW
GABELLI SCHOOL OF BUSINESS

MASTER OF SCIENCE IN MANAGEMENT

MANAGEMENT SOLUTIONS TO MEANINGFUL PROBLEMS

The Gabelli MSM examines the full range of management topics through the lens of global sustainability and innovation, covering strategy, business analysis, leadership, negotiation, entrepreneurial thinking, and more.

COURSES INCLUDE:

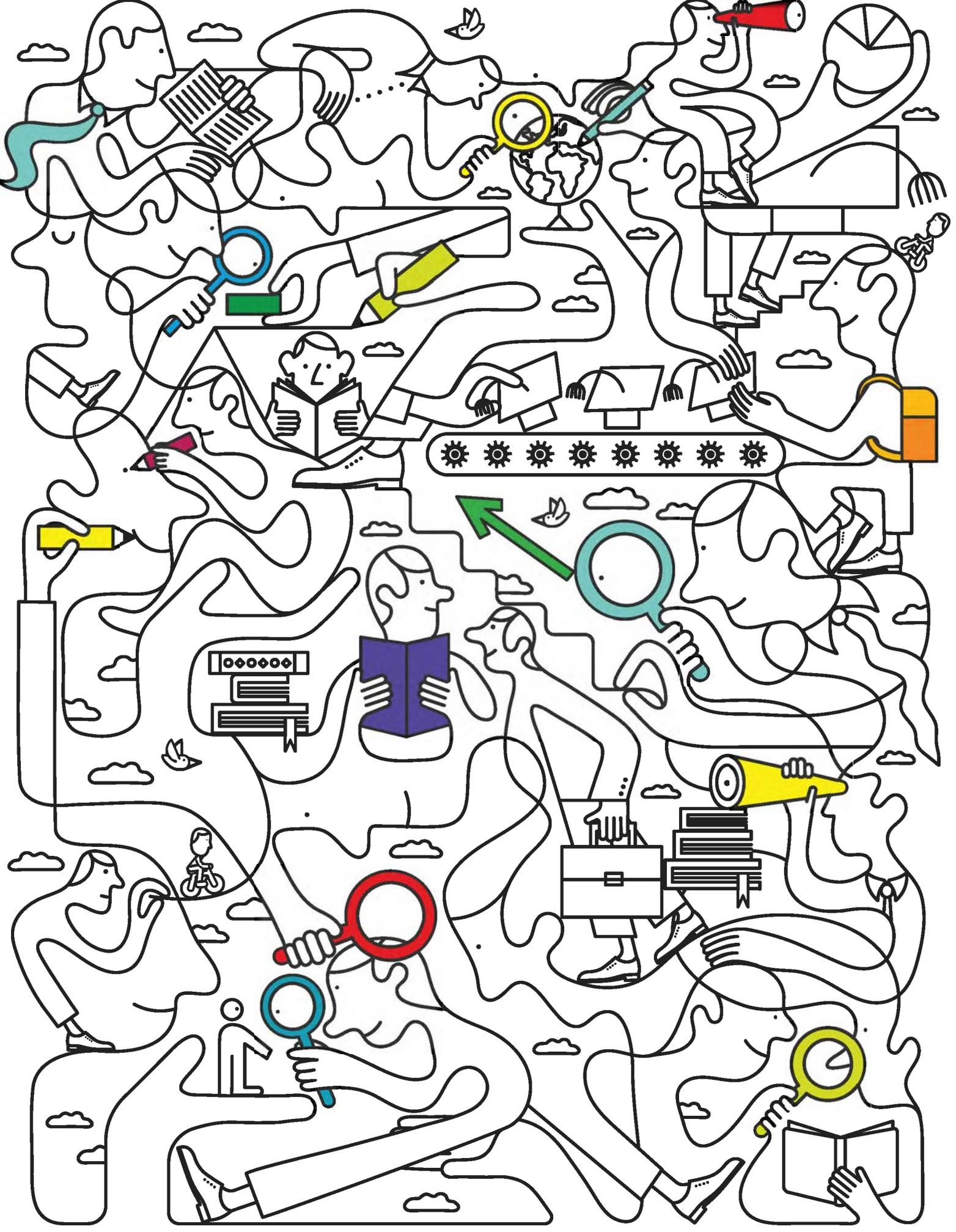
- Leading People and Organizations
- Innovation and Entrepreneurship
- Cross-Cultural Communication and Negotiation
- Social Entrepreneurship and Sustainable Business

FOR MORE INFORMATION, VISIT:
FORDHAM.EDU/GABELLIMSM



FORDHAM
THE JESUIT UNIVERSITY OF NEW YORK

Gabelli School
of Business



BY MARTIN KITCHENER

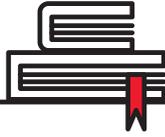
ILLUSTRATION BY JONATHAN CALUGI

INSPIRED BY

PUBLIC VALUE

All types of business schools must articulate their long-term worth to society if they are to remain viable and relevant. That idea has led Cardiff Business School to adopt a public value mission focused on addressing the world's "grand challenges."

LIKE MANY BUSINESS SCHOOLS, Cardiff Business School at Cardiff University in Wales, U.K., faces a number of challenges, from the reduction of state financial support to increased competition for staff, students, and research funding. We hear critics question the legitimacy, ethics, and relevance of business education and management scholarship. We share the sense that our enterprise is under intense scrutiny, and we perceive a need to revalidate our license to operate by forging a new social contract with the world around us.



I HAVE BECOME INCREASINGLY CONVINCED THAT BUSINESS SCHOOLS NEED TO MORE FORMALLY DEVELOP AND ARTICULATE THE VALUE THEY PROVIDE TO THE WORLD.

To address these challenges, we all first must ask the same question: How do business schools contribute to the economy and society?

I have become increasingly convinced that business schools need to more formally develop and articulate the value they provide to world. So, just after I assumed the role of Cardiff's dean in 2013, I launched a thorough review of our institution—via informal discussions, staff workshops, committee meetings, and interactions with stakeholders—to determine who we were as a school, what kind of school we wanted to be, and why society should support our vision.

The result was the creation of what we call our “public value strategy”—a strategy that “promotes economic and social improvement through interdisciplinary scholarship that addresses the grand challenges of our time.” In the year since we launched that mission, we have worked to ensure that it underpins our governance, research, and teaching.

INSPIRED TO ACT

Our initial discussions were inspired by two sources. The first was the work of sociologist John Brewer of Queen's University in Belfast, Northern Ireland. As past president of the British Sociological Association, Brewer had become concerned about how social science could make itself relevant to the problems facing humanity in the 21st century. In his 2013 book *The Public Value of Social Science*, Brewer presents a manifesto for the future of social science, one that contributes both economic and social value through scholarship.

Brewer's vision combines three features: interdisciplinary cooperation, deeper engagement with society, and focus on the world's grand challenges. This manifesto struck a chord with us, sparking lively and far-reaching conversations. We realized that as a research-led business school with five large departments, Cardiff was well-positioned to respond to Brewer's call to develop strategies around economic and social improvement.

Our second inspiration was the work of Mark Moore, the Hauser Professor of Nonprofit Organizations at Harvard University's John F. Kennedy School of Government in Cambridge, Massachusetts. Moore focuses on how to implement public value strategies within organizations. His key message is this: To ensure alignment with its authorizing environment, an organization must engage with a full range of stakeholders. That means that a business school must interact with its university's entire community of faculty, staff, students, university leaders, alumni, advisory board members, recruiters, and employers.

After our faculty had opportunities to conduct formal and informal discussions, I established a series of workshops where the entire school, including staff in academic and professional services, worked collectively to articulate a vision. These workshops ran for many months. We debated our strengths and weaknesses, identified internal and external challenges, and began to outline our responsibilities to stakeholders. I wanted the process to be inclusive so that everyone in our community would be invested in the result.

My management team and I distilled what we learned in these conversations into a clear, succinct vision and mission, driven by the central philosophy of public value. We finalized our strategy by publicly committing the school and its resources to delivering economic and social value to all stakeholders, via presentations to the university's executive board and council and at the annual conference of the U.K.'s Chartered Association of Business Schools. We also have built our vision into our student induction and enrollment program, including the creation of an animated teaching video that highlights the importance of

interdisciplinary thinking and the role of management in solving social challenges. (Find the video at www.youtube.com/watch?v=E_OUuM1nYxY). We are placing the delivery of public value at the heart of our school.

PUBLIC VALUE IN ACTION: GOVERNANCE

As part of our strategic shift, we wish to act as both thought leaders and role models. To this end, we have changed our approach to school governance.

First, we created our Shadow Management Board (SMB) to invite more diverse participation in the school's decision-making process. The 14-member board includes a mix of junior and senior faculty members and professional services staff from across the school. The SMB scrutinizes the work of our management board and provides a channel for our staff to weigh in on senior management discussions and decisions in real time, whether via its formal reports or through regular discussions with management board members.

For example, the SMB recently conducted a review of our postgraduate teaching portfolio and completed an evaluation of the relationship between the school's academic and professional staff. The school is in the process of implementing many of its recommendations in both areas. The SMB also provides a development opportunity for our faculty and staff: This year, Rachel Ashworth, a professor of public services management, became the SMB's first academic member to graduate to a position on our full management board.

Our second major change in internal governance was to make interdisciplinary and challenge-led scholarship an essential part of our hiring criteria for all academic appointments. When

Executive education to fit your business needs.

Haub
has it.



SAINT JOSEPH'S UNIVERSITY

Haub School of Business

Saint Joseph's University's **Center for Professional Development** bridges the academic excellence of the Haub School of Business with industry expertise to create a transformative learning experience for organizations and individuals. Leading regional, national and international companies rely on the Center for Professional Development to create and deliver executive education that aligns with an organization's unique strategic goals and advances objectives forward.

For more information on our areas of expertise, please visit [sju.edu/bized](https://www.sju.edu/bized).



BY COMMITTING TO PUBLIC VALUE, B-SCHOOLS SERVE A MUCH GREATER GOOD.

we use the term “challenge-led scholarship,” we are referring specifically to research focused squarely on improving or solving social problems. So far, we have hired six full professors and five other faculty on that basis.

Third, we have made sure that our public value mission is increasingly influencing our external engagement activity. Specifically, we have publicly committed ourselves to external initiatives that align with our public value mission to promote economic and social improvement. These include 50-50 by 2020 (5050by2020.org.uk), a Welsh campaign to encourage organizations to increase women’s representation in leadership positions to 50 percent by the year 2020. We also have adopted several initiatives related to diversity, including efforts to improve the representation of women on boards and committees, policies to help new parents return to their careers after maternity and paternity leave, and the appointment of a full-time equality and diversity officer. The Equality Challenge Unit, which promotes diversity initiatives in higher education institutions in the U.K., recently recognized our school with its Athena SWAN Bronze Award for gender equality. Currently, Cardiff is one of only two business schools in the U.K. to hold this distinction. We now are preparing a submission for the Silver Award based on the outcomes of these initiatives.

We have developed new relationships with other organizations committed to social improvement. For example:

- We are partnering with Business in the Community (www.bitc.org.uk), a charity that enables businesses to work together to tackle key social issues. The BITC is part of The Prince’s Charities, a group of not-for-profit organizations led by Charles, Prince of Wales.

- We are developing a partnership with Enactus (enactus.org), a global community of student, academic, and business leaders “committed to using the power of entrepreneurial action to transform lives and shape a better, more sustainable world.”

- In January 2016, just after we launched our public value strategy, Cardiff Business School became a signatory of the United Nations Principles for Responsible Management Education initiative (unprme.org). As a PRME signatory, Cardiff must submit and post “Sharing Information on Progress” reports at least once every two years. These reports outline our activities related to sustainability in our teaching and research.

PUBLIC VALUE IN ACTION: TEACHING

We have made a commitment to produce graduates with a strong moral sentiment and empathetic imagination that they can apply to solving the social and economic challenges of our time. That has meant designing a curriculum that encourages students to question the status quo, provoke change for the benefit of society, and become ethical leaders with the confidence and critical capacity to work differently and think holistically.

As one example, we recently revised the management consulting elective of our MBA program to focus on local charities—or what we call third sector organizations (TSOs). We have made this change primarily because many TSOs lack leaders with key business skills; at the same time, they cannot afford to send their leaders to attain quality management education and often are unable to compete on salary for experienced managers. To help compensate for that, our MBA students now complete eight-week consultancies during which they help TSOs identify manageable projects and decide on courses of action.

Through their work on these projects, we hope that our MBAs are developing the characteristics of ethical, thought-

ful leaders equipped with the skills to tackle social challenges. While helping to upskill TSO leaders, our MBAs are immersed in worlds that many have not encountered before; they interact on a personal level with alcoholics, the homeless, the poor, and the bullied. As students observe and analyze the economic and social contexts for these disadvantaged communities, social problems are made real to them. In the process, our students develop a moral and sympathetic view of disadvantaged populations—as well as a desire to make a difference.

As another example, our faculty have arranged for our undergraduate international human resource management students to participate in projects related to the Decent Work Agenda of the U.N.’s International Labour Organization (ILO). Under this agenda, the ILO works with employers, government agencies, and workers to design programs and policies that provide decent jobs and livable wages for all workers. Our students investigate contexts where people do not have access to meaningful employment; they then present their findings in poster presentations to other students and faculty. The objective of the project is to help students develop a greater understanding of, and sympathy for, workers who face impediments such as wage stagnation, poor working practices, and a lack of social protections.

