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WHAT ACADEMIC LEADERS
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BizED

AACSB INTERNATIONAL JULY | AUGUST 2020

THE PATH FORWARD

AS A GLOBAL CRISIS RESHAPES HIGHER
EDUCATION, BUSINESS SCHOOLS FIND
NEW WAYS TO TEACH, COLLABORATE,
AND CREATE COMMUNITY **P. 18**





MASTER OF ARTS IN ECONOMICS

DISCOVER THE WHY: THEORY + ANALYTICS = REAL-WORLD APPLICATIONS

The Master of Arts in Economics program at the University of South Carolina **combines a solid foundation in economics with an emphasis on practical applications.** The program is compact—only two semesters for most students—but powerful with course offerings such as sales and revenue forecasting, marketplace trend analysis, econometric modeling and more.

PROGRAM FEATURES:

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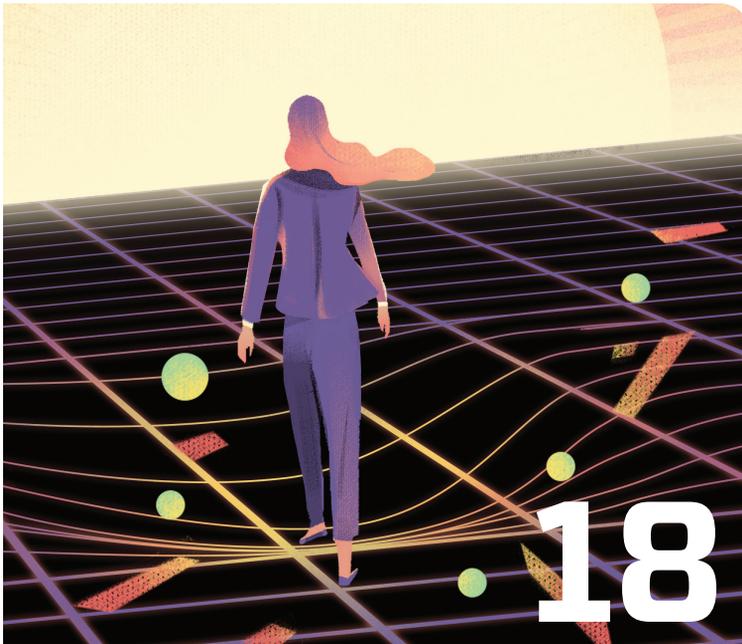
Students select from one of three tracks: economics, financial economics or thesis. Each track includes a common core of macroeconomics, microeconomics, econometrics and statistics and student-selected electives, allowing for personalization that fits student career interests — whether students want to work in business, government or the finance sector or go on to earn a Ph.D.

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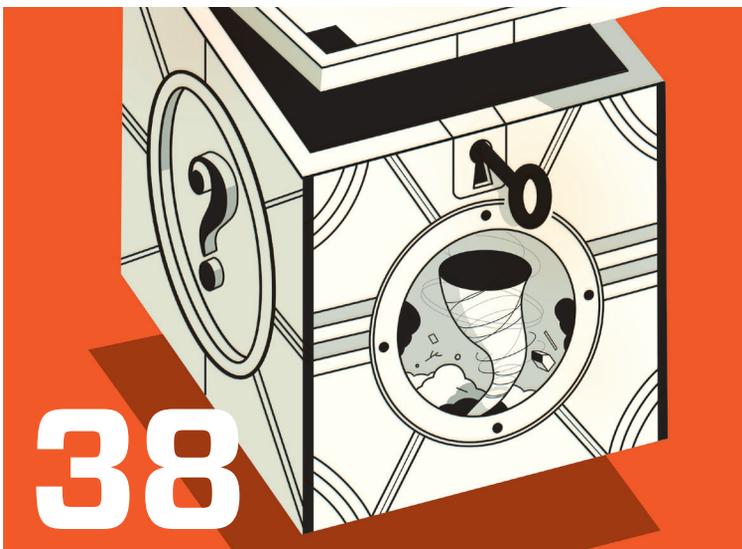
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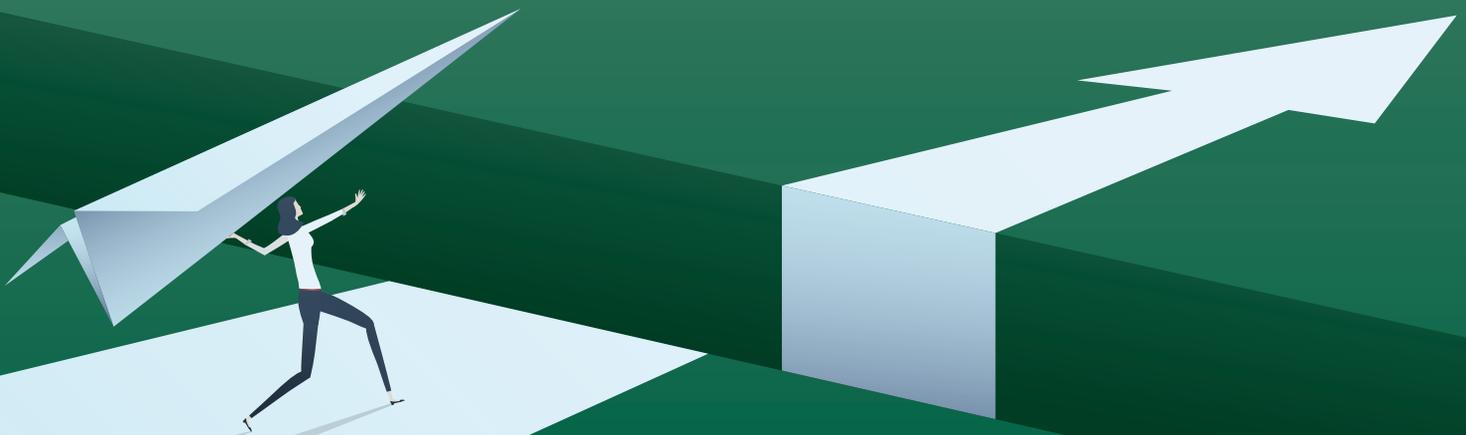
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CREATIVITY *at* WORK

Igniting innovation schoolwide

Innovation management expert Kenneth Kahn, Ph.D., puts his research into practice at the VCU School of Business. As senior associate dean, Kahn leads the school in implementing its vision of Creativity at Work. "The key is to look for opportunities across all aspects of the enterprise," says Kahn. From the faculty creativity czar and artist-in-residence, to impactful research and improved operations, to courses such as Supply Chain Innovation, Kahn collaborates to ignite innovation schoolwide.

At VCU, it's not just business as usual. It's creativity at work.



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VCU School of Business



efficiently at home was always just the ability to download one or two apps plus permission from their boss.”

Industry observers have speculated that the pandemic will accelerate the rate at which universities move to online education—a move many believe was long overdue. While it’s less clear what the long-term effects will be of other extreme measures schools have taken, it’s obvious that schools have responded quickly to the immediate needs of their stakeholders. In this issue we explore some of the ways they’ve done it.

In “Education Reimagined,” schools relate how they have revised some of their educational approaches, whether to incorporate the effects of the pandemic in their class content or to provide “global” experiences to students who must stay at home.

In “Resources, Relationships, and Resilience,” Vinciane Servantie and Veneta Andonova describe how Universidad de los Andes has taken care of vulnerable students, supported community members in need, and worked with local businesses. In “Responding Responsibly,” Lars Moratis of Antwerp Management School and Frans Melissen of Breda University of Applied Sciences ask whether COVID-19 might speed the adoption of responsible management education practices.

No doubt in the days ahead, we’ll identify other adjustments, big and small, that schools have made in the wake of the virus. Among these will be radical reforms that administrators might have instituted already if they hadn’t faced heavy resistance. Their changes will be much bigger than my own conversion to cloth napkins—but the principle is the same. We’ve made the switch. Now let’s make it stick.

Sharon Shinn

Sharon Shinn
Co-Editor

Radical Reimagining

SINCE THE END of March, I’ve been using cloth napkins instead of paper towels. While I’m a big believer in reduce-reuse-recycle, I’ve always liked the convenience of disposable products, so I’ve usually taken the easy option. But no more. Ever since the spread of COVID-19 made paper products scarcer than gold, I’ve been using cloth options for most occasions, saving the precious paper towels for the really messy jobs.

The thing is, I should have been conserving paper towels all along, and I knew it. But the pandemic forced me to make a behavioral shift that I had resisted out of laziness, lack of preparation, or fear that it would simply be too much effort.

My own behavior modification was vanishingly small in the context of the radical readjustments that the pandemic has forced onto the world. Some of those changes were painful but temporary. But some of them were long overdue—and the crisis forced us to acknowledge that they weren’t as impossible as we once might have thought.

Others have come to the same conclusion. A March 19 post on the Politico blog presents 34 “big thinkers” predicting ways the world will permanently change as a result of the coronavirus. Katherine Mangu-Ward, editor-in-chief of *Reason* magazine, believes that “COVID-19 will sweep away many of the artificial barriers to moving more of our lives online.” She adds, “Many people are learning that the difference between having to put on a tie and commute for an hour or working

Working together FOR A BOLD NEW FUTURE

When you're the best at what you do, there's no resting on past accomplishments. You strive to be more, challenge yourself and take on the biggest problems. At Saint Joseph's University's Maguire Academy of Insurance and Risk Management, business leaders come together to address pressing issues and drive change in an evolving world.

This past spring, the "Insurance and Reinsurance Symposium" featured panel discussions and presentations from executive leaders and current students on the state of the market, concerns to brokers and buyers, and emerging topics like vaping and the opioid crisis. Students explored new ways to be leaders through this collaboration with insurance industry professionals.

 **Discover more about the Maguire Academy of Insurance and Risk Management at [sju.edu/mairm](https://www.sju.edu/mairm)**



Maguire Academy of Insurance and Risk Management

AACSB events

2020 CONFERENCES

All AACSB conferences will be delivered in virtual formats for the remainder of the year.

Global Accreditation Conference
SEPTEMBER 23–25

Asia Pacific Annual Conference
OCTOBER 19–21

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

Associate Deans Conference
NOVEMBER 8–10

Global Diversity & Inclusion Summit
NOVEMBER 11–12

2021 CONFERENCES

Deans Conference
FEBRUARY 17–19
San Antonio, Texas

B-School Communications & Development Symposium
March 7–9
Atlanta, Georgia

Assessment & Impact Conference
March 7–9
New Orleans, Louisiana

International Conference & Annual Meeting
April 18–20
Chicago, Illinois

Curriculum Conference
May 16–18
Salt Lake City, Utah

2020 SEMINARS

Seminars on the following topics are planned as virtual offerings. Virtual seminars on other topics are coming soon. Visit www.aacsb.edu/events for the latest offerings and dates.