In addition, we are currently generating a searchable “resource bank” of teaching case studies, which we plan to make available to our colleagues this summer. This bank will offer public-value-relevant resources for learning and teaching that have been created by faculty from both the business school and other parts of the university.

PUBLIC VALUE IN ACTION: RESEARCH

We now encourage our faculty to address society’s grand challenges through their scholarship, and to do so in novel, interdisciplinary ways. Here is just a sampling of their work so far:

Cooperative education.

Haub
has it.



SAINT JOSEPH'S UNIVERSITY

Haub School of Business

According to a recent survey, 80 percent of Saint Joseph's University's Haub School of Business Co-op students find their first full-time job through their Co-op employment. This four-year experiential learning opportunity unites the classroom and the workplace, allowing business students to engage in real-world applications of their academic pursuits. Co-op at the Haub School of Business is an instrumental way for students to discover and live their professional passions.

For more information, please visit [sju.edu/bized](https://www.sju.edu/bized).



Reducing alcohol-related violence.

A team of researchers from the business school, led by economist Kent Matthews, is working with colleagues from medicine, dentistry, and public policy to address alcohol-related crime. Prompted by a maxillofacial surgeon who was seeing a considerable increase in the number of jaw and cheekbone injuries in his practice, the research team developed what is called the Cardiff Model, in which emergency departments record details of patient injuries caused by violence, including the geographical location of the event and the type of weapon used. Our researchers combined this information with police, economic, and environmental data to create an econometric model that shows that the rate of violence-related injury is negatively related to the real price of beer. They concluded that increased alcohol prices would result in substantially fewer violent injuries and reduced demand on trauma services.

Ensuring a living wage for low-income workers. Edmund Heery, professor of employment relations—with Cardiff colleagues Deborah Hann and David Nash, lecturers in human resource management—has carried out research on the U.K.'s Living Wage, a voluntary wage standard that has been adopted by more than 3,000 employers. Working closely with the Living Wage Foundation, the organization that promotes the standard, the Cardiff team has surveyed all living wage employers to identify the benefits and challenges that are associated with applying an ethical wage policy. This work has been widely reported in U.K. media and has directly shaped the campaign to further spread the living wage across the U.K. economy.

Promoting sustainable development in Africa. Tim Edwards of our Responsible Innovation Network has been working with a charity in Eritrea, Africa. Together, they are building a research program with a local college to assess the community impact of climate resilient agriculture systems. These

efforts will support women-run micro-businesses in agriculture.

We want these types of research projects, focused on identifying and addressing economic and social challenges, to be the norm at our school. We already have several interdisciplinary collaborations and active research groups that are addressing issues of mutual interest, and we want to inspire more such work across the university. By introducing an explicit public value imperative within existing and new research, we can make the best use of our resources for the greatest good.

WHAT DOES THE FUTURE HOLD?

We have developed an ambitious roadmap for the expansion of our public value strategy within the business school, across the university, and beyond to the local and global community. The lessons we've learned so far might provide a blueprint for other business schools:

Lesson No. 1: It takes time, effort, and patience to achieve an organic revolution. To be successful, a school cannot rush the process of completely changing its culture, practices, and attitude.

Lesson No. 2: Bring faculty, staff, and stakeholders along at every step. We have been careful to include their input as we reviewed and revised our processes and activities. We secured the support of the university executive board, and we articulated our new direction and strategy to stakeholders. We encouraged input to our strategy at all stages. That has led to a natural, user-led engagement with our public value proposition. Once we earned the buy-in of our staff and students, we could accelerate our work.

Lesson No. 3: Build a community of collaboration dedicated to translating research into effective solutions for society. To achieve this goal, we have worked with colleagues across the university—in an initiative led by our dean of research, innovation, and enterprise Rick Delbridge—to develop our Social

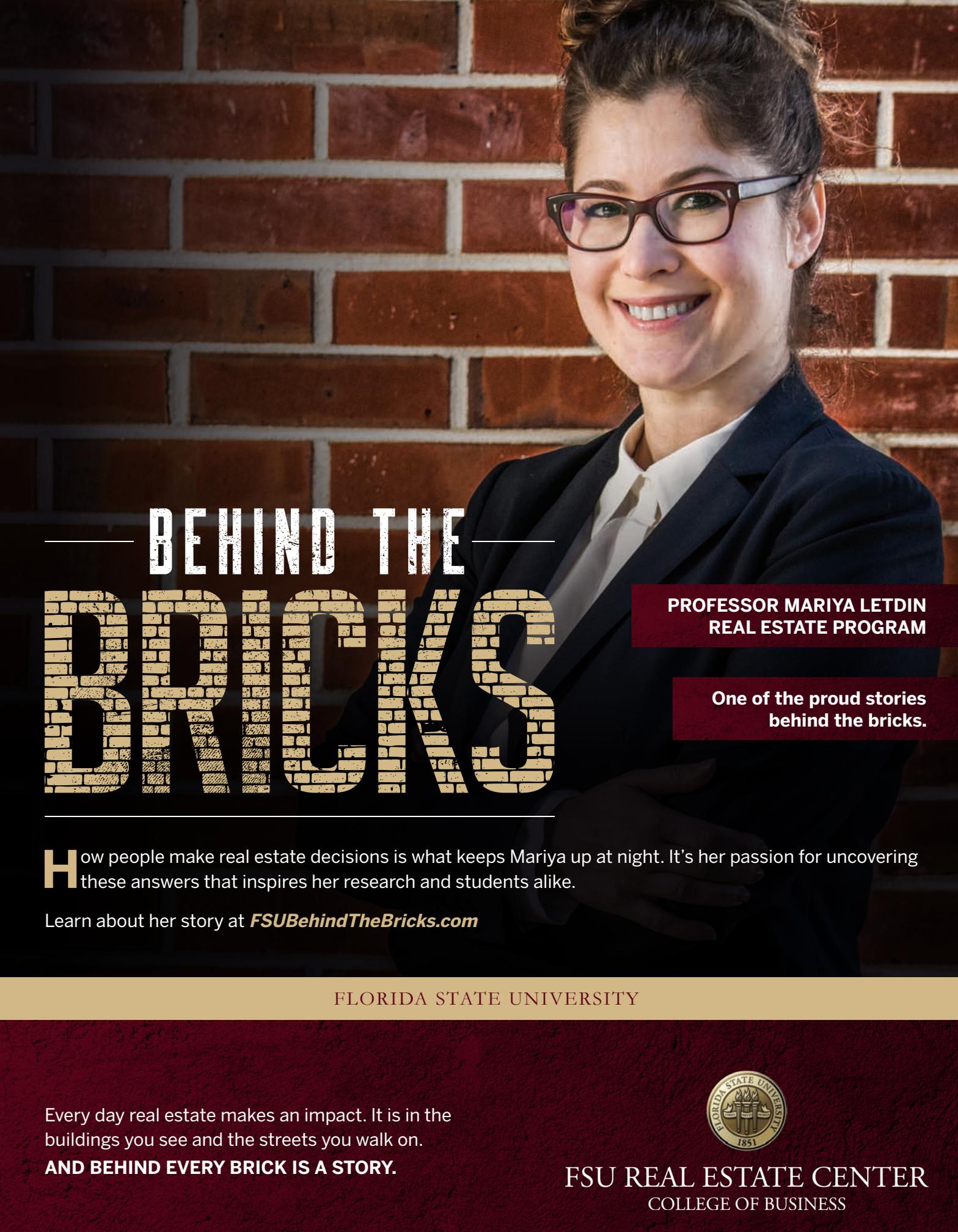
Science Research Park (SPARK). The new facility will provide a collaborative environment that crosses disciplines, sectors, regions, and nations. When completed in 2018, SPARK will bring together more than 300 social science researchers to address society's grand challenges. SPARK will be housed alongside an Innovation Centre that will host and support startup and spinout businesses in a 12,000-square-meter facility. There will be events and exhibition spaces, as well as technical facilities to support interdisciplinary research. The goal is to engage practitioners, policymakers and the public in the work we undertake.

Lesson No. 4: Dare to be different.

Variety once was a celebrated strength within global business education. However, in recent years, multiple forces have encouraged business schools to converge around a limited set of models. I fear that, left unattended, these pressures could lead us to sleepwalk into an increasingly homogeneous future, in which business education becomes sanitized and diminished to such an extent that it is no longer socially relevant. By committing to public value and interdisciplinary scholarship, business schools not only can maintain their diverse perspectives, but also serve a much greater social good.

We know we have set a bold agenda, but we are playing the long game. We are fully invested in helping to solve some of the major economic and social challenges of our time. We've made this change because we believe that the purpose of business schools goes far beyond one defined by abstract theories and purely economic concerns. This is an exciting time, not just for Cardiff Business School, but for business education. We hope that our strategy might inspire other schools, and we are eager to work with colleagues across the globe to help develop a new social contract between business schools and the world around us. **■**

Martin Kitchener is the dean of Cardiff Business School at Cardiff University in Wales, United Kingdom.



BEHIND THE
BRICKS

PROFESSOR MARIYA LETDIN
REAL ESTATE PROGRAM

One of the proud stories
behind the bricks.

How people make real estate decisions is what keeps Mariya up at night. It's her passion for uncovering these answers that inspires her research and students alike.

Learn about her story at FSUBehindTheBricks.com

FLORIDA STATE UNIVERSITY

Every day real estate makes an impact. It is in the buildings you see and the streets you walk on.

AND BEHIND EVERY BRICK IS A STORY.



FSU REAL ESTATE CENTER
COLLEGE OF BUSINESS

FROM CONFLICT TO COMMERCE

BY JOHN L. GRAHAM AND
WILLIAM HERNÁNDEZ REQUEJO
ILLUSTRATION BY DAVID POHL

GLOBAL COMMERCE THRIVES during peacetime. Just look at the economic boom in North America after the end of the Cold War in the late 1990s, when formerly communist countries were opened to world trade. Trade causes peace through increased understanding and interdependence, while *less* trade causes *less* of both.

Economists have long argued this to be true. Solomon W. Polachek, for example, made this point in his 1997 article “Why Democracies Cooperate More and Fight Less: the Relationship Between International Trade and Cooperation.” As he wrote, “the fundamental factor in causing bilateral cooperation is trade. Countries seek to protect wealth gained through international trade, [and] therefore trading partners are less combative than nontrading nations.”

Or, as psychologist Steven Pinker puts it more concisely in his book *Human Nature with a Human Face*: “You can’t kill someone and trade with him too.”

With this in mind, we have embarked on a number of initiatives at the University of California, Irvine (UCI), designed to promote peace through commerce. These include our MBA Peacebuilding Program, in which we partner with universities in conflict-affected nations to send MBAs on peacebuilding missions.

Some educators find this notion to be controversial, because they don’t view commerce and peace as a sensible pairing. Instead, they argue that business education should emphasize efficiency, profits, shareholder value, and corporate welfare. For that reason, we find that it is important to explain our inspiration for promoting peace through commerce.

We believe that trade and international commerce play an essential role in reducing conflict at home and abroad, so as business school leaders, we must take every opportunity to promote trade as a catalyst for peace and prosperity.

We recognize that many business schools involve their students in valuable international consulting projects, but peacebuilding business projects are different in two distinctive ways. First, they involve areas of the world isolated from global commerce by past conflicts or nondemocratic governments. And, second, they team up students on campuses in two nations to work on projects that expose them to both regions.

At the deepest level, business schools should do more than teach students and executives in both conflict-affected and unaffected countries how to work



Business schools must embrace their roles as peacebuilders—and more fully utilize their capacity for doing good.

together effectively and inventively. We also should be catalysts for sustainable commercial relationships that build economic prosperity—and contribute to peace worldwide.

INSPIRED START

At UCI, we first attempted to deploy MBAs as peacebuilders more than a decade ago. In 2008, UCI and five other b-schools formed what we called the MBA Peace Corps. The other schools included the University of Notre Dame, Brigham Young University, American University, George Washington University, and the College of William & Mary. At the time, the consortium intended to solicit support from American multinationals. But then the Great Recession intervened, making it an inopportune time to approach companies for financial support. The MBA Peace Corps was put on hold.

Now we believe the time is right to revive this effort and launch a new set of initiatives devoted to peace through commerce. One of these is our partnership with the University of Havana (UH). As part of the MBA Peacebuilding Program, students and faculty from both universities travel to each campus to collaborate on research and educational ventures; in addition, graduates, entrepreneurs, and potential investors from both regions will cooperate in mutually beneficial commercial ventures. The partnership between our schools is intended to restore the educational, personal, commercial, institutional, and governmental relationship between the two countries. (See “Peacebuilding in Havana,” below.)

We also reinforce our school’s emphasis on peace through commerce with our Center for Global Leadership and the UCI Center for Citizen Peacebuilding, where we conduct research on

the topic and sponsor activities focused on peace awareness, nonviolence, and poverty alleviation.

We draw inspiration for our activities from multiple sources. These include institutions such as the U.S. Peace Corps and the United Nations Development Programme. We were inspired by the 2006 “Peace Through Commerce” initiative sponsored by AACSB International and led in part by Carolyn Woo, then dean of the University of Notre Dame’s Mendoza School of Business. We’ve also looked to research institutions such as the Institute for Economics and Peace, a global think tank dedicated to quantifying the economic value of peace; and examples from the private sector, such as PricewaterhouseCoopers’ Project Ulysses and IBM’s Corporate Service Corps, which both send teams of fast-track executives to developing countries to work on long-term projects.

PEACEBUILDING IN HAVANA

To help restore U.S.-Cuba relations, the University of California, Irvine (UCI), and the University of Havana (UH) in Cuba have partnered to develop educational programs for students and executives in both countries.

UH and UCI started working together in 2009. Their faculty and administrators built personal relationships via ongoing communications before planning any student programs. At the time, the U.S. State Department barred UH officials from visiting the campus in Irvine, so UCI faculty traveled to Cuba as needed. They took advantage of the University of California’s long-standing license for educational travel and programs in Cuba through the U.S. Treasury’s Office of Foreign Assets Control.

Finally, in 2013, graduate students from the UCI schools of business and law traveled to Havana for a one-week residential course hosted by the UH Center for Research in International Economics. During that week, UCI students heard presentations by UH faculty and other Cuban officials, met with Cuban graduate students, and visited commercial operations and institutes in the country.

The visit was part of the MBA Peacebuilding Program, which is modeled on the Merage School’s prior collaboration with the University of Ulster (UU). In 2004, 25 Merage MBAs traveled to

Northern Ireland to visit businesses, meet with UU students and entrepreneurial organizations, hear from executives and officials, and learn what it’s like to do business in an area affected by conflict. Once the students returned, both UCI and UU students collaborated online to produce business plans. Students and entrepreneurs in Northern Ireland then traveled to Irvine to refine the business plans and meet with potential investors. (To learn more, read “The Dimensions of Peace” on page 24 of the May/June 2006 issue of *BizEd*.)

After the U.S. re-established relations with Cuba in 2014, the Merage School was able to accelerate its activities. In February 2016, for example, professors John Graham and William Hernández Requejo collaborated with Alexis Codina, professor of economics and management, and his colleagues at the UH Center for the Study of Management Techniques to develop and deliver a two-day executive education program. The session trained 30 Cuban managers to negotiate with Americans and other international businesspeople, as they geared up for burgeoning commerce between the two countries. Both universities are now collaborating on research into the Cuban negotiation style.

In March 2016, 30 UCI MBA students traveled to Havana for an

PERSONAL RELATIONSHIPS BUILD MORE STABLE, PEACEFUL ENVIRONMENTS.

Peacebuilding is not without challenges, over and above those that come with traditional international study and work projects. First, perhaps the most prominent challenge is the need to overcome cultural barriers. In our work with UH, for example, we must address the language barrier, even though many of the students from both the U.S. and Cuba are bilingual. To overcome this barrier, we take greater care using electronic, telephonic, and face-to-face communications, to make sure those on both sides understand each other

clearly. Second, we have had some issues with responsiveness from the students in Cuba, where institutional barriers can slow down information flows and decision making; this reality makes patience a key part of the program. Finally, a lack of internet bandwidth in Cuba can make even simple online tasks arduous. Fortunately, both governments are supporting efforts to widen the communications bandwidth across the Straits of Florida, so we expect this challenge to be less of an issue over time.

Of course, we must find a way to secure financial support. Our MBA Peacebuilding Program costs approximately US\$1 million for each five-year partnership we form with a foreign busi-

ness school, with most expenses relating to travel costs for students and faculty. Therefore, we are continually fundraising to support the MBA Peacebuilding Program's ongoing effort, targeting companies and their foundations, philanthropists, NGOs, and governmental organizations.

No matter how important we believe peacebuilding programs are to the mission of business education, we know that they cannot succeed without the backing of b-school leadership. At UCI, our dean's support has been crucial to our efforts. Before coming to the Merage School in 2014, Eric Spangenberg was dean of the Carson College of Business at Washington State University in Pullman, where he created a program in Tanzania that was similar to the MBA Peacebuilding concept. After coming to UCI, he reached out to UH administrators in 2015 while in Havana, in an effort

encore of the 2013 program, but with an important twist. This time, ten UCI students formed teams with ten UH students to develop business plans for four Cuban enterprises: two large state-owned companies in the food and high-tech industries and two entrepreneurial ventures in 3-D copying and personal care. (See "Learning in Cuba" on page 62 of *BizEd's* July/August 2016 issue.)

Graham estimates that it took approximately 400 man-hours of the students' time to develop a business plan for each Cuban organization. Merage School students received course credit for their participation in these projects.

Ultimately, the schools plan to expand these team projects to include 30 UCI and 30 UH students serving ten Cuban enterprises. Once the schools obtain permission from both countries' governments, the 30 Cuban students also will visit UCI each year for a one-week residential course. That means that, over a few years, approximately 300 students will travel between the two countries to learn firsthand about differing commercial systems and cultures, says Graham. Collectively, they will develop about 450 cross-cultural personal and working relationships and 50 business plans for fledgling Cuban organizations.

"Our hope," Graham adds, "is that the net positive effect of our



Cuban managers sit with Alexis Codina and John Graham (first row, far right), while William Hernández Requejo speaks about international negotiations at UH in February 2016. The two-day program included lectures, discussions, videos, and experiential learning.

students' work on Cuban society and economic prosperity will be substantial."

Eventually, UCI would like to expand the impact of its MBA Peacebuilding Program by sharing what its faculty have learned with other schools interested in starting their own MBA peacebuilding efforts. Says Graham, "We believe that the number of potential partnerships business schools could have with institutions in developing countries would well address business education's underutilized capacity for doing good."

to strengthen that partnership. He is traveling to Cuba again this year to sign agreements. As he puts it, “A multi-cultural education better prepares our students to face the world we have lived in since 9/11, not in a spirit of fear but in a spirit of understanding and readiness to make it a better place.”

RELATIONSHIP BUILDERS

Despite the cultural and financial challenges involved, we expect our peacebuilding program to foster greater academic interactions and stronger relationships among faculty members at both universities. We expect that institutional relationships between the universities will grow in an organic way, perhaps involving other disciplines on campus such as engineering, the arts, and the sciences. Indeed, we are now working with the IBM Watson Group, the University of Havana, and Cuban government agencies to explore a possible “hackathon” event to be held in Cuba and the United States this spring focusing on innovations in healthcare.

In addition, by providing opportunities to work with students and faculty in regions affected by conflict, the MBA Peacebuilding Program is helping students develop leadership skills, ethical awareness, and a sense of social responsibility. And, perhaps most important, students are learning to appreciate the importance of personal relationships, particularly in international business.

As our dean is fond of saying, “You can’t build interpersonal, much less international, relationships over the internet. Think about the difference between texting ‘LOL’ rather than actually laughing out loud.” As our students form personal and professional relationships

in Cuba and elsewhere, they will help build entrepreneurial cultures that will lead to more stable, peaceful environments. They will enable business schools to fulfill their missions to make an impact on society.

POLITICAL UNCERTAINTY

Cuba remains a country in a state of transformation, as evidenced by the recent death of Fidel Castro. However, Castro’s death, while historically significant as a transition, is unlikely to change the possibilities Cuba presents to business schools for at least the next two years. Fidel’s brother Raul Castro was handed the reins eight years ago and is scheduled to continue in power until at least April 2018. At that time, it is understood that he will transfer his title as president of Cuba to Miguel Díaz-Canel, now the country’s vice president.

The election of Donald Trump as president of the United States, however, does add a level of uncertainty to U.S.-Cuba relations. He is capable by means of a signature on an executive order to essentially erase the lift of sanctions ordered by Barack Obama. Our hope, however, is that such an order would not be so simple to enact, now that so many contractual relationships with corresponding economic interests are already in place. Travel between the U.S. and the island is increasing, and airlines and cruise ships have scheduled routes to Cuba over the next several years. The Marriott chain of hotels is already on the island, and others are projected to follow.

Perhaps most important, the staunch anti-Castro lobby in the U.S. Congress is weakened not only because of Castro’s death, but also because polls reflect a

change in attitude. Young people, who have no personal experience of the early years of the Cuban revolution, support the removal of the embargo.

Although the future might be uncertain, we believe business schools should continue to take the lead and explore the island while they can, to further define the advantages and disadvantages of integrated economics.

EXPANDING OUR EFFORTS

As our next step, we are expanding the impact of our MBA Peacebuilding Program beyond Cuba. We have signed an agreement and begun work with the International School of Business at the University of Economics, Ho Chi Minh City (UEH), with the goal of creating a similar MBA Peacebuilding Program in Vietnam. Our initial contact with UEH dates back to 1995 during Vietnam’s *Doi Moi* period of economic reform. Yes, patience is important in international work.

We have a favorite quote that we think sums up what we’re trying to achieve. Made famous by Father Gregory Boyle, CEO of Homeboy Industries, it’s his company’s slogan: “Nothing stops a bullet like a job.” Boyle is talking about his organization’s mission to build peace on the tough urban streets of Los Angeles by creating jobs for recently paroled gang members. We see the mission of business schools—and the role of MBAs as peacebuilders—as very similar. If we provide our students with the right opportunities, they can turn conflict into commerce all around the world—one relationship and one business at a time. ▣

John Graham is professor emeritus in marketing and international business, director of international programs, and faculty director of the Center for Global Leadership at the Paul Merage School of Business at the University of California, Irvine. William Hernández Requejo is an attorney, lecturer, and the center’s executive director.

MBA DIPLOMATS

Brandeis International Business School sent 30 of its business students to Havana, Cuba, in February 2012. For more about what Brandeis students and faculty learned from the experience, read “Pursuing Business Education Diplomacy,” which appeared online in *BizEd* in November 2015: www.bizedmagazine.com/your-turn/pursuing-business-education-diplomacy.

▣ For more information about the Merage School’s MBA Peacebuilding Program, visit www.peacebulding.mba.

THERE IS ONLY ONE WAY TO DO BUSINESS — **THE RIGHT WAY.**

Ethical leadership is at the heart of a Jesuit business school education. We take academic excellence a step further: We educate the whole person because the heart, mind and spirit are not isolated. We teach students to think critically and act in a socially responsible manner. With a Jesuit business school education, graduates don't just solve problems in their field. They solve problems that impact the world.

JESUIT BUSINESS SCHOOLS

Boston College
Canisius College
Creighton University
Fairfield University
Fordham University
Georgetown University
Gonzaga University
John Carroll University
Le Moyne College

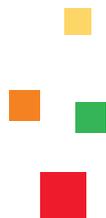
Loyola Marymount University
Loyola University Chicago
Loyola University Maryland
Loyola University New Orleans
Marquette University
Regis University
Rockhurst University
Saint Joseph's University
Saint Louis University

Saint Peter's University
Santa Clara University
Seattle University
Spring Hill College
University of Detroit Mercy
University of San Francisco
The University of Scranton
Wheeling Jesuit University
Xavier University

Three schools, three different MBA program lengths. Which one is best? School reps present their reasoning and explain their choices.

It's About Time

ILLUSTRATION BY
STEPHANIE DALTON COWAN



What's the ideal length for a full-time MBA program? What's the right balance between investment of time, investment of money, and quick return to the workforce? To some extent, the answer depends on the needs of the individuals

who are enrolling. Some students want to master essential business skills as quickly as possible so they can return to their jobs with minimal delay; some want to take extra time to develop specializations or acquire hands-on experience through internships. For that reason, many schools offer a portfolio of programs of different lengths so they can appeal to a variety of target markets. But other schools have committed to a single program length that they offer to all students because they believe it's the best way to teach the necessary skills. Here, representatives of three schools present the reasons they have chosen program formats of one year, 16 months, and two years. Their arguments revolve around time, money, intensity—and providing the best options for both students and employers.



Still the One

BY VIRGINIE FOUGEA



Almost 60 years ago, INSEAD was a pioneer of the one-year MBA. Many students find the format ideal because it offers an excellent return on investment in terms of both time and money. In a one-year program, students spend less money on tuition and living expenses than they do in a two-year program, yet they still reap the benefits of the salaries they will earn as a result of acquiring their MBAs. In fact, according to our students, the payback period is very short—on average, 2.4 years.

The one-year format also allows students to return to the workforce quickly, which is one reason why 90 percent of our graduates are employed within three months. Students who attend longer programs invest additional time and money; they might spend many more months recouping opportunity costs.

The one-year program also offers an advantage to our school: It allows us to attract a set of diverse, international students who might not be willing to invest 16 or 21 or 24 months in pursuing their MBAs. Every year, we have students from around 70 different nationalities enrolled at one of our three campuses. We believe this multicultural environment is ideal for professional and personal development—and our one-year format helps us build such a dynamic student body.

It is true that the one-year format means we must be efficient. We have assembled a flexible curriculum that allows students to create the ideal mix of courses for their own learning goals. We offer participants 75 electives and two intakes—one starting in January, and one in September. We also offer them the option of studying at one of our campuses on three different continents or with one of our U.S. partner schools.

The INSEAD program is intense, with classes held almost every day, including Saturdays. Students who wish to get hands-on experience before job-hunting can participate in internships if they

enroll in our January program. Within our one-year timeframe, we are confident that we cover the fundamentals students need to become successful leaders.