Assurance of Learning I

Assurance of Learning II

Business Accreditation

Continuous Improvement Review

Faculty Standards & Tables

Engagement, Innovation & Impact

Seminar for New Associate Deans

ONLINE COURSES

Business Accreditation

This self-directed online course covers the challenges of navigating eligibility criteria and continuous improvement under the 2013 standards.

Continuous Improvement Review

This self-directed online course prepares educators to support schoolwide CIR activities and maximize the CIR process under the 2013 standards.

RECORDED WEBINARS

AoL and Standard 8:

Separating Fact from Fiction

Discussion focuses on best practices, curricula management, and the guidance of Standard 8 for assurance of learning under the 2013 standards.

Blockchain in the Business School Curricula

Kevin Werbach of the University of Pennsylvania and Cesare Fracassi of



OCTOBER 19–21 Delivered virtually
Asia Pacific Annual Conference

Deans, associate deans, department chairs, and faculty at business schools throughout the Asia Pacific will explore challenges facing their region and consider ways business schools can help convert those challenges into innovations.

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

the University of Texas at Austin discuss the implications of this emerging technology for higher education.

Eligibility Application

Geoff Perry, AACSB's chief officer for the Asia Pacific region, and Vance Roley of the University of Hawaii at Mānoa provide an overview of AACSB accreditation under the 2013 standards. Discussion includes information about eligibility criteria and initial steps in the process.

Initial Self-Evaluation Report & Mentor Relationship

Clayton State University's Jacob Chacko and Qatar University's Nitham Hindi outline the steps following approval of a school's eligibility application. Content pertains to the 2013 standards.

Strategy, Mission & Vision—A Dean's Perspective

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

other events

Check each organizer's website for the latest information regarding dates and delivery.

EFMD Annual Conference
AUGUST 30–SEPTEMBER 1
Lyon, France
efmdglobal.org

CLADEA Annual Assembly
OCTOBER 20–24 (Virtual)
www.cladea.org

EMBAC 2020 Conference
OCTOBER 26–28 (Virtual)
www.embac.org

EDUCAUSE Conference
OCTOBER 26–29
Boston, Massachusetts
events.educause.edu

GBSN Conference
NOVEMBER 11–13
Miami, Florida
gbsn.org/annual-conference



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A Path to an Uncertain Future

SIX STRATEGIES TO HELP HIGHER ED MOVE PAST THIS CRISIS.

NOW THAT INSTITUTIONS are recovering from the first shock waves caused by COVID-19, many academics are starting to look ahead and ask, “What’s next for higher ed?” In April, the United Nations Educational, Scientific and Cultural Organization’s International Institute for Higher Education in Latin America and the Caribbean (UNESCO IESALC) released a report to provide academic institutions with at least an initial road map into that uncertain future. Although the report focuses its attention on schools in Latin American and Caribbean countries (LACC), its findings have global application.

The report highlights the unique challenges of the crisis for higher education institutions (HEIs), the largest being the “lack of references to similar crises in the past.” Never before has a crisis forced so many schools to overhaul their programs so quickly—or affected so many students and faculty. UNESCO IESALC estimates that temporary campus closures displaced 98 percent of college students and faculty across LACC countries. That amounts to approximately 23.4 million higher education students and 1.4 million teachers.

The pandemic’s financial impact on HEIs also will be extraordinary. According to the report, as of April, 260,000 students in England had signed a petition asking for partial tuition refunds. And 43 percent of MBA students at the top 20 business schools in South Korea were asking to have at least one-third of their tuition returned. An even greater

concern for academic administrators is that the pandemic is likely to lead to a global recession. That means that public HEIs will experience significant cuts in funding and some private HEIs will close altogether, the report’s authors predict.

With student mobility curtailed due to travel bans, HEIs around the world are likely to see significant declines in their international enrollments. LACC institutions typically have very few international students, so will remain largely unaffected in this regard. But elsewhere it will be a different story. The report cites *Times Higher Education*, which estimates that HEIs in the U.S. will enroll 80,000 fewer Chinese students as a result of the pandemic. That number will drop by 35,000 for HEIs in the U.K., and by 30,000 for those in Australia. “In [these] three major recipient countries, COVID-19 will bring billions

of revenue losses,” the report’s authors write. For Australian universities alone, Chinese students normally account for “20 percent of budgetary income.”

While the financial future might be disheartening, HEIs still can “plan [their] way out of the crisis,” if they follow an appropriate strategic framework, the authors argue. The strategic framework they present is based on the following six principles:

Prioritize fair and equal access to higher education for all. Any recovery plan “should be directed by this right,” the report holds.

Leave no student behind. A gap had already long existed between the “haves” and “have-nots” before the crisis. The pandemic has served to widen that gap in ways that HEIs must address.

Review current regulatory frameworks and policies to look for opportunities to support and empower the most vulnerable students.

Create and clearly communicate a clear plan for campus reopening. This step should be taken sooner rather than later, the authors note. All students, facul-

ty, staff, and security personnel should know of new policies and processes that will be required for face-to-face instruction to resume, as well as how they will be expected to work within that new normal.

Rethink approaches to teaching and learning. The post-pandemic return to campus should be seen not just as a challenge to overcome, but as an opportunity to exploit. The report’s authors argue that schools should look for new ways “to redesign the teaching and learning processes ... paying special attention to equity and inclusion.”

Coordinate closely with government. HEIs and governmental bodies should work together to design stimulus plans for economic recovery, create national strategies for higher education’s recovery, provide clear-cut regulations that relate to reopening campuses, and engage in a national debate on lessons learned. Keeping in mind that the impacts of COVID-19 are likely to be long-term, academic and government leaders should focus their efforts on promoting continuous educational delivery, equity and support for disadvantaged students,

and a willingness to revamp current educational models to “scale up digitization and ubiquitous learning.”

The report outlines the impact of COVID-19 on multiple aspects of higher education, such as the challenges of maintaining continuous course delivery, the maintenance of student health and safety, the redirection of faculty research toward the crisis, and inevitable shifts in areas such as enrollments, administrative schedules, and governance.

“In the current circumstances, where so many variables have yet to be defined, this document must be seen as one in permanent construction,” the authors write. They conclude by noting that “HEIs will have missed a great opportunity if they do not stop to reflect internally, with the participation of students and teachers, about the lessons learned during the crisis about the teaching and learning processes.”

► **Read “COVID-19 and Higher Education: Today and Tomorrow” at www.iesalc.unesco.org/en/wp-content/uploads/2020/04/COVID-19-EN-090420-2.pdf.**

If the Fall Semester Is Virtual...

The coronavirus caused most colleges and universities to transition to online classes for the spring and summer semesters, and now many are considering whether classes will remain online in the fall. OneClass—a note-sharing company that provides study guides and tutorials for college students—recently surveyed more than 1,000 students at 25 schools across the U.S. about their plans if classes remain virtual for the next semester. Just under 35 percent of the students said they would withdraw from classes.

About half of the students who plan to withdraw say online classes offer poor learning experiences. A University of Missouri student noted, “I really struggle to learn from online classes.” A Temple University student observed that classes with labs would be pointless. A Michigan State student said that the home environment presented too many distractions and had a bad internet connection.



The rest who plan to withdraw consider online classes a poor value. “There’s no reason to pay out-of-state tuition if I’m at home,” a University of Georgia student said. Another noted, “I do not see why I would pay \$15k to go to UMass Amherst when I can ... take classes at my local community college online for much cheaper.” A Cal Poly student said bluntly, “I’m not paying full price for YouTube university.”

Students who withdraw from their universities say they might attend community college, take a gap semester, transfer to schools with in-state tuition, or get an internship or a job.

Among those who plan to stay at their current colleges, several noted that they either don’t want to lose their scholarships or they want to graduate on time. Others want to earn diplomas from their specific institutions. Said a student from the University of California in Los Angeles, “This is my dream school; I’m not giving up on it.”

Educating the Adult Learner

About 9.6 million adult learners in the U.S. will go back to school in 2020. What are their motivations and barriers, and how can institutions of higher learning attract them? These are questions addressed by Lane Terralever, a higher education marketing agency, in a recent study of 450 nontraditional learners, whose ages range from mid-20s to near retirement.

Published in November 2019, the paper identifies four types of adult learners: those who are affiliated with the military, those who want to climb the job ladder, those who want to switch careers, and those who didn't earn degrees directly after high school. Many of these learners:

- Face cost and time barriers.
- Are optimistic they will return to school.
- Look for messaging that speaks to their stages in life.
- Are a source of untapped potential.
- Are largely not seeking bachelor's degrees.
- Do not need a "hard sell" to convince them to pursue educational options.

According to the report, "Institutions that speak to a prospective student's unique barriers will likely reap the benefits of increased enrollment and help pave the way for the changing education landscape."

► Read "Marketing Higher Education to Today's Non-Traditional Students" at www.laneterralever.com/industries/higher-education-marketing-agency/higher-education-marketing-white-paper-non-traditional-students.



EARLY IMPACTS

What were the short-term effects of COVID-19? Four recent surveys provide a glimpse into how big companies, small firms, and education providers viewed the crisis in the early weeks.

Udemy sees a surge of learners. In April, the global online learning platform Udemy released a report quantifying how shelter-in-place orders around the world affected traffic on its platform. After the pandemic hit, Udemy saw activity increase by:

425% in enrollments

55% in course creation

80% in use by businesses and governments

Enrollments grew by 130 percent in the U.S., 200 percent in India, 320 percent in Italy, and 280 percent in Spain. In Italy, users were most interested in courses on playing guitar (up 431 percent) and copywriting (up 418 percent). In contrast, in India, interest surged in topics such as business fundamentals (up 281 percent) and communication skills (606 percent). In the U.K., people wanted to learn character animation (332 percent), while those in the U.S. tackled Adobe Illustrator (326 percent).

The most dramatic growth occurred for courses on topics related directly to the challenges and stress brought about by the need to shelter in place. These included:

Telecommuting (up 21,598%)

Virtual teams (up 1,523%)

Decision making (up 277%)

Self-discipline (up 237%)

Stress management (up 235%)

Meditation (up 111%)

"While the adoption of online learning was accelerated globally by the COVID-19 pandemic," the report concludes, "Udemy believes the move to online learning will be sustained over time, as learners, teachers, and businesses continue to find value and new applications for online courses to enhance both their personal and professional lives."

Udemy's report "Online Education Steps Up: What the World Is Learning (From Home)" is available at research.udemy.com/research-reports.