Our goal is for our program to bridge the boundaries between classroom theory and real-life practice and to put students back in the workplace with all their newly acquired knowledge still fresh in their minds.

Virginie Fougea is the director of MBA recruitment and admissions at INSEAD, which has campuses in Fontainebleau, France; Singapore; and Abu Dhabi.

Sweet Sixteen

BY ANDREA MASINI



While most business schools offer either a one- or two-year MBA program, at HEC Paris we think a 16-month format is the perfect model. Most students enroll in business programs for one of two reasons: to secure positions in general management or to switch careers. A 16-month program helps them meet either objective. It's difficult to compress the necessary material into a shorter period of time, but a longer program keeps students out of the workforce long enough to have a negative impact on career advancement.

The 16-month program also fits perfectly into the academic calendar, as it can be composed of four four-month terms. At HEC Paris, we offer two intakes per academic year, one starting in September and one in January. Because the four terms are identical in length, courses offered in a given term, such as specializations, can be made available to both groups. This format allows students in the two classes to mix and maximizes the number of available electives.

During the first eight months of the program, participants take fundamental core courses to learn the essential business disciplines. They also take a language course, learn leadership development, and receive career coaching.

The following eight months are more flexible in nature, which allows participants to tailor their MBA experience. During one four-month period, they can choose from a range of electives and fieldwork projects; they also can opt to participate in international exchange programs with business schools elsewhere. During the other four-month period, they take courses in specific domains such as strategy, marketing, finance, or entrepreneurship.

We think our 16-month program has many advantages over a one-year format. For instance, during the eight-month term on fundamentals, students who come from functional jobs like engineering will have enough time to digest key knowledge about finance and operations—knowledge they must have if they are to be credible as general managers.

But students also will need to convince future employers that they've acquired specialized knowledge in their new fields, especially if they're looking to switch careers. A 16-month format allows them to build CVs by taking relevant courses, working on projects in their chosen fields, and interning at corporations in their new industries. They would find it impossible to fit in all these activities during a shorter program.

Students in a 16-month program also have enough time to profit from the richness and complexity of the diverse classroom. The 200 MBA students at HEC Paris typically come from more than 50 countries, and 90 percent of the class is international. Students gain a global perspective as they interact with and learn from their colleagues. Not only do they test their leadership skills in the classroom, but they create a network of colleagues for life.

The 16-month program also has advantages over a two-year format. For instance, a two-year program increases the costs for participants because it involves longer residencies and requires students to spend more time without jobs. A two-year program tends to spend the entire first year teaching the



STEVENS
INSTITUTE of TECHNOLOGY
School of Business

STEVENS MEANS ACCESS



WHERE LOCATION INSPIRES INNOVATION

Stevens commands a breathtaking view of the Manhattan skyline. Recruiters, research partners and consultants regularly make the 10-minute ride to campus to hire tech-savvy students, and consult distinguished faculty for insights on where business and technology are headed.

LEARN MORE AT [STEVENS.EDU/MEANSBUSINESS](https://www.stevens.edu/meansbusiness)

fundamentals. Not only does this mean students have less time to customize their programs with electives, but it also means students might start their internships before they have taken the specialized courses that will provide them with the skills they need in their chosen industries.

While every school must choose the model that best fits its culture and objectives, at HEC Paris we believe a 16-month program is the best compromise between the need to provide deep knowledge and the need to reduce opportunity costs. Our placement rate reinforces this belief, as 90 percent of our students find work within three months after graduation. Thus, we are convinced a 16-month program empowers MBA students from any background to achieve their career goals.

Andrea Masini is associate dean of the MBA program at HEC Paris in France.

It Takes Two

BY RONALD T. WILCOX

2 YEARS Michael Sturm had spent part of his post-collegiate career commanding naval nuclear reactors and leading missions in the Persian Gulf, including heading an anti-piracy team off the coast of Somalia. After completing his service, he knew he wanted to make a dramatic career change and enter the field of business, but he wasn't sure how to start writing the next chapter.

I meet many students like Michael—smart, ambitious, motivated, but lacking the tools and networks they need to make radical career changes. I believe a two-year MBA program is the best solution for helping such students take their next steps, because it offers four key advantages:

Time to think: A two-year program enables students to develop the necessary tools and skills; the summer break allows them to complete an internship. The format also gives students more

time to reflect and research as they plan their careers.

Time to develop intellectual reasoning: In the first year, students build their core knowledge, but as they take electives during their second year, they master new topics and disciplines that help them solve real-world problems.

Time to develop leadership skills: Throughout the two-year experience, students hone their leadership abilities through courses, projects, travel, and club memberships, where they learn the benefits of speaking up and getting involved.

Time to form a network: Students who invest time and energy in two-year programs are not only developing life-long skill sets, but also creating relationships that will help them achieve their goals. These relationships—built through classroom experiences, team projects, faculty engagement, and social interaction—are among the most enduring benefits of the two-year MBA format.

There is no doubt that the MBA has changed. Like most education services and an increasing number of consumer products, the business model for MBA education is being unbundled. Students can choose from options such as certificates, specializations, and alternative degree programs, many increasingly available in on-demand formats. The format students choose fundamentally depends on what they want out of their business education experience. But at the Darden School of Business, we believe that the two-year MBA format

remains the single most effective way to prepare students for business careers.

At Darden, students spend their first year in our intensive core curriculum, gaining an integrated perspective on general management while developing an enterprisewide viewpoint. From finance and marketing to accounting and leadership, the required courses cover foundational business themes. Students gain both breadth and depth of knowledge while discovering what career paths they want to follow.

In the final term of their first year, Darden students begin choosing from more than 100 electives as they customize their programs and build skill sets they will need for the future. In their second year, they build more knowledge on the foundation they acquired in the first year.

At Darden, our mission is to improve the world by developing responsible leaders and advancing knowledge. Ask five Darden alums to describe their experience at the school, and I'd wager four of them will call it transformational. I believe the two-year format does the best job of transforming bright young people into future leaders who are ready to perform at a high level from day one.

Ronald T. Wilcox is NewMarket Corporation Professor of Business Administration and senior associate dean for degree programs at the University of Virginia's Darden School of Business in Charlottesville.

THE ULTIMATE CUSTOMIZATION

As b-school leaders consider their own program formats, many benchmark against global norms. In that case, one-year programs might have an edge. According to the 2016 Application Trends Survey Report from the Graduate Management Admission Council, only 43 percent of two-year MBA programs experienced growth between 2015 and 2016, while 57 percent of one-year programs did. However, that's the first time since 2012 that fewer than half of two-year programs saw volume increases, so it might be too early to spot a pattern.

Another key trend is increased customization, and that trend holds true no matter how many months the program encompasses. In fact, for students, the ultimate customization might be the length of the program itself as they choose how long to be out of the workforce while they hone their skills for the next phase of their careers. **D**



NC STATE
UNIVERSITY

Jenkins MBA

**When we say
“real-world experience,”
we mean business.**

Top 100

Among MBAs Worldwide
The Economist

Top 10

Among Online MBAs in the U.S.
Princeton Review

All our students — full-time, evening, online — solve real business challenges on behalf of leading companies. Working with peers from NC State’s top-ranked programs in engineering, textiles and design, we tackle projects that matter.

NC State. Think and Do.
mba.ncsu.edu



Hot Property

WHY B-SCHOOLS NEED TO TEACH COMMERCIAL REAL ESTATE **BY SHAWN HOWTON**

CAN YOU NAME an asset class that touches the lives of every person in the world and has a global value of US\$215 trillion—36 times larger than all the gold ever mined and considerably larger than all the traded equities and securitized debt instruments in the world economy? Wouldn't you expect that asset class to be a topic that's formally covered in most business school curricula?

Commercial real estate (CRE) is that asset class, and it's continuing to grow in importance. In fact, CRE gained its own Global Industry Classification Standard (GICS) in September 2016, moving from its previous financial classification. Now that CRE has become one of the 11 classifications used by the global financial community, there could be explosive growth in the amount of investment capital moving into public real estate securities. It seems to me that an industry with so much scope and so much potential for growth should

be taught at today's business schools.

There are two additional reasons I think CRE should be part of every b-school curriculum. First, CRE surrounds us as we live, work, and play; it contributes to the collective well-being of society. The design and thoughtful development of the "built environment" can enhance employee productivity, create communities, and provide improvements in quality of life for all parts of the socioeconomic spectrum.

Second, commercial real estate accounts for up to 40 percent of green-

Break the Code

and unlock your business' potential.

The Neuro-Business Solutions Center™ at Drexel LeBow decodes decision-making to help businesses better position themselves in an ever-changing marketplace. With state-of-the-art technology measuring brain functions, the Neuro-Business Solutions Center™ provides deep insights into human behavior enabling businesses to develop powerful market-centric strategies. Drexel's world renowned faculty in Business, Engineering, Psychology and Neuroscience provide solutions with impact.



DREXEL UNIVERSITY

LeBow

College of Business

<http://www.lebow.drexel.edu/neurobusiness>



house gas emissions, and it creates environmental impacts in areas such as stormwater management. As we expand our built environment through CRE, we need to make sure not only that our buildings are functional, but that their negative consequences are minimized. Global climate change is one of the “wicked problems” facing governments and policymakers around the world, and I believe that an industry that has a profound impact on the environment should be studied at today’s business schools. However, today CRE can be found as an area of emphasis in only a handful of business programs.

CROSSING DISCIPLINES

While elements of CRE are taught at business schools, and within other academic units at the university, they’re often separated into the formal silos of engineering, urban planning, construction management, architecture, economics, and business. It’s important for students to gain functional excellence in these areas, but I think it’s equally important for CRE education to break out of these silos and be taught in an interdisciplinary approach that emphasizes how each individual function interacts with all the others.

At the Villanova School of Business, we take just such an interdisciplinary approach to teaching CRE. Students choose a traditional major, then co-major in real estate. We offer four core real estate classes: law, investments, modeling, and development. Students also select electives in their chosen fields that combine their major and real estate topics. For instance, the finance elective focuses on real estate capital markets; it considers the perspective of buy-side investors in public real estate markets. The accounting elective, accounting for real estate investments, is taught by partners at one of the Big Four accounting firms. The courses are designed to appeal to all types of business majors so we can bring a diversity

of disciplines in the classroom.

In the future, we hope to make the interdisciplinary aspects of our program even broader. At Villanova’s Daniel M. DiLella Center for Real Estate, we are working to develop cross-college curricula that will bring in an even wider range of perspectives to enhance student learning.

MAKING ROOM FOR CRE

Many b-school administrators will feel that they don’t have room in their curricula to add a CRE focus, but I

offer students the opportunity to compete in global case competitions, one of which we host.

If schools want guidance on what kinds of programs the market needs, they could seek input from the government and industry partners that will employ tomorrow’s graduates. They also could work with academic organizations such as the American Real Estate Society (ARES) and the American Real Estate and Urban Economic Association (AREUEA) and with government and industry organizations

Global climate change is one of the “wicked problems” facing governments around the world, and I believe that an industry that has a profound impact on the environment should be studied at today’s business schools.

believe academic change is possible, even though it might be difficult. One way to integrate a CRE emphasis into the program is to start small, perhaps by offering an introductory class in real estate. Before we even had a real estate minor at VSB, we offered classes that were developed and taught with the cooperation of real estate professionals. Demand was so high that we developed the minor, and then the co-major.

We’ve also found it essential to bring in real-world perspectives by providing our students access to real estate professionals both inside and outside the classroom. Almost all of our classes are taught by faculty with extensive practical experience in their subject areas. Because they have industry ties, they can bring in guest speakers and offer students access to current cases. Outside of the classroom, we bring students together with professionals through an annual career conference and a mentor program. In addition, we

such as the Urban Land Institute (ULI). We’ve participated on panels and committees for these organizations, shared our experiences, and learned from others.

By following these steps, other schools can adapt and improve on programs such as ours as they add CRE to their own programs. The built environment plays a huge role in the day-to-day lives of everyone in the world, and it will have an immense global impact in the coming decades. Business schools must nurture and train industry leaders who understand CRE in the context of both their own functional areas and the breadth and reach of the decisions they will make. ▣

Shawn Howton is faculty director of the Daniel M. DiLella Center for Real Estate and professor of finance at the Villanova School of Business in Pennsylvania.





We find it. We get *it*.

UConn uncovered new information that could help pharmaceutical scientists develop more effective cancer drugs.

For the first time, UConn professor of chemical and biomolecular engineering Anson Ma conducted a quantitative analysis of how particles move during blood flow to gain a better understanding of how cancer drugs reach tumor sites. Using a microfluidic channel device, Ma tracked how individual particles behave in a simulated blood vessel. The surprising results showed larger particles are more likely to be pushed close to blood vessel walls than smaller particles. The findings should help improve cancer drugs in reaching tumor cells and reduce cancer drug impacts on healthy body tissue. This is just one way UConn is unleashing the solutions of tomorrow. **Discover more at WeGetIt.uconn.edu.**



Startup Mindsets

CHARTING MORE THAN ONE PATH TO ENTREPRENEURSHIP

CAN BUSINESS STUDENTS LEARN what it's like to be entrepreneurs by completing a single specialized course or project? Maybe, but for students to become true entrepreneurs—individuals who are curious, eager to try new ideas, and not afraid to fail—it's better if they follow a step-by-step curriculum that spans their entire programs, says Vincent Ponzo, director of the Eugene Lang Entrepreneurship Center at Columbia Business School in New York City.

The school has created such a framework with a newly reorganized curriculum, announced last fall during its annual four-day Startup Week. The framework is divided into four possible learning paths: *Think*, *Start*, *Scale*, and *Invest*. The *Think* path, meant for students who want to adopt entrepreneurial thought and problem-solving processes in a range of business contexts, includes courses in creativity, idea generation, and opportunity identification. The *Start* path is

for students who are planning to found startups or assume leadership positions in organizations; it includes courses on branding, business model generation, and go-to-market strategy. *Scale* is for students who wish to learn how to grow existing businesses; it includes courses in areas such as digital marketing, growth through innovation, and organizational leadership. Finally, *Invest* is for those who wish to become angel investors; it features courses in areas such as seed-stage investing, growth and private equity, and venture capital.

This new organization draws largely on courses Columbia Business School already offered as part of its 20-year-old entrepreneurship program, says Ponzo. MBA students who aren't pursuing entrepreneurship specializations can take any course in these paths on a stand-alone basis.

Students also can complete internships that are related to the paths they choose—for example, students in the “Start” path might choose internships at startup companies. The school also now features the Lang Scholars Program, a semesterlong independent study program that pairs students with teams working in one of New York City's business accelerators. Last fall, 17 students worked with 17 startup teams.

Although students choose their paths early in their programs, the school educates them about the possibilities of all four paths through guest speaker presentations and other activities. With this knowledge, students can quickly determine whether another path would be a better fit while they still have time to transition into a new set of courses. Some core courses such as marketing and strategy formulation appear in multiple paths, so that students who do switch paths do not have to start from the beginning.

“An MBA program is a very quick two years. Our students only have a finite number of classes they can take

during their programs, and they don't get to do things over," says Ponzo. "So, we want to make sure that students who are interested in entrepreneurship, in whatever form, are fully aware of what their options are, what tradeoffs they might have to make, and what path will most easily help them complete their educational journeys."

The Lang Center wanted to show students that entrepreneurship is about more than just launching new ventures, says Ponzo. "Fifteen years ago, when we talked about 'entrepreneurship,' we were talking about starting businesses. Today, it can mean starting a business, working at a startup, or simply having the ability to think entrepreneurially, whether you work at GE or JP Morgan," he says.

"A business school's students are its customers, so it makes sense for us to organize our information in ways that make it as easy as possible for students to find what they're looking for. The better we organize the data, and the more consistently we write our course descriptions, the better informed the students will be and the better choices they'll be able to make."

The Lang Center's new curriculum coincides with another new initiative: a research fellowship program that aims to prime the pipeline for faculty specializing in scholarship related to entrepreneurship. The center will award up to four PhD students with US\$5,000 fellowships and invite them to present their research during the school's public Entrepreneurial Research Showcase in the spring of 2018.

► **Columbia Business School has posted a "roadmap" for each study path at www8.gsb.columbia.edu/entrepreneurship/student-resources/courses. There, students can access a Course Planning Tool that will help them more easily plan their schedules, depending on which paths they have chosen and which courses are available each semester.**

Steps to Sustainability

Looking for ways to integrate sustainability into the curriculum? One hundred of them have been collected in a new book by Giselle Weybrecht, an author, advisor, and social entrepreneur who also blogs about sustainability for AACSB International. In *The Future MBA*, Weybrecht proposes ideas about new courses and strategies that business schools might adopt. Here are six:

1. Something Different. In this class, students would focus on something completely unrelated to business, such as baking, surfing, studying indigenous medicines, writing a novel, or creating a community garden. At the end of the class, they would share with fellow students what they've done and what they've learned. Weybrecht predicts many students will discover new business ideas or career directions as a result of their Something Different focus.

2. Today. In a short class held every morning, students would examine the impact of current events on business. For instance, if an NGO releases a report that will have a negative effect on Company X, students could debate how Company X should respond and then track its actual reactions over the next few days. The school could even invite a representative from Company X to class.

3. Flavor of the Month. Schools might organize special-themed programs that run parallel to traditional programs. Open to alumni and outside partners, these programs would be designed to make students more aware of topical issues. Themes would be regionally relevant and could include topics such as conflicts, politics, environmental concerns, or new discoveries.

4. Shifts. In a special series of modules, students would be placed into situations with no warning or prior knowledge. For instance, students might have to prepare a presentation for the dean in 24 hours, take over the management of a special project, find a solution to an emergency, or even fly to a foreign country on a special mission. Students would be evaluated based on how well they approach the unexpected situation and what they learn from the experience.

5. Start Something. Throughout the program, the school would hold a series of 24- to 48-hour entrepreneurship boot camps, where one group of students presents a business idea and classmates help get the business off the ground. Students and faculty from other disciplines such as engineering and design would be available to help, and funders could provide seed money. Some students might even put their ideas into practice after the boot camps are over.

6. Plus One. This technique encourages students to think about challenges and solutions more broadly and explore multiple scenarios more deeply. Writes Weybrecht, "For every answer or solution offered in an assignment, project, or class discussion, students will need to offer a second alternative. This will be done even when the question has a 'clear' right or wrong answer in order to encourage students to question long-standing assumptions."

On her website, Weybrecht is posting examples of ways schools have implemented ideas from the book; she also offers a free email course based on the book. "Sustainability will increasingly be part of every job, and it will be an intricate part of business itself," she writes. "The curriculum of the business school of the future will embed current sustainability topics throughout all classes and experiences." *The Future MBA* is available from Greenleaf Publishing.

► Visit www.100futuremba.com.



Crowdfunding in the Curriculum

THESE DAYS IT MIGHT SEEM as if everybody is running crowdfunding campaigns on GoFundMe or Kickstarter, particularly entrepreneurs with business ideas they'd like to get off the ground. But what makes a crowdfunding campaign successful? And how can students learn to use this tool as an alternative to seeking startup funding from angel investors? A new course at Suffolk University's Sawyer Business School in Boston, Massachusetts, was created to help students navigate these questions as they oversee their own crowdfunding campaigns—and start their own ventures with the money they raise.

Offered for the first time last fall, the course required students to carry out crowdfunding campaigns for their startup ideas on the popular websites Kickstarter and Indiegogo. The 12 undergraduates who enrolled decided whether to pursue their own ventures or join other students' startup teams. In the end, two teams of two, one team of three, and four individuals each built separate ventures. One more experienced student served as an internal consultant for the others.

During the course, which met twice a week, students heard several traditional lectures on topics such as entrepreneurial finance and law, and they completed readings from the book *Step-by-Step Crowdfunding* by Joseph Hogue. The bulk of students' time, however, was spent on experiential and inde-

pendent work as they laid the groundwork for their businesses—building prototypes, securing suppliers, working through contract and liability issues, and preparing for launch. Each crowdfunding campaign kicked off on November 14, during National Entrepreneurship Month, and lasted until December 14.

The course was the brainchild of Jennifer Dinger and Chaim Letwin, assistant professors of management and entrepreneurship. Both professors study how the components of crowdfunding campaigns influence people's decisions to contribute money to a particular project.

Allowing students to decide whether to be founders who led teams, team members who supported others' ventures, or consultants to all the teams was a deliberate choice, explains Dinger. The course's model "relies on the ideas of individual students, so we could not have provided the same level of learning if we had formed set teams or assigned project topics," she says. She adds that this setup created an interesting class dynamic, in which students who had ideas for businesses brought other students on board as nonequity team members.

The six campaigns in the class collectively raised more than US\$23,400 (a seventh campaign had yet to launch at course's end, due to the need for additional preparation). Two student ventures were particularly successful. The campaign that

raised the most money belonged to WarmUp Coffee, founded by senior James Testa, which offered a high-protein coffee for fitness-focused athletes; Testa raised nearly \$8,600 from 200 backers. Another venture, The Wicked Fisha, founded by senior Chuck Gibson, promised to produce a line of multitasking fishing equipment, starting with a combination cooler-tackle box; Gibson raised more than \$6,600 from 171 backers.

In both instances, says Dinger, the founders took advantage of their connections in the Boston metro area to achieve two important elements of successful crowdfunding—raising awareness and telling a compelling story. “They were willing to talk to anyone about their businesses and really went above and beyond to get the word out.”

Other ventures included Buddha Bus Yoga, a mobile yoga studio; Vegitano, a health food brand for those following vegan or gluten-free diets; Goliath Gallon, a supplier of reusable BPA-free gallon bottles; and NEO Miners, a space-travel-themed card game focused on resource management and economics. Another venture, The Upward Bound Project, was a social enterprise that

“This isn’t a class.
It’s a lifestyle.”

—JENNIFER DINGER,
SUFFOLK UNIVERSITY

planned to raise funding for high school seniors who wanted to take part in the university’s entrepreneurial summer camp, Startup Suffolk.

Once the fall semester course ended, three of the students replaced their capstone courses with independent study, in which they continued pursuing their ventures in partnership with professors specializing in entrepreneurship.

Dinger and Chaim are running the course again this spring, with 16 students enrolled. These students will work with outside service providers, including graphic design students in the university’s New England School of Art and Design and law students at Suffolk Law School. In the future, says Dinger, the professors would like to see students from disciplines such as graphic design, law, and even film enroll in the course as subject matter experts, so they can gain a better understanding of how their talents might support venture creation.

“The biggest surprise to us was how much students were able to do in just a few months,” says Dinger. She adds that she and Chaim were especially pleased at how quickly students developed truly entrepreneurial outlooks. “While we created this as a crowdfunding course, it was more like an incubator. As several students began saying over the course of the semester, ‘This isn’t a class. It’s a lifestyle.’”

► To read about students’ crowdfunding campaigns, visit entrepreneurship.suffolk.edu/crowdfunding.php.



THE CITADEL PRODUCES PROFESSIONAL, COMMUNITY AND FAMILY LEADERS



“At The Citadel, you have to learn to follow before you lead. Being part of an on-campus leadership laboratory allows you to learn positive leadership values that will inspire you the rest of your life.”

— Nancy Mace, Class of 2000
First Female Cadet Graduate
& Commercial Real Estate Agent

“The School of Business not only taught me important business skills, but also emphasized that you must honor your classmates, your professors, your family and your community.”



— Chuck Lawless
Class of 1994
Senior Managing Director,
Mesirow Financial Investment Management, Inc.

THE
CITADEL
SCHOOL OF BUSINESS

Hear their stories at

www.evolutionofleadership.com



Students pitch their ideas in Ho Chi Minh City.

PITCH CONTEST GOES TO VIETNAM

EVERY BUSINESS SCHOOL wants to make an impact, but for Western schools seeking to make their marks in Asia, it can be difficult to choose markets where they will not be duplicating the efforts of schools already on the ground. That difficulty led the University of Dayton (UD) in Ohio to expand its entrepreneurship programs to less prominent regions in Asia—particularly those proving to be up-and-coming markets for startups.

In 2012, for example, the school opened its China Institute in a business park in Suzhou, China, where it offered interdisciplinary training programs and a business plan competition for its students. (See “Eastern Exposure” in the January/February 2016 issue of *BizEd*.) Last fall, it added a new city to its international business plan competition: Ho Chi Minh City in Vietnam.

The new location made sense, given the school’s desire to make an impact on new startup markets, says Vincent Lewis, director of UD’s L. William Crotty Center for Entrepreneurial Leadership. “Ho Chi Minh City is not getting as much attention as some of the more well-known areas like Hong Kong, Singapore, and

Shanghai,” Lewis says. “We felt that we could have more impact on the startup ecosystem in a developing area.”

To enter the market with more confidence, the university partnered with Hatch Ventures, a nongovernmental organization based in Hanoi. “Hatch was already running an annual startup weekend in Hanoi,” Lewis explains. The university linked its event specifically to Hatch! Battle Junior, a competition involving both university and high school students in Vietnam.

UD’s competition, now called Flyer Pitch, involves students in Ho Chi Minh City, Suzhou, and Dayton. The event, which includes six rounds, kicked off in October of last year and finishes this spring. Initial one-minute “Shark Tank”-style elevator pitches were held in each of the home cities; intermediate rounds were held at UD and the China Institute. During the final round, to be held in Dayton in March, teams that won previous rounds will give 20-minute presentations. Finalists from Asia will be flown to Dayton for free.

About 200 teams competed in the first round, including 50 from Vietnam,

70 from Suzhou, and 80 from Dayton. In January, 17 finalists gave five-minute presentations and answered questions for five minutes from a panel of judges. These included five Dayton-based teams and 12 Asia-based teams that gave their pitches at the China Institute. The judges chose one team from each group to compete in the final round.

Winners at all stages of the competition will share US\$150,000 in cash prizes and \$150,000 worth of support, ranging from legal advice to sales training. The team that wins the grand prize will receive US\$25,000.

A unique feature of this year’s Flyer Pitch is the addition of high-school-age participants in Vietnam. The university did not make special accommodations for these younger students, says Lewis. In fact, one of the two teams that won the pitch round in Ho Chi Minh City was led by a high school student.

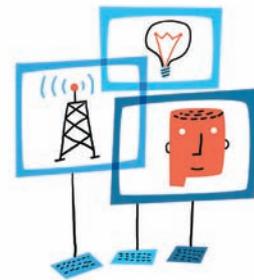
This year, UD added special prizes for green technology and social enterprises in the first round. It also added a technology transfer award, sponsored by The Entrepreneurs Center in Dayton, for teams working with the United States Air Force Technology Acceleration Program.