SHRM hears from big business. The U.S.-based Society for Human Resource Management, or SHRM, and the global advisory firm Oxford Economics conducted biweekly surveys of employers from mid-April to mid-June to track the impact of COVID-19 on U.S. employers in real time. The first iteration of this business index received responses from 952 HR professionals between April 13 and April 15. Among the companies represented:

32%

had furloughed or laid off workers.

85%

in the hotel and restaurant industry had furloughed or laid off workers.

41%

expected laid-off salaried workers never to return.

In addition, **64 percent** of salaried and **49 percent** of hourly employees were working from home (compared to 3 percent and 2 percent in January). However, companies expected the percentage of their workforce working from home to return to pre-crisis levels within six months.

In February, “the dominant challenge facing businesses was finding talent,” says Dan Levine, who heads the Oxford Economics Location Strategies practice and was lead researcher on this project. “This report provides fresh insight into how this situation has completely reversed and why weakness in the labor market is deeper and may last longer than is commonly supposed.”

Small businesses expect the worst. SHRM released a second report titled “Navigating COVID-19: The Impact of the Pandemic on Small Businesses.” Among the 375 small businesses that responded to the survey between April 15 and April 21:

62%

reported a general decrease in revenue (47 percent reported losses of 10 percent to 30 percent; 13 percent reported losses of 100 percent)

42%

had to close their businesses.

12%

reported a general increase in revenue.

52%

expected to be out of business within six months.

SHRM’s COVID-19 Business Index was updated through June 2020. Look for its final findings, as well as a link to its “Navigating COVID-19” report, at www.shrm.org/about-shrm/press-room/press-releases.

Business schools brace for a recession. During the early weeks of the pandemic, AACSB International surveyed its global membership to measure business schools’ first responses and posted results at www.aacsb.edu/blog/2020/april/b-schools-in-the-pandemic-differently. Of more than 300 business schools that responded to an April survey:

60%

expect reduced student enrollments.

42%

have implemented hiring freezes.

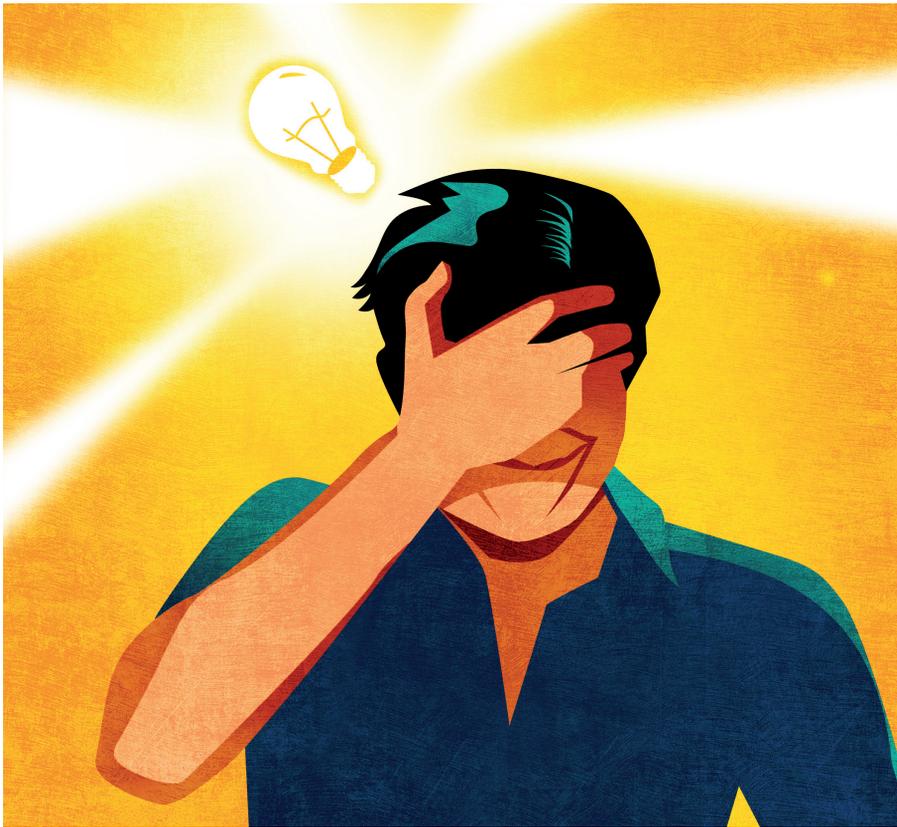
11%

have set freezes on faculty and staff promotions.

34%

expect that decreased revenue from executive programs will negatively impact bottom lines.

In a May survey, **50 percent** of responding schools in the U.S. were waiving standardized test requirements (compared to 15 percent in Asia and 11 percent in Europe/Near East), while **46 percent** anticipated decreased enrollments within the next six months. Read more at www.aacsb.edu/blog/2020/may/business-schools-brace-for-admissions-and-enrollment-impacts.



Embarrassed But Bursting With Ideas

WHILE MOST PEOPLE try to forget the embarrassing moments of their lives, new research shows that recalling and sharing those moments could spark their creativity during group brainstorming sessions. In fact, groups whose members share embarrassing stories produce ideas that are both more numerous and more varied than groups that describe experiences that made them proud. These are the findings of Elizabeth Ruth Wilson of Harvard University's Kennedy School of Government in Cambridge, Massachusetts; Leigh Thompson of Northwestern University's Kellogg School of Management

in Evanston, Illinois; and Brian J. Lucas of the ILR School of Cornell University in Ithaca, New York.

"When you have a brainstorming session, what you're hoping is that people are putting out any idea, without regard to any judgment or evaluation," says Thompson in an article on the *KelloggInsight* website. When people begin corporate brainstorming events by describing their achievements, says Thompson, there can be an inhibiting effect, because they don't want to look ridiculous a few minutes later by proposing an odd idea. But the researchers wondered if people might stop censoring

themselves if they'd already recounted embarrassing anecdotes.

In one experiment, researchers asked 11 individual online participants to describe either an embarrassing incident, an accomplishment that made them proud, or their morning commute (the control group). Afterward, participants were asked to brainstorm unusual uses for a paper clip. Those in the "embarrassment" group generated not only more ideas but also a greater range of ideas than those in either the "pride" group or the control group.

In a second experiment aimed at groups, the researchers created three-person teams out of 93 managers enrolled in an executive education program. Each team was asked to come up with unusual uses for a cardboard box. Before brainstorming, half of the teams shared recent embarrassing moments and half shared proud ones. Teams that had shared embarrassing stories generated 26 percent more ideas—and a wider range of ideas—than teams that had recited their accomplishments.

"One of the big findings in the creativity and innovation literature is that you want to have a lot of ideas to play with," Thompson says. "If one group has nearly 30 percent more ideas than another group, there's just a lot more fuel for the fire."

The researchers speculate that recounting embarrassing stories might make participants stop worrying about future embarrassment, or it might help them like and trust their team members more. In addition, says Thompson, such an exercise engages participants from the start.

"Automatically, people start listening," she says. "There's an irresistible urge to let [the storyteller] finish, because the human story is never boring."

"Pride and Pratfalls: Recounting Embarrassing Stories Increases Creativity" appeared in the January 2020 issue of the *International Journal of Design Creativity and Innovation*.

Pushing CSR Across the Supply Chain

Large companies are increasingly viewing social responsibility as a means to gain marketplace advantage, say Rui Dai of the Wharton School at the University of Pennsylvania in Philadelphia; Hao Liang of Singapore Management University; and Lillian Ng of the York University Schulich School of Business in Toronto, Ontario, Canada.

The researchers examined international resources such as the FactSet Revere database and Thomson Reuter's ASSET4 Environmental, Social, and Corporate Governance (ESG) database. In their analysis of a sample of 34,117 corporate customer-supplier pairs in 50 countries from 2003 to 2015, the researchers found that corporate customers had a unilateral effect on suppliers—suppliers did not exert influence over companies.

“Corporations may push suppliers to engage in CSR activities as a means of window dressing to appease various stakeholder groups and avoid negative publicity,” the co-authors write. Organizations also might use suppliers with good CSR practices to help recruit and retain employees, attract new customers, increase market share, increase the ability to access capital, and improve the overall image of the firm.

These findings suggest that corporate customers tend to establish relationships with suppliers that engage in CSR—and can wield influence over suppliers' decisions to adopt responsible practices.

► **“Socially Responsible Corporate Customers” is forthcoming in the *Journal of Financial Economics*. It is available as a working paper at ssrn.com/abstract_id=3111073.**



LERNER COLLEGE OF BUSINESS & ECONOMICS CREATIVE FUNDING EFFORTS

JP Morgan Chase Innovation Center



The Innovation Center, part of the strategic JPMorgan Chase-UD Collaboration established in December 2009, seeks to equip future technology managers with the broad knowledge and specific skills needed to better manage complex international data flows and operations. The center provides learning opportunities to Lerner students, who gain hands-on experience with building and testing globally-scaled IT solutions. The collective return is an increase in technology talent in the area, as well as cutting-edge curricula, choice internships and joint research projects.