Lewis notes that the most challenging part of expanding the competition to Vietnam was establishing new contacts. For that reason, coordinators realized early on that they would need to partner with a credible organization if they wanted the event to succeed.

The pitch round in Ho Chi Minh City was the first time UD had experimented with “franchising” its competition to an external organization. “Hatch already had an established network of mentors and investors, as well as strong local market knowledge,” says Lewis. “The fact that we were a complete unknown in Vietnam made holding the event in Vietnam a more complicated endeavor.”

► [Read more about Flyer Pitch at udayton.edu/business/academics/centers/crottycenter/.](http://udayton.edu/business/academics/centers/crottycenter/)

tools of the trade



Merit, an online platform where higher education institutions can share stories of student successes with stakeholders, has launched a new messaging feature specifically for U.S. legislators. The service already allowed participating institutions to send notifications of their students' accomplishments to elected officials in each student's home state. The new feature now allows legislators and their staff to easily send messages of congratulations to those students, via the platform, for their scholarships and awards, inductions into honor societies, study abroad, and participation in campus activities. Students can opt to display those messages on their personal Merit pages. Each legislator with

a free Merit account receives a weekly email digest of stories that showcase students from his or her district. Last fall, legislators in more than 40 states were notified of the achievements of more than 47,000 students. Visit www.meritpages.com.

The **Online Learning Consortium** has expanded its Quality Scorecard suite of tools designed to help higher ed institutions evaluate the effectiveness of online and blended programs. The suite features three new scorecards that can be used to review the quality of course design, digital teaching, and digital courseware. These augment two original tools that can be used to measure the quality of

blended learning programs and the administration of online programs. Visit onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/.

StudyAdvantage Group has launched a storytelling platform for international students considering studying abroad. It features stories from more than 50 student bloggers at schools such as Yale, Columbia, MIT, the London School of Economics and Political Science, and SciencesPo. The blogs are complemented by the StudyAdvantage online magazine, a university database, and application guides designed for international applicants. Visit StudyAdvantage.com. 

CURRICULUM DEVELOPMENT SERIES

Learn how to design and implement courses that meet the highest academic standards of the business community and students.

Critical Thinking

May 4–5, 2017 | Tampa, Florida, USA

Project-Based Experiential Learning

May 16, 2017 | Columbus, Ohio, USA

Supply Chain Management

Hosted by: Kühne Logistics University
April 27–28, 2017 | Hamburg, Germany

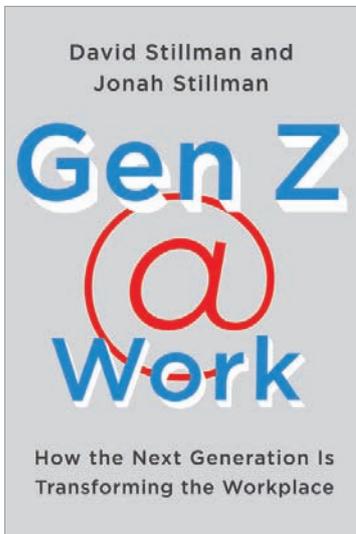
Teaching Design for Creativity and Innovation

Hosted by: Weatherhead School of Management, Case Western Reserve University
April 3–4, 2017 | Cleveland, Ohio, USA

aacsb.edu/CDS



 AACSB
INTERNATIONAL



GEN Z @ WORK

Just when managers think they've figured out millennials, Gen Z arrives in the workplace. Generational expert David Stillman teams with his teenage son Jonah Stillman to look at the seven key traits of the people born between 1995 and 2012. They're "phigital" individuals who see no difference between physical and digital realms; "weconomists" who are at home in the sharing economy; and do-it-yourselfers who can learn anything via YouTube videos. They're also realistic, having grown up in the aftermath of 9/11; hyper-customized, because they've always been encouraged to distinguish themselves; plagued by FOMO, the fear of missing out; and driven to work hard, because they've lived through the Great Recession. The Stillmans describe the parenting styles that have shaped Gen Z, as well as the cultural influences, such as the ongoing war on terrorism. Jonah notes that Gen Z'ers see technology as an extension of their brains and knows that his dad thinks that he and his friends would be lost if the power went out. He writes, "What he fails to realize is that we likely have a backup battery." It's a fun and deeply insightful glimpse of what's about to descend on the workplace—and the campus. (Harper Business, US\$28.99)

SUPERCONSUMERS



Want to improve sales, figure out your best advertising strategy, or upgrade an offering? Gather insights from your superconsumers. These are the buyers who are devoted to a particular product, be it as mundane as scissors or as varied as cheese. They can tell you why they care about the product, what features they wish it had, and what would encourage them to buy more of it. Even better, they're passionate advocates, so if you tailor your innovations and marketing to them, you'll reach a new segment of potential buyers. Eddie Yoon, a principal with growth-strategy firm The Cambridge Group, explains why superconsumers are so essential. "If I had to offer just one word to describe the benefit of superconsumers, I would choose *clarity*," he writes. "*Superconsumers* offer clear solutions to complex problems." Every market has them, he insists—it's up to business leaders to capitalize on their fervor. (Harvard Business Review Press, US\$30)

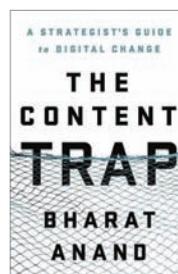
8 MOMENTS OF POWER IN COACHING

"Coaching is the least used leadership tool that managers have available to them," writes Mark Colgate of the University of Victoria in Australia. He's out to change that by showing the ways coaching can improve employee engagement, customer satisfaction, and the company's bottom line. He notes that the act of coaching has measurable benefits for the leaders who



provide it, because coaching develops their own leadership skills and helps them reduce burnout. He offers case studies of successful coaching strategies, but cautions that coaching can go awry. For instance, a survey of 700 employees showed that of those who received moderate to high coaching, 79 percent were more engaged at work; of those who received little or no coaching, only 46 percent were engaged; and of those who receive coaching but didn't like it, only 34 percent were engaged. And even successful coaching needs to be maintained to be effective, he notes: "Coaching is about consistency, authenticity, and the long haul." (Elevate Publishing, US\$24.99)

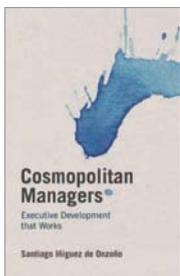
THE CONTENT TRAP



"We're not very good at recognizing connections," writes Bharat Anand of Harvard Business School. As a result, organizations fall into what Anand calls the Content Trap, a mindset that blinds them to marketplace realities, or even causes them to see negative connections where positive ones prevail. For example, think of music companies that tried to snuff out Napster to protect CD sales, only to find that file sharing sent concert ticket sales through the roof. To avoid the Content Trap, Anand argues, companies

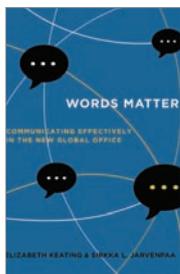
first must identify connections among users, products, and functions within organizations. Then, they “almost need to forget what’s happening today,” he writes, and instead “take a step back, and make sense of what’s already happened.” Anand also looks at education, outlining the strategies driving HBX, Harvard’s online learning network. “Thinking about the future of education calls for creativity, imagination, and courage. It’s about strategy and being different rather than me-too,” Anand writes. “It’s about context and functional connections.” A thoughtful perspective for those trying to navigate change in a tumultuous digital age. (Random House, US\$28)

COSMOPOLITAN MANAGERS



Business schools that offer executive education should work to create leaders who are cosmopolitan, or “responsible, cultivated, and competent,” believes Santiago Iñiguez of IE Business School. While he gives competency its due, he spends more time on the other aspects, focusing on how managers must relate both to other people and to society as a whole. Because so many companies have global reach, he writes, leaders must adopt a worldview “based on tolerance, an understanding of different cultures, respect for human diversity, and the many ways that civilization manifests itself.” He takes a long look at how to measure the impact of executive learning and examines ways to blend education with technology, and then he returns to very human discussions such as why it’s essential for even top executives to socialize at work. While the notion of true friendship between bosses and employees might be unrealistic, he notes, “it provides a better template for how we should behave within an organization, even if it largely remains an ideal.” (Palgrave Macmillan, US\$49.99)

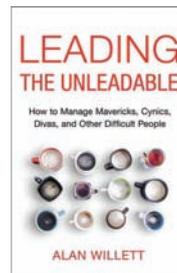
WORDS MATTER



As business grows increasingly globalized, it’s common for international teams to work together remotely on complex problems. But even if all team members speak the same language, poor communication can lead to costly mistakes. In fact, a study by the Project Management Institute estimates that one out of every five projects fails due to miscommunications. Linguistic anthropologist Elizabeth Keating and business professor Sirkka L. Jarvenpaa, both of the University of Texas in Austin, studied collaborating teams of engineers in the U.S., Romania, India, and Brazil to analyze where communications were breaking down—and how they could be repaired. Their resulting Communication Plus model lays out five key principles: learning is action; the

hearer is the key to successful communication; teams must build common ground; language is both social and cultural; and technology can handicap communication. They write, “Lack of knowledge about how people design, use, and understand language can be just as fatal as a lack of understanding of the soil on top of which a brilliant engineering design will rest.” Their clear and perceptive book is a useful place to start. (University of California Press, US\$29.95)

LEADING THE UNLEADABLE



The book’s subtitle is “How to manage mavericks, cynics, divas, and other difficult people,” but its true message is how to become an exceptional leader who can manage anyone in any situation. Executive consultant Alan Willett emphasizes that leaders make a daily choice to accept “that all high-impact projects come with troublesome project teams, people, leaders, and stakeholders.” He outlines typical challenging work situations and suggests ways to handle them. For instance, during a team meeting one frustrated employee indulges in a cynical rant, and other workers begin to chime in. What should an exceptional leader do? Treat the outburst as a rich source of data, ask everyone to calmly restate the problem and seek solutions, then later reflect on what environmental issues contributed to the problem. Willett also lists five steps individuals can take to become exceptional leaders, including “be fearless” and “stop whining.” It’s an easy-to-read book on a complex subject. (AMACOM, US\$17.95)

FREE INNOVATION



Social media, 3-D printers, and readily available software have made it easy for individuals to copy, modify, and share commercially made products. While free innovation can compete with company products and cut into profits, MIT’s Eric von Hippel believes it offers more benefits than drawbacks. It can complement corporate offerings by providing ancillary product lines the company doesn’t want to make; it can show companies what consumers are most interested in, pointing the way to new commercial lines; and it can reduce a company’s own R&D costs when it encourages free innovators to experiment with modifications. Not only that, free innovation benefits society, as innovations often get to market more quickly and at lower prices. “Both producers’ profits and social welfare always increase if firms adopt a strategy of investing in complementing free innovation activity instead of competing with it,” writes von Hippel. But he expects “policy interventions” to be required before innovation reaches that ideal state. (MIT Press, US\$29.95) [D](#)



Mae Jemison speaks to students at IU in October 2016.

Extraordinary Things

A CONVERSATION WITH INNOVATOR MAE JEMISON
BY TRICIA BISOUX

FEW BUSINESS SCHOOL GRADUATES can imagine having careers as varied as that of Mae C. Jemison. After earning degrees in chemical engineering and in medicine, Jemison has been a physician, engineer, Peace Corps volunteer, dancer, television actress, entrepreneur, children's book author, and astronaut. She has led The Earth We Share, a nonprofit that runs an international space camp for teenagers. She currently leads 100 Year Starship, a global initiative supported by a grant from the U.S. Defense Advanced Research Project Agency (DARPA), whose goal is to help humans achieve interstellar travel within the next century.

Jemison now is lending her unique perspective to business education as leader in residence and 2016–2017 Poling Chair of Business and Government at Indiana University's Kelley School of Business in Bloomington. Jemison will discuss topics with students and faculty such as leadership, collaboration, technology, and sustainability.

In a recent conversation, Jemison spoke about how her own drive to explore the world has fueled her success. Her message to business students? To live the most fulfilling lives, they must focus not on the jobs they want to have, but on the people they want to be.

What ideas do you most want to emphasize in your role at Kelley?

I'm not a business professor and I don't have an MBA, but I'm very

interested in how different business models can do good for the world. I've been struck by the fact that many young people coming into business today use the term "socialpreneurship," which reflects their desire to do good. But they've been educated to believe that if they don't have a profit motive, they're failing. That's worrisome to me. I want students to understand that it's OK to do good. It's OK to care about folks. It's OK to work with not-for-profit organizations. Some of today's most innovative technology and research companies are not-for-profit. I'm not sure how much business schools teach those models.

Many schools are promoting the idea of "doing well by doing good." Do you view that as the same thing?

When I talk about doing good, I'm also saying that we need more research into sustainable business practices—even if it's research where we don't necessarily know what the benefits will be. Just think about the work done with lasers in the late 1950s and early 1960s, when scientists had no idea what would happen. Today, lasers are ubiquitous.

Schools need to emphasize that kind of basic research. It's the only way to help business leaders develop a deeper scientific and environmental literacy. It's about opening eyes, putting sustainability in front of people, and making them think about doing big, extraordinary things.