Women's Leadership Initiative



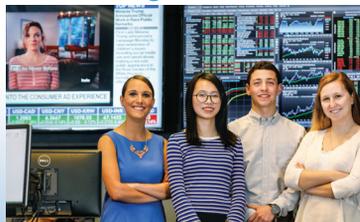
Launched in 2016, the Women's Leadership Initiative (WLI) at the Lerner College educates, connects and advocates for students, faculty, staff, alumni and the professional community to champion women's leadership opportunities, equity and impact. The WLI sponsors events like its Women's Leadership Summit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

SWUFE-UD Joint Institute for Data Science



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

Trust Management Minor



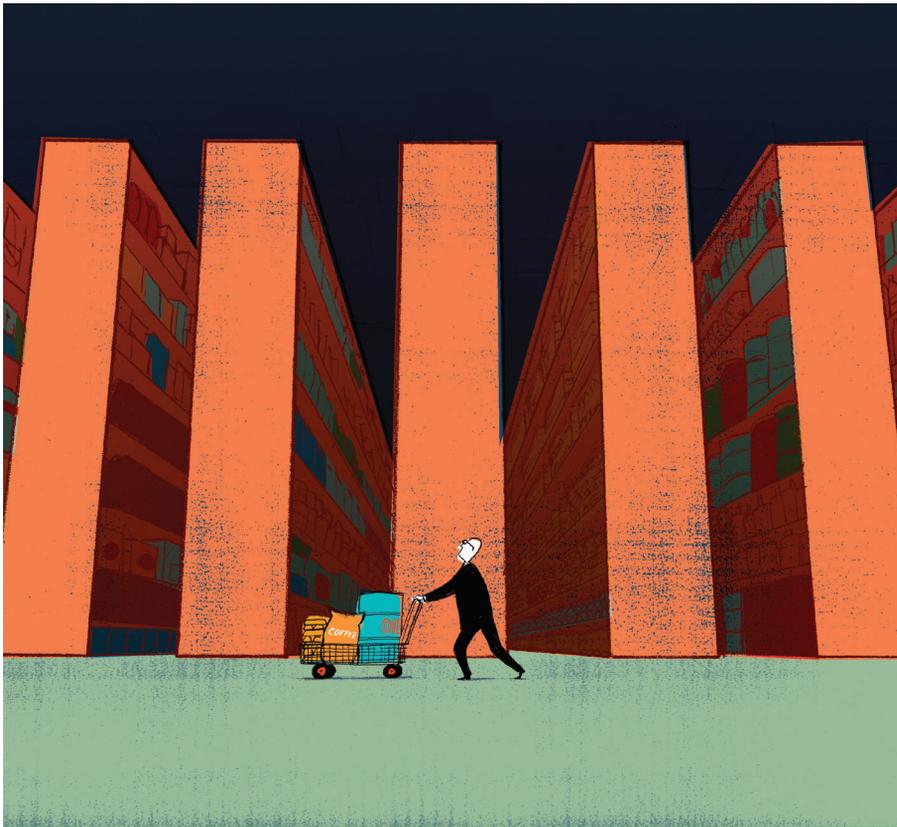
The first minor of its kind at any accredited business school, the Lerner College's trust management minor was established in fall 2017 as a result of a collaboration between the Delaware Bankers Association, the Delaware Financial and Educational Alliance and the Lerner College. It creates a pipeline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

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UNIVERSITY OF DELAWARE
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PATTERNS IN PANDEMIC SPENDING

WHAT DRIVES CONSUMERS to stockpile household goods during a pandemic? Researchers everywhere have studied the phenomenon that emptied shelves of toilet paper and many other items this past spring. According to five researchers, such behavior reflects the human need to be prepared in the face of uncertainty. But it's less understood who is more likely to stockpile in a crisis, and when.

A new working paper is one of many that have taken a closer initial look at stockpiling behavior during the COVID-19 pandemic. The paper's co-authors include Scott Baker of Northwestern University's Kellogg School of Management in Evanston, Illinois; R.A. Farrokhnia and Michaela Pagel

of Columbia Business School in New York City; Constantine Yannelis of the University of Chicago Booth School of Business in Illinois; and Steffen Meyer of the department of business and economics at the University of Southern Denmark in Odense.

The co-authors examined the transaction data of 4,735 U.S.-based users of a nonprofit financial management app. Without linking attributes to specific users, researchers looked at user data such as age, family size, education level, and ZIP code. In addition, the researchers predicted users' political affiliations based on demographic and geographic factors used by the polling firm Gallup.

They found that users' spending increased 50 percent between February

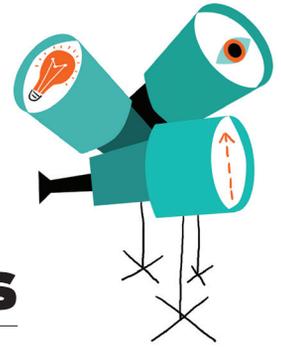
26 and March 11—the period when more people in the country were becoming aware of the virus' severity—before declining in nearly every category except groceries. Not surprisingly, these patterns were most prominent in parts of the country where people were under stay-at-home orders. The researchers also found that families with children stockpiled more; men stockpiled less early in the crisis; and low-income individuals stockpiled less.

Political affiliation also affected spending behavior, although not in the way that researchers expected. Although Republicans were more likely to downplay the severity of the virus than Democrats, they were more likely to stockpile. The co-authors speculate that Republicans might have spent more because they were more likely to be older, have larger families, and have more money to spend.

These consumer spending patterns underscore the importance of governments allocating stimulus funding to low-income citizens, the co-authors argue. "Understanding how households across class, geography, and partisan affiliation respond in their spending to a pandemic can be a critical tool for elected officials and policymakers to properly mitigate the economic harm on households and small businesses," notes Pagel.

"This is a very different sort of recession than previous recessions," Baker says in an article published in *KelloggInsight*. "Where previous recessions have been characterized by a shortfall in demand, here it's more of a shortfall in supply," he adds. "If this goes on for months and people change their spending habits, this really has the potential to change the economic landscape for firms."

► [Read "How Does Household Spending Respond to an Epidemic? Consumption During the 2020 COVID-19 Pandemic" at \[www.nber.org/papers/w26949.pdf\]\(https://www.nber.org/papers/w26949.pdf\).](https://www.nber.org/papers/w26949.pdf)



Harassment in The Workplace

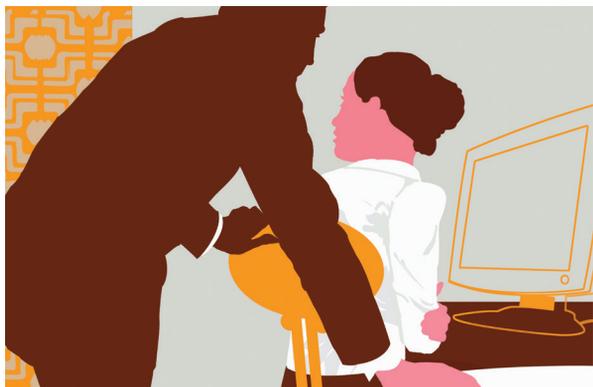
FORTY-TWO PERCENT of women and 15 percent of men experienced some form of sexual harassment or gender discrimination in the past year, according to a survey conducted by the Global Network for Advanced Management (GNAM). The survey about desirable workplace conditions was distributed to students and alumni at 30 schools in the GNAM network, which includes business schools from around the world.

Fewer than 10 percent of respondents who said they experienced misconduct reported the incident, internally or externally. Among this group, only 5 percent consulted their bosses, human relations departments, or units within the firm that handle harassment issues.

Two-thirds of total respondents agree that “the existence of a culture of sexual harassment at a workplace is a factor when you look for a job.” The frequency of this response was slightly higher among full-time students (67 percent) than among currently employed students and alumni (62 percent), and higher among women (78 percent) than among men (55 percent).

“Establishing a reputation for a workplace free of sexual harassment is likely to be one of the most effective ways employers can compete for talent,” says co-author Frances Rosenbluth, Damon Wells Professor of Political Science at Yale University in New Haven, Connecticut. “Recognizing the problem, and dealing with it effectively, offers employers a winning strategy for recruiting and retaining valuable human capital.”

► [Read the report and its data at globalnetwork.io/news/2020/03/workplace-sexual-harassment-rampant-even-among-business-elite-survey-global-mba](https://globalnetwork.io/news/2020/03/workplace-sexual-harassment-rampant-even-among-business-elite-survey-global-mba).



new projects

TRACKING PUBLIC HEALTH

Two research centers at the **University of Minnesota’s** Carlson School of Management in Minneapolis have created a website to track daily state-by-state data from the U.S. Department of Health on the total and current number of COVID-19 hospitalizations. The site also tracks each state’s current hospital bed and intensive care unit capacity, adjusting the data based on each state’s population to allow for valid comparison. **The COVID-19 Hospitalization Tracking Project** is being conducted by the business school’s Medical Industry Leadership Institute and the Management Information Systems Research Center. The project’s site went live on March 26, and as of early May it was reporting data from the 37 states that are sharing information.

TRUST IN THE INTERNET ECONOMY

Groups such as the Dutch Research Council, Holland High Tech, and the Delft Blockchain Lab at the Delft University of Technology (TU Delft) provided €3.3 million (approximately US\$3.56 million) to fund **Sovereignty4Europe**. The project explores the use of blockchain technology to establish reliability, legal compliance, and trust in the internet economy. The project will be conducted by researchers at three schools in the Netherlands: the Rotterdam School of Management (RSM) at Erasmus University in Amsterdam, the University of Amsterdam (UvA), and TU Delft.

For example, **Dion Bongaerts**, associate professor of finance at RSM, will use some of the funding to create an online community of 50,000 users, which he will study to evaluate the principles of an “internet of trust.” Bongaerts and other researchers intend to provide a nonprofit alternative to transactional platforms created by companies such as Google, Facebook, and Amazon.

FINTECH PARTNERSHIP

The Cambridge Centre for Alternative Finance at the **University of Cambridge** Judge Business School in the United Kingdom has signed a bilateral research agreement with **Abu Dhabi Global Market Academy** in the United Arab Emirates. The partners plan to produce research that facilitates financial innovation in the Middle East and North Africa. Under the agreement, the partners will study the regional market and regulations; use data analytics to create digital tools that inform regulatory and business decision making; and create more online and face-to-face fintech-based educational programs in the MENA region, particularly those tailored to regulators and policymakers. ►

► [To learn about other new initiatives, visit bized.aacsb.edu/articles/2020/july/the-latest-projects-in-business-education](https://bized.aacsb.edu/articles/2020/july/the-latest-projects-in-business-education).

Higher education is likely to be forever
changed by the COVID-19 pandemic.
But many schools are discovering that
strategies they've been forced to adopt
are improving their programs
in unexpected ways.

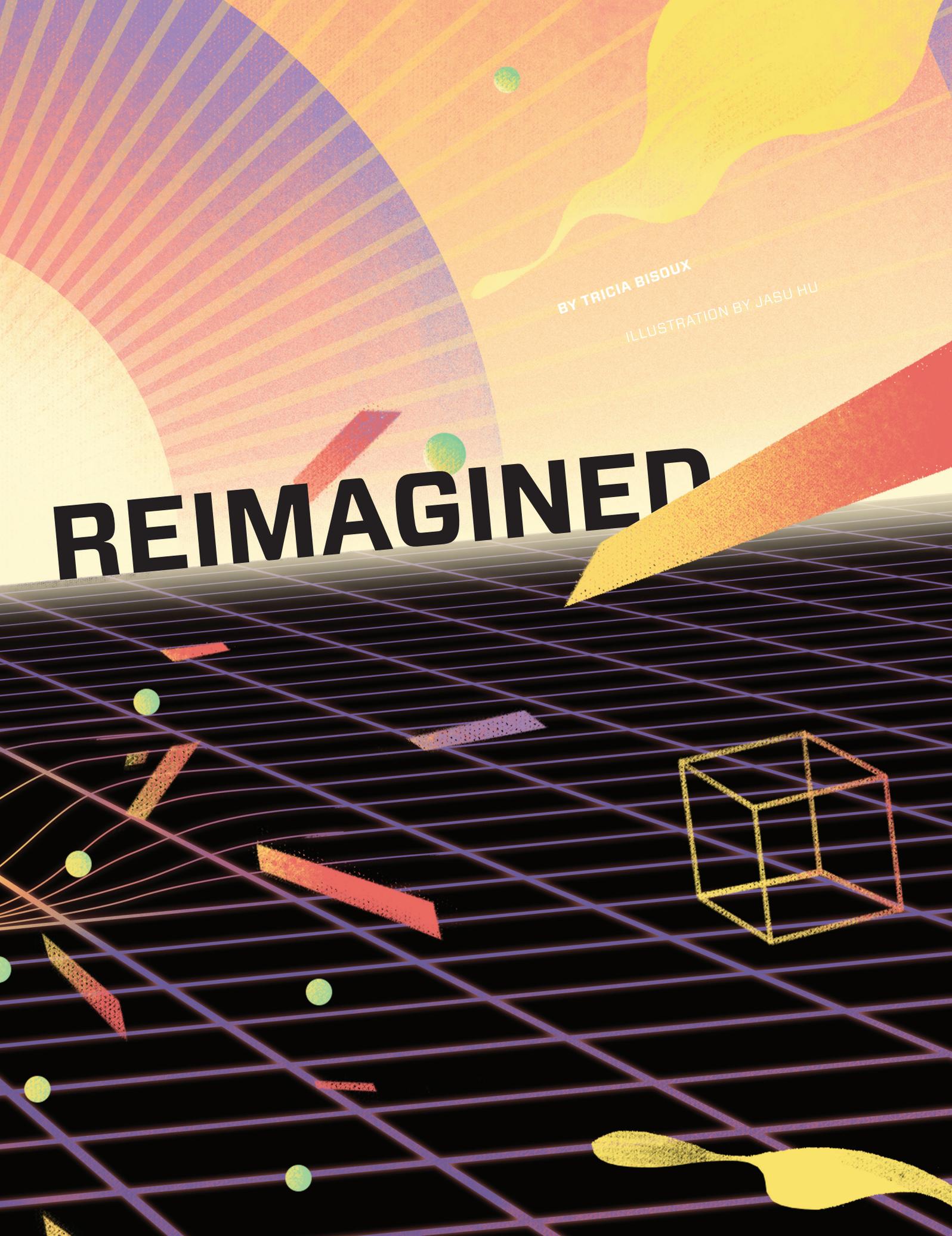
EDUCATION



BY TRICIA BISOUX

ILLUSTRATION BY JASU HU

REIMAGINED



ON MARCH 23,

the state of Louisiana issued a stay-at-home order for residents. That was the same day that Louisiana Tech University's College of Business in Ruston was to conduct its peer review team visit with AACSB International to maintain its accreditation. As students began leaving campus and faculty and staff were encouraged to work from home, the school took just four days to convert its peer review team visit to a virtual format. The college was able to conduct the meeting remotely—four meetings ran simultaneously in Zoom breakout rooms, involving more than 100 students, faculty, and staff.

That's the speed with which schools are having to transform not only their courses, but *everything* they do, says Chris Martin, the school's dean. "It has been truly inspiring," he says. "I continue to be amazed at how well everyone is adapting to our 'new normal.'"

While the pandemic has presented extraordinary challenges to business schools, many educators also are seeing unexpected benefits. That includes Harivansh Chaturvedi, director of the Birla Institute of Management Technology (BIMTECH) in Greater Noida, India. He notes that before the pandemic, many educators, including those at BIMTECH, had not known what they were capable of achieving. He believes that the school's faculty, students, and staff have learned that they can face any crisis as long as they are agile and resilient, can quickly learn and adapt, and stay committed to serving their communities. Going forward, he adds, emphasis on these three aspects will serve as the foundation of the business con-

Keeping a Competition Nimble

STUDENTS TAKE THE LEAD IN CONVERTING A CASE COMPETITION TO A VIRTUAL FORMAT.

BY WESTON C. HYDE AND BRET CRANE

AS IT DID for schools worldwide, the COVID-19 pandemic required the Jon M. Huntsman School of Business at Utah State University in Logan to cancel or reschedule events. But one notable exception was our annual leadership case competition hosted by our Stephen R. Covey Leadership Center. After the university announced on March 11 that all on-campus events would be canceled until further notice, we initially thought this would make holding our case competition impossible. But luckily a student came forward and offered an alternative solution—to make the competition virtual.

We held a meeting with the student to discuss the possibilities of a virtual event. Although there were still many unknowns, we decided that holding the competition online would be an opportunity to demonstrate resilience, adaptability, and optimism. The competition was originally set to begin on March 12, but we postponed the event one week to give us time to change the format.

In the face-to-face competition, student teams analyze a case and present solutions to alumni. In the process, they learn how to lead and solve problems as part of a team while receiving feedback from judges. Our first step was to choose the software that would allow us to replicate these interactions. We quickly narrowed down our choices to Zoom and Google Hangouts, because both platforms are user-friendly, well known to students, and can accommodate more than 100 participants. After testing both platforms, we chose Zoom because the connection was more reliable and the gallery viewing mode allowed judges and participants to see everybody in the virtual room.

Next, we developed a plan to move students seamlessly in and out of virtual rooms over the two-hour competition, while maintaining the quality of the student experience. Perhaps the biggest challenge was making sure that everyone would join their virtual rooms at the correct times. We sent several messages to students detailing the schedule and explaining what was expected of them. We knew that increased contact—in other words, "overcommunication"—would be essential, because some students would likely miss at least one of the instructional emails.

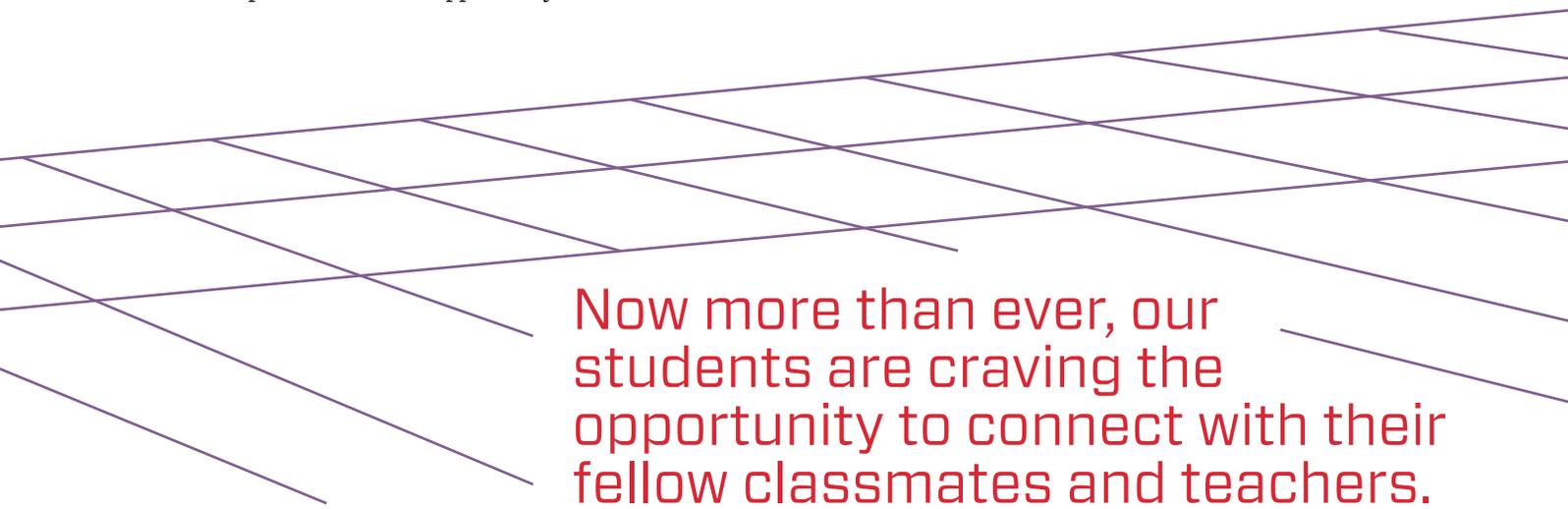
Of course, we couldn't let a good crisis go to waste—we designed a case for the competition in which students would be acting as members of an executive team leading an international airline through COVID-19.

We split our eight teams and six judges into two different virtual rooms. During the first round, teams had seven minutes to deliver their presentations;

tinuity plan for BIMTECH. “Every b-school should formulate a business continuity plan and devise an adequate number of resilient strategies.”

The stories coming out of business schools, and all of higher education, have been both inspiring and eye-opening. While certain learning and administrative objectives will always be best achieved in face-to-face formats, the last few months have shown educators how much is possible when their traditional methods and procedures are stripped away.

Below, six schools share solutions they quickly devised to keep their programs going, even after their campuses were closed. Their stories represent just a small sampling of the comprehensive ways that business schools have had to reinvent their programs. But together their experiences offer a glimpse into how much the COVID-19 pandemic is likely to transform higher education in the months ahead.



Now more than ever, our students are craving the opportunity to connect with their fellow classmates and teachers.

then, judges took a few minutes to ask questions. After each team finished with the Q&A, the judges took five minutes to record their scores on a cloud-based score sheet. Then, the next team joined the room. For the second and final round, all participants and judges joined a third virtual room to watch groups deliver their presentations.

At this stage, we added a twist in the case for our finalist teams—that the CEO of the airline had tested positive for COVID-19. This “live” case encouraged high engagement and innovative solutions from students in a complex and uncertain environment.

Our proactive efforts paid off—the event ran smoothly, without any technical difficulties. Students joined their rooms on time, and they achieved the competition’s learning objectives despite the transition to a virtual format. Moreover, our alumni judges even asked to interview a number of our student participants for internships.

In fact, the virtual format worked so well, we are considering an international event next year, inviting universities outside of the U.S. to participate. The experience left us with four main takeaways, which we think have broader application as educators pivot from in-person to virtual education:

Be resilient. As we look ahead, we know we will make mistakes as we try to incorporate more virtual experiences. However, our students are craving the opportunity to connect with their fellow classmates and teachers. We believe our students can benefit from interactive virtual experiences, so once our campuses re-open, we plan to continue to hold classes, events, programs, and experiential learning exercises online.

Overcommunicate. In virtual interactions, it’s easier for students to misunderstand expectations and overlook important details. We can remedy this issue by increasing contact with students. Furthermore, the more

organized our methods of contact, the less likely these communications are to come across as intrusive or overbearing.