It seems that kind of curiosity—that sense of "Let's try it and see if it works"—has really driven you in your own career.

My mother was a school teacher and very brilliant—she used to say "Look it up if you want to understand things." That helped me develop a level of confidence. As I pursued my interest in the sciences, I ran into good people—both male and female—who pushed me to do things that I wouldn't have thought of doing.

For example, when I was a junior in high school, I interned in a hema-

tology lab where I worked on a science project on sickle cell anemia. My mother pushed me to do that project to challenge me to study a topic I didn't know about. Then, the hematologist I was working for told me to write to the National Institutes of Health for research papers and to go to the Illinois Institute of Technology to read graduate-level papers to understand the topic. The thought of doing these things would have been intimidating if I hadn't had that encouragement.

Do you think more women might pursue careers in business and STEM fields if given that same kind of “push”?

Not a push, as much as an expectation. Students need what I call the “three E's”: exposure, experience, and expectation.

First, exposure. If women are not exposed to certain kinds of careers, behaviors, and ways of looking at things, it's very difficult for them to aspire to those careers or model those behaviors. In some cases, they won't even know those opportunities are out there.

Next comes experience. Many women want to make sure they have absolutely the right answers, even though sometimes there is no right answer. But we need to give women—and men, too—the experience to know that if they quote-unquote “fail,” they can still get back out there. If they fall down and skin their knees on the concrete, they can wipe themselves off and keep going.

The final “E” is expectation. We need to make clear that as teachers, professors, and bosses, we expect students to succeed—that we expect them to be our colleagues. Students have a tendency to live up or down to our expectations. Our expectations influence our behavior toward them.

You're saying that educators can have an unconscious bias.

Right. My experience is in science, but I think the biases we see in the scienc-

es would be very similar to those in business. In 2010, Bayer Corporation surveyed the heads of STEM departments at major research universities. It found that those heads believed that women were coming to college better prepared to graduate with degrees in STEM fields. And, yet, those same department heads were OK that fewer women graduated than men. They said things like, “Well, they couldn't cut it.” Their job is to help develop this incredible talent, but if these professors expect that women aren't tough enough, if they expect to weed people out, then they'll keep getting the same result.

Do you think that kind of bias is self-perpetuating?

It absolutely is. But we can break that cycle. Look at Maria Klawe, president of Harvey Mudd College. In five years, she tripled the number of women graduating in computer sciences by doing three things. She first changed the curriculum so that first-year students who had a lot of computer science programming experience were separated from those who didn't. Everybody in each group went through the same curriculum, but those without that experience didn't have to hear other students say, “Oh, I learned that in high school.”

Klawe then integrated more problem-based approaches into the curriculum and arranged for women students to be mentored by women computer scientists. By making these small changes, Harvey Mudd addressed all three E's.

Let's talk about your work with 100 Year Starship. How important do you think the private sector will be in helping your organization achieve interstellar travel?

You know, when we talk about going to Mars, we know we could get to Mars without straining our intellectual and engineering capacity. That's not true for interstellar travel—we don't know how to do that. Government will not be

able to sustain the push to achieve that goal. We won government funding from DARPA for this initiative, but private enterprise will help push it forward.

We want to bring together a lot of different people with different ideas—it's a transdisciplinary effort. We're holding public symposiums, and we now have different projects called “crucibles” to reflect the fact that we're forging thoughts into reality. The first, called the “Virtual Human Crucible,” focuses on the human physiology and medical infrastructure needed for space travel. The clinical trials, the pharmaceutical development—how do you take that with you? If we're able to solve that problem, just think of what we could do for health here on Earth. We want to jump-start new disciplines that help us think differently and press the boundaries of what we can do.

In an interview with *Scholastic*, you told an audience of younger readers that rather than follow their passions, they should ask themselves, “What do I intend to do, and how do I intend to do it?” Is that a message that you also want to convey to business students?

Actually, I think I would also tell business students to ask themselves, “Who do I intend to be?” By asking that question, students can have a guide that tells them where they can best put their hearts and energy.

For example, I knew I wanted to be an explorer. I intended to be someone who was always curious, who would travel around the world and see new things. If I had said, “I intend to be an astronaut,” I might have learned to fly airplanes because that's the easiest way to become an astronaut. I would have assumed I could do only one thing. That's an idea we've adopted, especially once we get to college, but we have to let that idea go. Success isn't about wanting a particular job. It's about becoming the kind of person you want to be.

Recruiting Men as Equity Allies

THE FORTÉ FOUNDATION, a nonprofit consortium dedicated to launching women into significant careers, has announced its Men As Allies Initiative. The effort builds on and incorporates insights from male ally programs started on ten business school campuses as part of a growing movement to help male students participate in enhancing gender equity in business, business education, and society. Other initiatives that recruit men into equity activities include the United Nations' HeForShe, Catalyst's Men Advocating Real Change, and the White House's Let Girls Learn.

Men As Allies includes a website and toolkit for male b-school students who are interested in creating their own campus initiatives to support gender equity. In addition to information about what kinds of events are successful

and how to adopt gender-supportive behaviors, the website features podcasts of recent MBA graduates discussing why they wanted to get involved, what they learned, and how this knowledge has affected them in their careers; and links to research about the expectations both men and women carry into the workforce. Men As Allies received financial support from the business schools at Carnegie Mellon University, Cornell University, and Georgetown University.

At least ten business schools already have programs in place designed to engage men as champions of gender equity: London Business School, Columbia Business School, Harvard University, the University of California at Los Angeles, New York University, Northwestern University, University of Michigan, University of Pennsylvania, Stanford

University, and Duke University.

"Understanding gender equity positions men ahead of the curve in school and in business," says Elissa Sangster, executive director of the Forté Foundation. "This increased awareness gives them an edge in providing support to female colleagues and retaining them in the workplace. It also leads to greater organizational health, financial success, and life satisfaction for both men and women."

■ **To learn more about the programs mentioned above, visit the websites for Men as Allies at www.fortefoundation.org/site/PageServer?pagename=allies, HeForShe at www.heforshe.org, Let Girls Learn at www.whitehouse.gov/letgirlslearn, and Men Advocating Real Change at www.onthemark.org.**

MOOC-BASED DEGREES TO LAUNCH

FutureLearn, a massive open online course platform owned by The Open University in the U.K., will partner with Australia's Deakin University in Burwood, Victoria, to deliver postgraduate degrees. Launched in early 2017, the degrees include those in cybersecurity, information technology, financial planning, humanitarian and development action, property, and diabetes education.

The degrees will be delivered in two stages. In the first stage, students will enroll in several free, short courses—which the partners refer to as "taster" courses. For example, current taster courses include "Disaster Management: Introduction to Humanitarian Aid" and "Cybersecurity for Small and Medium Enterprises: Identifying Threats and Preventing Attacks."

Once students complete these courses, they can opt to continue as degree students, paying £1,500 or AUD\$2,600 (approximately US\$1,850) per subject. Each subject will comprise five short FutureLearn MOOC modules.

To facilitate group discussion and peer review work, FutureLearn also will coordinate the degree programs so that groups of students will start the course at the same time and be encouraged to continue the program at the same pace. Program coordinators expect that most students will work on two subjects at a time, while also completing self-directed study and assessments. Assessments include tutor-marked work, group work, and peer review; in addition, students will take exams at approved

test centers around the world.

This model offers students the opportunity to take courses in a "pay-as-they-go" format, says FutureLearn CEO Simon Nelson. "Our aim is to allow our learners to study a full degree flexibly, whenever they like, wherever they are, fitting the courses around the rest of their lives."

This model also explores how MOOCs can be used to scale education to a large global audience of students, says Jane den Hollander, vice-chancellor at Deakin. The next step, she adds, is to look into ways these programs can set up reciprocal credit-sharing arrangements with other institutions. "We are already exploring options for credit sharing with other FutureLearn partners around the world."

Framework for America's Future

THE ASPEN INSTITUTE and a wide array of business leaders have sounded a call for action to improve the long-term financial health of the U.S. The 30 signatories are asking for reinvestment in better infrastructure, research and development, basic science, and worker training—as well as a smarter tax policy to pay for these needs. The business leaders all are participants in the Aspen Institute's American Prosperity Project, a nonpartisan framework for policy action.

Among the signatories are Sally Blount, dean of the Kellogg School of Management at Northwestern University in Evanston, Illinois; and Eli Broad, founder and former CEO of SunAmerica and namesake of the Eli Broad College of Business at Michigan State University in East Lansing. Other participants include leaders from companies such as AON, Pfizer, WPP, Royal Dutch Shell, General Dynamics, Levi Strauss & Co., McKinsey, and Unilever.

Members of the coalition believe that leaders from the private and public sectors must join together for the health of the nation. According to Judith Samuelson, executive director of the Aspen Institute Business and Society Program, "This is what the signatories have in common: First, they have an abiding faith in both democracy and the system of capitalism that has brought us great wealth as a nation, and second, they have a bias toward action. Accepting the status quo is a recipe for failure."

▶ Visit www.aspeninstitute.org/american-prosperity-project.

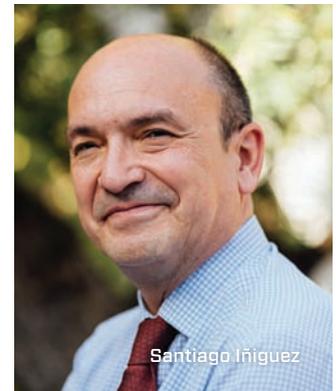
Making an Impact with Business

HEC Paris has launched the Movement for Social * Business Impact, which aims to create a more inclusive economy by encouraging businesses to maximize their social impact along with their economic performance.

The Movement for Social * Business Impact will focus on expanding four areas: research on social impact conducted by international academic teams; teaching that concentrates on the social impact of business; deployment of social enterprises based in France; and incubation of international social businesses that offer goods and services to poor populations.

The Movement for Social * Business Impact builds on the academic research and teaching conducted by the school's Social Business/Enterprise and Poverty Chair, which was founded in 2009 by Danone, Schneider Electric, and Renault. It is co-chaired by Nobel Peace Prize winner Muhammad Yunus and Martin Hirsch, head of the Greater Paris University Hospitals. The chair has supported the creation of the Action Tank Social & Business, which brings together companies, NGOs, and public and academic authorities to develop projects that fight poverty.

Over the next three years, the initial founders of the chair will be joined by three new corporate partners: Sodexo, Veolia, and Total. BCG consulting firm, in partnership with Yunus Social Business, will further support the Movement for Social * Business Impact, which will be managed by the Action Tank and the Society & Organization Center of HEC Paris.



Santiago Iñiguez

TRANSITIONS

In January, **Santiago Iñiguez**, dean and professor of strategic management at IE Business School in Madrid, Spain, became executive president of IE University. In that role, he will head the strategy of the five schools that make up the institution. He has stepped down as dean of the business school, a role he has held since 2004. Since July 2016, Iñiguez also has been board chair of AACSB International, a position he will hold until the end of June.

In other news from IE Business School, **Martin Boehm** succeeds Santiago Iñiguez as its new dean. Boehm, who has been the school's dean of programs since 2012, joined IE Business School in 2006 and has since served as professor of marketing, dean of undergraduate studies, and associate dean of the Master in Management programs. Boehm's appointment was effective as of January 2017.

Golden Gate University's Edward S. Ageno School of Business in San Francisco, California, has named **Gordon Swartz** as its new dean. He replaces **Paul Fouts**, who announced his retirement in 2016. Swartz previously held administrative posts at London Business School and Georgetown University.

Richard M. Franza is the new dean of the James M. Hull College of Business at Augusta University in Georgia. Franza succeeds **Mark Thompson**, interim dean since July 2015.

Bucknell University in Lewisburg, Pennsylvania, announced that **Raquel Alexander** will become the first Kenneth W. Freeman Professor and dean of the College of Management, which will officially be established in July 2017. Alexander, who is currently associate dean of the Williams School of Commerce, Economics and Politics at Washington & Lee University in Lexington, Virginia, will succeed interim dean of management **Michael Johnson-Cramer**.

Jason Garrett is the new dean of Union University's McAfee School of Business Administration in Jackson, Tennessee. He has served as associate dean of the Foster College of Business at Bradley University in Peoria, Illinois, since 2013. Garrett succeeds previous dean **Keith Absher** and interim dean **Bill Nance**.

Dean L. Johnson has been named dean of the School of Business and Economics at Michigan Technological University in Houghton. He most recently was the James and Dolores Trethewey APMP professor and founding director of MTU's Applied Portfolio Management Program. Johnson, who has served as interim dean since January of 2016, began his appointment last fall.

The College of Business at the University of Louisville in Kentucky has named **Todd Mooradian** as its new dean. Mooradian previously served as associate dean for faculty and academic affairs and the William J. Fields Professor of Business at the College of William & Mary Mason School of Business Administration in Williamsburg, Virginia. He succeeds two interim deans: **Alan Attaway** and **Rohan Christie-David**.

The University of Colorado Boulder has appointed **Sharon F. Matusik** as the interim dean of the Leeds School of Business. Matusik, who most recently was senior associate dean for faculty and research and professor of strategy and entrepreneurship, began her new role in January. She replaces **William Kaempfer**, who has served in the role since mid-September.