Don’t be afraid of virtual course delivery. The available technologies aren’t perfect, but we have found that we can generally trust our students to be respectful and participate in online discussions.

Let students lead. Nelson Mandela once said, “A leader ... is like a shepherd. He stays behind the flock, letting the nimblest go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind.” Many of our students are more comfortable using technology than we are. The idea for our virtual competition came from students willing to be nimble in the face of change—we simply followed their lead.

Weston C. Hyde is program manager and Bret Crane is associate director for the Stephen R. Covey Leadership Center at the Jon M. Huntsman School of Business at Utah State University in Logan.

Maintaining an Experiential Focus

PROVIDING HANDS-ON LEARNING TO STUDENTS—EVEN UNDER LOCKDOWN.

BY HARIVANSH CHATURVEDI, AJAY K. DEY, AND NIMISHA SINGH

AFTER THE WORLD Health Organization announced that COVID-19 was a pandemic on March 11, things changed quickly at the Birla Institute of Management Technology (BIMTECH) in Greater Noida, India. By March 15, India's government called for schools at all levels to cancel classes and advised organizations to allow as many employees as possible to work from home; soon after, the Indian government put the entire country under lockdown.

During the lockdown, many of our students moved to their homes located in remote parts of the country with poor or no internet connectivity. Staff ultimately used WhatsApp to interact with new and existing students when internet connectivity was unreliable. Similarly, we moved our admissions processes online, conducting final interviews of applicants over Skype and replacing a previously required written test with two-minute oral presentations.

Like other business schools, BIMTECH was not fully prepared to respond to a crisis like COVID-19. Luckily, our faculty had been shifting toward the use of online learning since October 2019; we were equally lucky that by March, our third trimester was over, which removed some of the urgency to move suddenly to online course delivery.

COVID-19 hasn't just accelerated BIMTECH's strategic plan to offer blended learning opportunities—it has allowed us to open the floodgates for online learning. Our faculty quickly explored the huge library of courses, articles, cases, and books, created by authentic sources, that suddenly became accessible free of charge. In fact, for learners, the pandemic could be the opportunity of a lifetime for self-development.

However, we were more challenged when it came to *experiential* learning, which is heavily emphasized in BIMTECH's programs. With our students and faculty largely confined to their homes, our faculty had to find ways to continue providing students with experiential learning to the fullest extent possible.

The most painful changes affected the institute's three-month summer internship program (SIP). Set to begin on April 1 and end on June 30, the SIP is worth nine credits—the most of any component of our MBA program. Of the school's 420 MBA students, the 20 percent who already were interning with organizations had to shift to working

remotely because of social distancing guidelines. But most students had yet to start their SIPs. Many of them were left without work options when companies withdrew internship offers indefinitely.

We instructed these students to delay new internship applications; instead, we asked them to complete at least 80 hours of free online courses—offered on learning platforms such as Coursera, edX, and LinkedIn—by June 30. Their faculty mentors carefully curated courses that would align with their career goals, as well as the requirements of the All India Council for Technical Education. These courses covered topics such as artificial intelligence, analytics, digital marketing, and social media marketing. In the spirit of experiential education, students also could complete simulations in finance, marketing, organizational behavior, human resources, and operations and supply chain management.

In this new format, students had to provide their faculty mentors with weekly updates in which they reflected on what they had learned and how they might apply that knowledge in the future. Students who completed 80 hours of courses received eight academic credits.

Early in the lockdown, faculty briefly considered trying to arrange virtual internships with companies for students. However, this idea was discarded for three reasons. First, in our experience, virtual internships are rarely successful, because they offer students only limited engagement with practitioners. Second, the learning outcomes of virtual internships rarely align with the objectives of our MBA program. Finally, finding virtual projects for 400 students—with start dates that coincided with those of our SIPs—would have been exorbitantly difficult on such short notice.

During the pandemic, our students' humanitarian activities became even more important than before.

As part of their program, our MBA students also complete several projects for disadvantaged populations. In the past, they have worked with prisons to set up libraries; with the Education Promotion Society of India to promote accessible education; and with the Chiraiya Project to teach life skills to young girls in a nearby village.

During the pandemic, these activities necessarily shifted—but became even more important than before. For example, as of April 24, students had distributed 2,400 bars of soap and 1,200 face masks to local residents, as well as 14,770 food packets to approximately 400 migrant workers. They had supplied essential grocery items such as flour and oil to 15 families, and they had delivered biscuits and milk to 1,750 children and their parents—and planned to continue these deliveries for the lockdown's duration.

In addition, they continued to help women in a nearby village maintain

their livelihoods by making envelopes using old books and paper that BIMTECH discards after the materials can no longer be used or reused; through this work, the women earn Rs 50 (approximately 66 cents USD) per day. Under normal circumstances, our students help us train the women to make paper flowers and notepads, as well as envelopes. During lockdown, we asked students to focus the training on making envelopes, which do not require further cutting or processing, so that they could more easily maintain social distance. Students also are helping us work with NGOs to provide women with an opportunity to sell produce at local markets.

Throughout all of these activities, students maintained a distance of two meters from others; they wore masks and kept their work areas sanitized.

Soon, BIMTECH students will begin delivering online skill development programs to children at a school in a local village. Luckily, the village's school

is equipped with 20 computers, several smartphones, and an internet connection, which will make it possible for our students to interact with the children from a distance.

Our next session began on June 15, and we know that it is unlikely that we will be able to reopen our campus by July—and even if we can, we predict that many students will choose to stay home out of caution. But just as we will continue delivering our courses online for the foreseeable future, we also will refine our post-COVID-19 approach to experiential learning. Even if our students must maintain social distance, we believe they can continue to pursue hands-on learning and be of service to their community.

Harivansh Chaturvedi is director, Ajoy K. Dey is professor, and Nimisha Singh is assistant professor at the Birla Institute of Management Technology in Greater Noida in India.

The (Trade) Show Must Go On

A REINVENTED CLASS ASSIGNMENT HIGHLIGHTS JUST HOW CREATIVE AND ADAPTABLE OUR STUDENTS CAN BE. **BY LISA BARLEY**

WHILE COVID-19 HAS forced many business professors to transition their courses online, it also has encouraged many of us to become creative in how we deliver educational experiences to students.

As a lecturer at Eastern Michigan University's College of Business in Ypsilanti, I teach a business communication class that's required for students with business-related majors and open to students from other disciplines. The last two weeks of classes traditionally are devoted to an assignment in which two- and three-person student teams develop ten-minute sales pitches about products from companies of their choice. They dress in casual business attire to pitch to an audience, as if they're at a trade show. For this assignment, students typically combine face-to-face presentations with PowerPoint slides and trifold boards featuring the company's logo, products, and promotional items.

To gauge how successful the sales pitches are, I also require each team to show that at least two audience members have taken some action based on the information in the product presentation. For instance, teams must show that classmates have followed a business on social media or downloaded a company app.

When the class moved to 100 percent online delivery in mid-March, I had to quickly revise the assignment—students would now have to deliver their presenta-

tions online using Adobe Connect. They would have to professionally introduce themselves, give the background of the company, a sales pitch of one product, and then suggest actions audience members should take based on the product or service they had chosen to sell.

Students used the Adobe Connect platform to share their PowerPoint slides that often included company website content, product images, screenshots showing how to download mobile apps, and URLs of promotional product videos and promotional codes. Because the Adobe Connect platform's screen-sharing feature was too cumbersome to play videos easily, many students simply played audio files instead.

In addition, several teams delivered quizzes over the Kahoot.com platform. Students who achieved high scores were awarded digital gift cards that were emailed after the sessions.

To develop their presentations from their separate locations, student teams often communicated via text and used tools such as Google Docs and Google Slides to coordinate their market analysis. They surveyed the rest of their classmates through Canvas Inbox.

I used email and private phone conferences to help students resolve any team-dynamic challenges, many of which revolved around how to navigate Adobe Connect. I hosted many practice

sessions during the video conference class session and even set up private consultations with individuals and teams to allow for more experience. I made sure that all students could rate their confidence in navigating Adobe Connect at least an 8 on a 10-point scale.

The switch to a virtual format caused me to change several assignment parameters. I chose not to require a webcam to grade the professional-attire portion of the grading rubric, because webcams were scarce to purchase and many students didn't have them on their home computers. Because so many students were new to navigating Adobe Connect, I also dropped the requirement for teams to show that two of their classmates had taken actions as a result of their pitches.

I didn't want students who had lost their jobs to feel that they had to expend anything for the digital trade show. However, their classmates still responded to sales pitches by downloading the Shipt app, signing up for the Converse Newsletter, custom designing a pair of Nike shoes, and answering Kahoot quiz questions about Sony's PS24 to win a \$10 gift card.

At the end of each trade show presentation, I asked what students liked the most. They were always appreciative of any giveaways, gift cards, special trade show promo codes, and app download details—especially if these promotions could help with things like ordering food online.

I plan to tweak the trade show assignment for the next iteration of my course in several ways. For instance, I might use the breakout-room feature in Adobe Connect to have students meet virtually—in that format, I will meet with all the teams to make sure they are progressing in their confidence. If I have enough time to train them, I also will show them the screen-share features so they can show videos of company advertisements and conduct live Kahoot quizzes.

I will also show them how to upload their own PowerPoint slides, a

time-consuming task I took on during the winter term. And because some students missed the communications I sent via Canvas Inbox announcing the Adobe Conference link, I not only will use Canvas Inbox and the university's email system to reach students, but also will set up the trade show presentation dates as Canvas Events on the modules for each Canvas course shell.

When I asked a couple of my students to describe their experience participating in the virtual trade show, they told me that it was a glimpse into the future tech of the workplace. "It's good for everyone to be effective in communicating on platforms like Adobe Connect or Skype," Thomas Puhl told me. He's an undergraduate finance major, who conducted his digital presentation on Aflac. He acknowledged that there were a few technical glitches—but he viewed overcoming them as part of the learning experience. As he put it, students need to learn to "stay relaxed and change things up in the moment."

My students also felt the advantages of digital events helped counterbalance the drawbacks. "They allow presenters to influence a wider audience range, and there's no need for all the audience to be present in the same facility," according to Devin King, an undergraduate in sports performance and fitness major who conducted his presentation on Rolex. "The digital trade show may become the preferred method to present due to convenience and its overall reach in many settings."

Overall, I believe our digital trade show highlighted the ability of my students to adapt to—and be tremendously creative in—a 100-percent digital environment. I was truly inspired by their contributions, by their willingness to help one another through connectivity and audio issues, and by how well they worked together.

Lisa Barley is a full-time lecturer in management at Eastern Michigan University's College of Business in Ypsilanti.

My students described the virtual trade show as a glimpse into the future tech of the workplace.

Preparation Made It Possible

AN EXISTING DISASTER PLAN MADE ALL THE DIFFERENCE. BY CHRIS MARTIN

FACULTY AT LOUISIANA Tech's College of Business in Ruston sensed that big changes were imminent in early March, when the university put interim travel measures in place in response to the pandemic. On March 9, the provost and my fellow academic deans began to discuss alternative course delivery for the spring quarter, set to begin just two days later. At that point, things began moving quickly. On March 13, we made the decision to bring classes online for an interim period that was eventually extended through the end of summer.

Our IT staff immediately began delivering training sessions to prepare faculty to teach in a fully online format. Somehow, our college was able to bring all 167 of its courses on the schedule online in just 72 hours.

But the College of Business had two big advantages as it made this transition. First, each quarter, the school requires faculty to sign a disaster preparedness document, which informs them of the college's policies surrounding short-term disaster preparedness measures. With the help of these policies, faculty were ready to adapt quickly when a tornado hit Louisiana Tech's campus last year. In fact, faculty normally have at least one week's worth of course content on Moodle in the event of a short-term disaster.

The College of Business also requires that faculty include the following statement on their syllabi: "In the event that a disaster or other emergency results in campus closure, this course will continue via Moodle. You will be required to log in to moodle.latech.edu for further instructions. Please enroll in the Emergency Notification System to receive official campus updates." This statement informs students ahead of time what to expect in an emergency.

Second, more than 50 percent of our faculty had already taught courses online, so when they had to begin recording lectures for the remaining face-to-face content, they knew what to do. Using the school's LightBoard Studio, classroom document cameras, and office webcams, faculty uploaded necessary coursework to MediaSite and Moodle and began conducting office hours via Zoom. Once we realized we would be producing more online content, the college invested in additional computer storage capacity for video lectures, as well as laptops and webcams for faculty and doctoral students as needed.

To maintain the continuity of research and teaching, faculty worked closely with each other to fill any gaps in knowledge about teaching online. Faculty advisors also worked alongside DBA students and other colleagues to conduct research virtually.

Louisiana Tech did not have the luxury of having a week of spring break to prepare for the transition, so we were grateful that the technology we had in place allowed us to act quickly. To ease students' anxiety about converting to online learning, the university gave them the option of either receiving letter grades or taking courses pass/fail.

What are the College of Business' next steps? For one, administrators are extending the "tenure clock" for tenure-track faculty to account for this disruption in their career trajectories. Next, we have made tempo-

rary changes to graduate school admissions to accommodate students unable to take the GMAT or GRE due to site closures. Our recruiting efforts for students and faculty, as well as our admissions, are continuing as normal, except staff are now working from home.

Clear communication will remain one of the school's best tactics to ensure faculty, staff, and students are well informed and remain connected. As dean, I augment regular communications from the university's president with updates to College of Business stakeholders. I also hold collegewide virtual Q&As once a week, where faculty can ask questions about academic policy changes.

To maintain a sense of community, the school gathered inspirational and motivational videos from its alumni to share on social media channels. We have not canceled any of our College of Business events—just postponed them. We want to ensure our students, particularly the graduating seniors, have the fullest year we can possibly give them.

Although students benefit from online course delivery, I believe that students need the full on-campus experience to develop soft skills and build meaningful relationships. For that reason, we expect that the College of Business' nearly 1,500 undergraduate and graduate students and 80 faculty members will be able to resume face-to-face interactions sooner than later. As of mid-May, the university had released its three-phase plan to reopen campus, with Phase 1 starting in late May.

There are experiences that students cannot fully participate in remotely. We anticipate that our students will take full advantage of every in-person opportunity offered once they return to campus.

Chris Martin is dean of Louisiana Tech University's College of Business in Ruston.

Steering Founders Through Crisis

OUR BIGGEST LESSON: DON'T DO SOMETHING JUST BECAUSE IT IS THE WAY IT HAS ALWAYS BEEN DONE. BY THAD KELLING

AS THE CORONAVIRUS pandemic swept the world, schools everywhere suddenly moved online and businesses fought to stay profitable. Each of these challenges is big enough on its own, but entrepreneurs enrolled in a new graduate program at the University of Utah's David Eccles School of Business in Salt Lake City faced both at the same time.

The Master of Business Creation (MBC) program is designed to help serious entrepreneurs scale new and existing startups. As they pursue their degrees, our MBC students have access to scholarships, funding, mentorship, and other support. During the nine-month program, offered in partnership with the Lassonde Entrepreneur Institute, students participate in courses, workshops, and labs tailored to their needs while working full-time growing their new businesses. In fall 2019, 26 founders and 20 startups enrolled in the first MBC class.

As the university made the transition to online education and remote work in March, our faculty not only had to move MBC courses online—they simultaneously had to help MBC founders keep their startups alive and livelihoods intact. In many cases, this meant helping students rewrite their business plans or, in some cases, completely re-imagine them. While these founders expected to pursue their degrees while growing their businesses, they hadn't expected to be learning comprehensive crisis management in real time.

Faculty quickly arranged large-scale, virtual brainstorming sessions on Zoom—and these sessions became one of the most valuable new tools for founders during the crisis, says Jack Brittain, a lead faculty member for the MBC. Each founder took turns presenting urgent issues to a panel of faculty and professionals, who helped find solutions. This format was better not only for the founders, Brittain says, but also for faculty who enjoyed the opportunity to hear each other's feedback.

The pandemic presented a range of unique challenges to the MBC startups. For example, due to lockdowns across the country, telehealth services provider Doxy.me experienced a 1,000-fold increase in demand. It served approximately 273,000 providers and 6 million patients in March alone. "Telemedicine has been slow to take hold in the United States," says Dylan Turner, Doxy.me's COO. "But this outbreak might be the tipping point that pushes it into people's lives and makes it part of routine medical care going forward."

Another MBC startup, True North Behavioral Health, provides mental-health counseling for first responders. Once stay-at-home orders limited opportunities for counselors to meet clients face-to-face, True North's founder and licensed clinical social worker Andrew Sidoli developed an app to reach people wherever they are. "What we're facing is a pandemic stress response for everyone on the front lines as we wake up to the reality that our world is completely changed," Sidoli says.

MBC participant Taylor Buckley had a particularly difficult challenge. She is founder and CEO of the app My School Dance, which

helps people organize high school proms and other events. But when dances were canceled across the country, she quickly lost all of her customers. Instead of quitting, Buckley launched a new initiative, Virtual Prom Live, to provide an online alternative that comes complete with kings and queens. "We want young people to feel at least some semblance of normalcy. I feel like that's really important for teens who will be locked in their houses for weeks," says Buckley.

In many ways, the transition to online learning has allowed the MBC program to become even nimbler than it was before. Faculty now can more easily feature guest speakers from across the country or schedule private consultations with students within minutes without the need to factor in travel time.

Our faculty already are thinking about how to use the lessons learned during the crisis to make the MBC program better next year. "We are discovering some things that we did just because we always did them that way," says Brittain. For instance, meetings, guest lectures, and group brainstorming all will remain online once campus re-opens. Only through the crisis, he adds, did faculty discover the true advantages that online interactions provided to entrepreneurs.

Thad Kelling is director of public relations and marketing at the Lassonde Entrepreneur Institute, an interdisciplinary division of the David Eccles School of Business at the University of Utah in Salt Lake City.

► **The Master of Business Creation was recognized as one of AACSB International's 2020 Innovations That Inspire. Learn more about the MBC program at eccles.utah.edu/mbc.**

An Opportunity to Advance Education

THIS IS A GREAT TIME FOR US TO PUSH BEYOND LIMITING BELIEFS OF WHAT BUSINESS EDUCATION CAN BE. BY HESSA ALFADHEL, YOMNA ABDULLA, WALEED ABDULAZIZ, AND HATEM MASRI

WHEN THE STORM of the pandemic passes, universities will most likely be revolutionized by this experience. Our enthusiasm to continue the dissemination of knowledge through technology will empower our teaching in the post-pandemic era in so many ways—but in particular, it will amplify our approach to student engagement.

Once the University of Bahrain in the Kingdom of Bahrain was forced to close its campus, faculty at the College of Business (COB) knew students might suffer from loneliness and anxiety. In response, we developed measures to support them, including creating an online academic clinic that engaged students in the e-learning process. The clinic was a way for us to maintain a healthy flow of communication with students, collect their continuous feedback, and show that we were concerned about their views and interested in their success.

For example, the college used student feedback to design online training for faculty on how to record more engaging lectures. We used students' comments on the structure of our online assessment methods to build a clearer, more organized, and more detailed assessment plan.

Less than 10 percent of our students were able to complete their internships, and about 20 percent decided to postpone their internships until the upcoming semester. For the remaining students, we offered opportunities through the academic clinic and the business incubator to help them prepare for the job market, such as mock job interviews, résumé labs, and degree planning workshops. We hope to maintain this increased level of engagement even after the crisis is over.

COVID-19 also has made us view grades in a different light. As students familiarized themselves with the online education experience, the university offered them the option of receiving either a pass/fail or an incomplete grade at the end of the previous semester. Those who opt for incompletes can complete courses for grades after taking final exams, which will be held at the beginning of the next semester. We provided this option for students concerned about upholding their GPAs. Moreover, we noted this semester's unusual circumstances and grading system on all students' transcripts. Students viewed this initiative favorably—our student retention rate remained unchanged for the semester. We will resume normal grading procedures once the crisis is over. However, COB faculty are discussing the possibility of offering students a pass/fail option for nonbusiness courses, such as those they take to meet university requirements.

In addition, we conducted an awareness campaign on social media accounts and websites, in which we explained to students how to use the e-learning platforms. Our student service contact center was available 24/7 to answer inquiries and solve problems.

The college already had proposed greater adoption of flipped classroom formats as part of its 2020–2024 strategic plan; our instructors had been preparing their lecture materials for online formats using technology such as narrated PowerPoint slides, videos, and articles

shared over our learning management system. We had introduced smaller class sizes to inspire a more cooperative and engaged learning environment. Our online learning center offered online workshops and tutorial videos to train faculty and students, and we opened a virtual helpdesk to resolve technical issues.

The coronavirus crisis sped up this transformation. We have created more student-centered, interactive online class experiences in a very short time. We plan to take full advantage of this work by adopting a flipped-classroom strategy across our entire program for the upcoming 2020–2021 academic year.

We aim to enhance the COB's relationships with industry by offering employers the chance to upskill their workforce via executive degree programs and tailored, shorter programs. Because of the adjustments we have made, we are more prepared to transition from offering massive open online courses (MOOCs) to offering flexible small private online courses (SPOCs).