Raquel Alexander



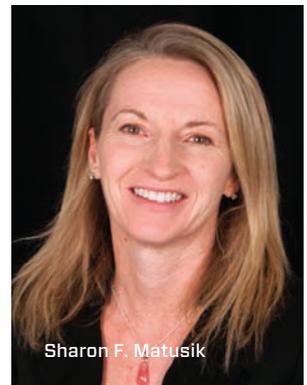
Jason Garrett



Dean L. Johnson



Todd Mooradian



Sharon F. Matusik

NEW PROGRAMS

Five universities in Asia have signed a memorandum of understanding to offer a joint master's program that will facilitate international student mobility. The five partner institutions include the **University of Malaya** in Kuala Lumpur, Malaysia; the **Indian Institute of Technology Bombay**; the **Institut Teknologi Bandung** in Indonesia; and the **Universiti Malaysia Sabah** and **National Cheng Kung University (NCKU)** in Tainan City, Chinese Taipei. The program will initially focus on disciplines related to issues such as renewable energy, technology, and foreign policy.

The Graduate School of Management at **Clark University** in Worcester, Massachusetts, is offering a new master of science in business analytics. It will integrate statistical and modeling skills, hands-on applications of computation technologies, business knowledge, and real-world projects to help students learn to use data to inform decision making.

A select group of graduate students at **Pepperdine University's** Graziadio School of Business and Management in Los Angeles, California, will now have an option to start businesses while pursuing their master's degrees. Through its newly created Peate Institute for Entrepreneurship, Graziadio will provide full-tuition scholarships to 15 participants in its one-year master of science in entrepreneurship program, which integrates education, startup funding, and incubator facilities. The

student entrepreneurs—who will be selected on the basis of their academic credentials, experience, and business ideas—will earn academic credit while they launch new business ventures in the school's incubator. The program is supported by a multiyear donation by Dan and Coco Peate.

COLLABORATIONS

The Smith School of Business at the Toronto, Ontario, campus of **Queen's University** has announced an eight-year strategic partnership with the Canadian Olympic Committee (COC). The partnership will lead to scholarships for COC athletes and customized leadership training for COC staff and partners.

Cass Business School at **City, University of London** in the U.K. and The Coca-Cola Foundation have announced the Global Women's Leadership Programme—an initiative designed to attract and nurture rising female leaders. With US\$626,000 in funding from The Coca-Cola Foundation, the partnership will support four female MBA scholars, one from each of Cass Business School's MBA programs.

Pepperdine University in Malibu, California, is collaborating with sports and entertainment company AEG on programs for undergraduate and graduate students. The partnership will allow Pepperdine to build out a branded classroom within the STAPLES Center, home to four professional sports franchises and numerous special events, which will provide the college an educational hub in downtown Los Angeles.

Saïd Business School at the **University of Oxford** in the U.K. launched its new Future of Marketing Initiative. The initiative brings Oxford Saïd together with five international founding partners: L'Oréal, a global cosmetics company; Kantar, a data and marketing insights consultancy; Teradata, a provider of analytic business and cloud technology solutions; Nucleus Marketing Solutions, a digital advertising and media solutions provider; and Allianz, a global insurance and investment management company. The aim of the initiative is to address the challenges that lie ahead for marketing in an increasingly digitized, socially interactive, and technologically complex world.

Babson College in Wellesley, Massachusetts, has established the Babson Collaborative for Entrepreneurship Education, which brings together institutions from around the world to improve their delivery of entrepreneurship education. Member institutions will be encouraged to pursue activities in the five focus areas of faculty development, affiliation and networking, intellectual vitality, student engagement, and entrepreneurial commitment.

Suffolk University's Sawyer Business School in Boston, Massachusetts, is collaborating with global investment banking firm Outcome Capital to provide graduate-level students with real-world exposure to business challenges in the life sciences, healthcare services, and technology sectors. Student teams will work with analysts, vice presidents, and senior bankers to develop clear value propositions, strategic visions, definitions of sector dynamics, and paths to liquidity.

The McCombs School of Business at **The University of Texas at Austin** is partnering with the Financial Services Center (FSC) of the U.S. Department of Veterans Affairs to help the center increase efficiency, decrease wait times, and reduce

fraud. The partnership includes consulting work done for the center by students in the McCombs School's master of science in business analytics program, who complete the consulting as part of their capstone projects.

GIFTS AND DONATIONS

Fort Hays State University in Hays, Kansas, has received a US\$5 million gift from alum W.R. Robbins and his wife, Yvonne, that will go to the newly renamed Robbins College of Business and Entrepreneurship. This donation will establish the Robbins Banking Institute within the college, create student scholarships, and provide general college support.

The Leeds School of Business at the **University of Colorado Boulder** will receive a US\$6 million investment to support its efforts in entrepreneurship. The gift has been pledged by alum Tandean Rustandy, CEO of PT Arwana Citramulia Tbk, a ceramic tile manufacturing company based in Jakarta, Indonesia. The money will be used to endow a professorship and a chair and to strengthen the school's offerings in entrepreneurship, innovation, and design.

NEW CENTERS AND FACILITIES

Imperial College Business School in London has opened a new Centre for Climate Finance and Investment. Researchers at the center will work with companies to help them make better financial decisions when investing in technologies that help stabilize the climate, specifically in the areas of solar and wind energy and energy-efficient transport. The new center follows the launch of an MSc in climate change, management, and finance, which started in September 2016.

The Robinson College of Business at **Georgia State University** in Atlanta has established the Center for Engaged Business Research. The center was established with two goals: to provide alumni of the executive doctorate program with opportunities to collaborate on postgraduate research projects, to facilitate publication of their work in peer-reviewed business journals, and to encourage the presentation of center research at conferences. The center also will offer businesses the chance to partner on research with Robinson faculty, doctoral students, and graduates of the executive doctorate program. Lars Mathiasen will serve as director.

James Madison University in Harrisonburg, Virginia, has embarked on a campaign to support its new College of Business Learning Complex, which will be an addition and renovation to its existing building. The school already has raised more than US\$7 million toward its \$15 million goal. The 166,000-square-foot space will allow the school to accommodate 5,000 students and provide new classrooms, informal gathering areas, an expanded capital markets lab, a tutoring lab, and other features. The learning complex is scheduled to break ground at the beginning of the 2018-2019 school year and be completed two years later.

The **University of Southern California** in Los Angeles has created a new center dedicated to transnational law and the global business regulatory climate. The USC Center for Transnational Law and Business will produce research and propose policy related to transnational business law issues; host events to convene government officials, lawyers, and businesspeople; and train students for leadership positions in global law and business. Housed in the USC Gould School of Law, the center will be directed by Brian Peck, former California deputy director of international affairs and business development.

OTHER NEWS

At the **University of Rochester's** Simon Business School in New York, the master of science in finance has been designated as a STEM program under the U.S. Department of Homeland Security. The STEM designation means that eligible graduates who are in the U.S. on student visas can stay in the country for an additional 24 months as part of an optional practical training extension. The Simon School achieved the designation by enhancing the core curriculum through expanded experiential learning offerings and enhancements to the program's core curriculum. The school also will be launching a new finance lab to support the program.

CORRECTION

"Here and There," a feature on mobile telepresence that appears on page 30 of the January/February 2017 issue of *BizEd*, mistakenly identified the school where Tawnya Means directs the Teaching & Learning Center. The center is located at the Warrington College of Business at the University of Florida in Gainesville, not the University of Central Florida. 

classifieds

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

Size/Word Count	Member	Nonmember	Free Online
Full page (approx. 850 words)	1,850 USD	2,180 USD	120 days
1/2 page (approx. 450 words)	1,200 USD	1,420 USD	90 days
1/4 page (approx. 225 words)	700 USD	850 USD	60 days

To enhance the effectiveness of your ad campaign, reserve the AACSB Recruitment Ad Package:

- Print ad in *BizEd*
- Ad placement in eNEWSLINE's Career Link section (two issues)
- Immediate posting on BizSchoolJobs.com

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

www.BizEdmagazine.com/advertise

PROMOTE YOUR ORGANIZATION



1,500+
member
organizations



90+
countries



40,000+
higher education
contacts

Advertise, Sponsor, & Exhibit



aacsb.edu/businessdevelopment

The best schools. The best jobs.

BizSchoolJobs.com



Contact
debbie.wiethorn@aacsb.edu
for more information.



AACSB'S

INNOVATIONS THAT INSPIRE

Explore 2016 and 2017 Innovations



600+
submissions

Navigate through a collection of business school exemplary practices along a number of themes, institutional characteristics, and locations.



400+
schools

Visit

aacsb.edu/datadirect/innovations
to explore the innovations.



40+
countries

INNOVATIVE PRACTICES: 2017 THEMES



Engaging a
Diverse
Community



Engagement
Across
Disciplines



Engagement
With
Business

11.6%

The average increase in compensation enjoyed by graduates of EMBA programs, according to a survey by the Executive MBA Council.

SEE “PERKS OF THE PROGRAM” ON PAGE 16.

BUILDING BLOCKS

“Let’s try developing curricula that work like Legos, each individual component a small piece that we can re-combine within the larger system to produce an infinite number of creations,” writes Jeff DeGraff of the University of Michigan in Ann Arbor. “This will provide teachers with new tools and opportunities to open up their pedagogy to respond in real time to the concerns and demands of the outside world.”

▶ READ “RETHINKING THE LIBERAL ARTS FOR BUSINESS EDUCATION: RISE OF THE ‘PRACADEMIC’” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.

DEFINITION OF SUCCESS

“Success isn’t about wanting a particular job. It’s about becoming the kind of person you want to be,” says innovator Mae Jemison.

READ “EXTRAORDINARY THINGS” ON PAGE 64.



8.2 MILLION

The number of Americans between the ages of 25 and 64 for whom a nondegree certificate is the highest educational attainment.

READ “COLLECTING CREDENTIALS” ON PAGE 26.

FUTURE VALUE

“Multiple forces have encouraged business schools to converge around a limited set of models,” says Martin Kitchener of Cardiff Business School. “Left unattended, these pressures could lead us to sleepwalk into an increasingly homogeneous future, in which business education becomes sanitized and diminished to such an extent that it is no longer socially relevant.”

READ “INSPIRED BY PUBLIC VALUE” ON PAGE 32.

27% That’s the percentage of students who are “Respect Seekers”—those who pursue a graduate management degree because it will give them status and make their families proud, according to new research by GMAC.

READ “SEGMENTING THE MARKET” ON PAGE 10.

THE SEARCH FOR EMPATHY

“Every business school rightly champions the cause of diversity and inclusion, but do they really understand what it means at the most fundamental level?” asks Laurie Cohen of Nottingham University Business School in the U.K. “The uncomfortable truth, as exposed by the U.K.’s Brexit referendum and Donald Trump’s ascent to the U.S. presidency... is that large parts of the electorate across the Western world still regard themselves as hopelessly marginalized.”

▶ READ “BREXIT, BUSINESS SCHOOLS, AND THE SEARCH FOR EMPATHY” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.

TOPICAL TWEETS

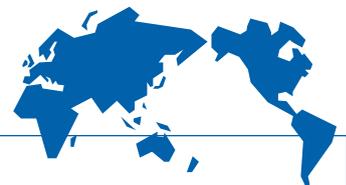
The political climate in the U.S. and the U.K. will affect student applications to schools in those countries. Find that and other highlights from the 2017 AACSB Deans Conference on @BizEdMag's Twitter Moments page.

▶ VISIT bit.ly/2kBa8Ri.

INTERNATIONAL CHALLENGES

“Surprisingly, even though designing and implementing a mission-driven international strategy is one of the most challenging academic and economic activities a school can embark on, it is also one of the most frequent initiatives that heads of business schools put on top of their agenda,” writes Gabriel Hawawini of INSEAD in Fontainebleau, France.

▶ READ “DOES YOUR SCHOOL HAVE AN INTERNATIONAL STRATEGY?” IN THE “YOUR TURN” SECTION AT WWW.BIZEDMAGAZINE.COM.



THE NO. 1 MISTAKE ONLINE EDUCATORS MAKE



Online educators aren't thinking like digital marketers, but they should in order to find success with online MBA programs.

Dr. Darin Kapanjie, Managing Director of the Online Digital Learning Team and Academic Director of the Online MBA program at Temple University's Fox School of Business, has mastered the art of building the nation's No. 1-ranked Online MBA program—three years in a row (*U.S. News & World Report*, 2015-2017). In a new series of articles, he offers advice to help you create a unique MBA program tailored specifically to your students.



Fox School of Business
TEMPLE UNIVERSITY®

Read the first two articles in the series at
FOX.TEMPLE.EDU/OMBASUCCESS



How do you attract promising business school candidates?

- Customized curriculum
- Experiential learning
- Career and professional development
- Accept **GRE**[®] scores — with “no preference”

Hundreds of thousands of individuals around the world take the *GRE*[®] General Test each year. You can maximize your applicant pool when they know they are welcome at your school.

Update your school's website, admissions materials, faculty and alumni so everyone knows you view GRE scores equally!

ets.org/gre/business

ETS – *Measuring the Power of Learning*.[®]

Copyright © 2017 by Educational Testing Service. All rights reserved. ETS, the ETS logo, MEASURING THE POWER OF LEARNING and GRE are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. 35963