In many ways, it seems fitting that we all have been forced to shift to a nontraditional learning experience that, coincidentally, is also better suited to creating smart learners prepared to work in the digital age. This crisis is a true opportunity to enrich the ways we engage with our students and eliminate the time and location constraints we had previously placed on our programs. The result, we believe, will be an even more valuable educational experience for our students. [D](#)

Hessa AlFadhel and Yomna Abdulla are assistant professors, Waleed Abdulaziz is associate professor, and Hatem Masri is professor and dean of the College of Business Administration at the University of Bahrain in the Kingdom of Bahrain.

RESOURCES, RELATIONSHIPS, AND RESILIENCE

How Universidad de Los Andes created a stronger

community in response to the novel coronavirus.

NOBODY WAS PREPARED. COVID-19 swept into our lives first as we heard the news about China and Italy, and then as it spread around the rest of the world. On March 20, our city of Bogotá, Colombia, was declared in quarantine. Everything that was once considered a part of normal operations for a school of management in an emerging economy was transformed by the pandemic and the resulting shutdown.

BY VINCIANE SERVANTIE AND VENETA ANDONOVA ILLUSTRATION BY JASU HU



The pandemic brought about a rejuvenated group spirit, less formal and more adventurous.

At Universidad de los Andes, we have been led since July 2019 by rector Alejandro Gaviria, who used to be the Minister of Health and Social Protection of Colombia. He rapidly mobilized significant university resources to find a way through the crisis. The Universidad de los Andes School of Management (UASM) quickly identified two priorities that would provide resilience in unknown and unpredictable circumstances: strengthening the school's internal community and strengthening its external relationships.

A COMMON PURPOSE FOR FACULTY

To bolster our internal community, we needed to provide support to both students and faculty. But faculty present a particular challenge, because leading a group of university professors can resemble herding cats. University professors are independent and strong-willed; they fight tooth-and-nail for their autonomy. However, frequently they are also strongly oriented toward achieving a higher goal.

At UASM, the pandemic is the catalyst that synchronized 74 full-time faculty toward a common purpose: adapting quickly to the reality of virtual education under exceptional circumstances. They made the switch while still maintaining the school's usual levels of teaching excellence and rigorous student evaluation.

Under the imperative of emergency online teaching, professors with extensive experience in developing MOOCs and other distance-learning formats became natural leaders. Before the first week of online classes started, the School of Management had trained more than 200 full-time and part-time faculty and administrative staff to use online platforms and master the intricacies of virtual pedagogy.

Our community became tighter than ever after we launched a chat group that offered psychological support, practical pedagogical help, and quick solutions to

technical misfortunes. Most of the communications were about students, which we learned when participating faculty agreed to let us analyze the contents of the group chats that occurred between March 18 and 31. In word cloud visualizations, the word "students" was the most prominent by a wide margin.

During these student-focused conversations, participants discussed how to improve online teaching or offered observations about how students fared in virtual classrooms. For instance, faculty members noted that migrating classes online made the shy and less participative students much more prominent inside the group. Other professors expressed gratitude to colleagues who generously shared online teaching tips and explained how to create online discussion groups, use polling tools, contact guest speakers, and deal with long periods of screen time.

The chat group was also a space to connect on a more personal level. For instance, faculty shared fitness routines, global COVID-19 statistics, and personal writings about the quarantine experience and its consequences. They also used the space to organize virtual artistic gatherings where they could sing, play instruments, and read short stories aloud.

Naturally, it became the channel for faculty members to send short video messages to students saying how much they were missed. These messages eventually were compiled into an institutional video and shared online (youtu.be/JvjmLnHxZK0). As one faculty member put it, "It only took a global pandemic for us to come together and share the way we do now." Many others noticed that the pandemic brought about a rejuvenat-

ed group spirit, one that was less formal, more tech-savvy, and more adventurous, but that was still nurtured by the same core values of excellence, solidarity, freedom, and integrity.

A SET OF CHALLENGES FOR STUDENTS

We also worked to build connections with our students through this difficult time. During the early weeks of the crisis, we provided transportation budgets to students who needed to travel home. We also expanded the services offered by our counselors. We were expecting students to learn online during quarantine, but many students found this stressful, and they needed multiple levels of support.

In addition, we knew that some of our students, particularly those in economically disadvantaged situations, might not have access to the technology required for virtual learning. The School of Management quickly identified the students who benefited from financial aid and contacted them by phone. Those in need were provided with laptops and internet connectivity sets (wifi USBs). The laptops were part of the stock that the university keeps for on-campus lending; the purchase and mailing of the hardware was financed from the operating capital of the technology department.

Another important step was instituting a biweekly monitoring survey to help us assess student well-being. The survey had three main sections: general questions relating to students' emotional states, whether positive or negative; comparative questions relating to on-campus versus virtual learning; and additional questions relating to how

Professors formed Rapid Response Teams to support Colombian businesses.

the COVID-19 situation was affecting students' new routines and presenting associated challenges. For instance, we wanted to learn how students were handling social isolation, balancing schoolwork and housework, concentrating amidst the noise caused by other family members, and dealing with poor-quality internet connections. To encourage students to participate regularly, we offered four pairs of fancy headphones as prizes in a drawing.

Preliminary survey results showed us that students were able to familiarize themselves quickly with virtual learning, even though they generally reported having little previous experience with online classes. Students also reported that they were having stronger negative sensations and emotions during the pandemic. This was especially true for women, possibly because they were finding it much harder to blend online learning with household obligations. However, after the first two-week period of virtual learning, students progressively reported being happier, more relaxed, less stressed, and more willing to learn online.

Student perceptions continued to evolve in subsequent weeks, and we continued to learn. We concluded that we not only should implement virtual learning quickly in response to the crisis, but we also should look toward the future, when we can develop a mixed model of learning that will build equally on the strengths of virtual and on-campus experiences.

OUR COMMUNITY NEEDS US!

Our second priority was to identify external stakeholders that were struggling during the pandemic and that

could benefit from interactions with the university. We designed initiatives to aid several distinct groups:

At-risk populations. The closure of our campus was a hard blow to many small family businesses, such as paper and stationery shops, that are located just outside the UASM buildings and benefit from student spending.

Students led several philanthropic initiatives to help these business owners, and faculty supported their efforts. For instance, the School of Management Student Council created a fundraiser that collected US\$1,150 and distributed food supplies to 42 families. Many students launched other fundraisers over community networks so they could provide food in depressed neighborhoods that were farther away from campus. As an example, a teaching assistant named Maria Antonia gathered donations through her Instagram account and was able to deliver food to 25 families in a marginal district of the capital city.

On a different level, the school leadership team collaborated with key private-sector actors in its network of alumni and faculty to create a positive impact on the most at-risk communities. The school acted as an intermediary in a private business initiative to supply food to the most vulnerable Colombian households. In association with prominent players in the agri-food industry, the school launched an observatory to monitor and scale up initiatives that address hunger among vulnerable citizens and maintain the rural communities that provide fresh produce to dense urban areas.

Big businesses. The school organized small groups of professors into Rapid Response Teams designed to

support organizational decision making in the largest and most productive Colombian businesses and organizations. For instance, at a multinational corporation in Colombia, the director of corporate affairs and the president of the foundation needed to rethink how to manage their supply chain, from farmers and suppliers to retailers and recyclers. The company sent UASM an initial list of the real-time problems it needed help resolving. The school formed a task force of faculty with relevant expertise, and this group started holding weekly meetings to address the challenges.

It is possible that these team collaborations will continue after the COVID-19 emergency is resolved. In the “new normal” that will follow, both the corporation and its foundation will need to rethink their strategies in community management and environmental policy—areas where the school can provide insights and resources for more sustainable management and consumption practices.

Small businesses. During the pandemic, the school reached out to small and medium-sized enterprises (SMEs) and to individuals, including alumni. The school launched a blitz survey of these groups to pinpoint their specific pains at this time, and also to discover what they needed to enhance their resilience and post-crisis competitiveness. The survey showed that, across industries, companies were worried about resource availability and were looking for ways to improve their crisis management skills. We believe this highlights the need for industry-specific interventions that could palliate the effects of the COVID-19 quarantine. The school plans to share survey insights with policymakers to help them fine-tune government programs.

Moreover, because cash and credit are scarce in the current situation, the Small and Medium Enterprises Program at the School of Management launched a universitywide initiative for in-kind exchange. SMEs are granted access to an

The pandemic led us to reassess many aspects of our operation and our personal lives.

online marketplace once they complete an authorization process that includes the acceptance of a code of ethics. In this marketplace, they can exchange their products and services for ones that they need. The social capital inherent in the university community serves as a disciplining mechanism and stimulus for responsible and ethical behavior.

The broader community. During periods of great uncertainty, social networks are flooded with negative conversations filled with fear and anxiety. But fake news and uncertainty are the worst advisors. In such times, the insights of trusted thought leaders—such as academic faculty—acquire special relevance. We believe our expertise is needed now in open public spaces as much as it is in our virtual classrooms.

To keep the public informed, the university created a dedicated COVID-19 website where we could post daily webinars, step-by-step guides for crisis management, and short expert papers. The webpage was created under the leadership of the vice rector for research, who led a large multidisciplinary team of faculty members. They developed an ongoing research agenda with very short publication cycles to produce informative and concise documents. These were meant to help public and private decision makers, as well as ordinary citizens, manage the crisis. (Visit the website at uniandes.edu.co/es/covid-19.)

Our urgency to give daily solutions and adopt a fast-paced working style made it possible for UASM personnel to collaborate across silos. For instance, 26 faculty and staff members only needed 24 hours to create a guide for agile and productive interaction. This guide gave rise to an e-book that all the participants recognize as their collective intellectual

contribution—the resource was featured in the regional specialized press.

REVISED OUTLOOK

While the coronavirus pandemic has brought great suffering to many, it also has led many institutions to re-evaluate their roles in society. At UASM, we not only have addressed the new problems that were born in this unexpected context, we have realized some unexpected benefits:

We have revitalized relationships with many old and new stakeholders.

Because we strove to be empathetic about the needs of our stakeholders, we achieved a deep understanding of their problems. This allowed us to quickly publish editorial material that was genuinely useful for the business community in this time of uncertainty.

At the same time, stakeholders learned or were reminded of the value of working with an academic institution of excellence. As all activities in Colombian society became virtual and people were confined to their homes, UASM noted rising interest in the views and opinions expressed by academic experts. We saw marked growth in the circulation of our articles and the viewership of webinars by UASM faculty and guests. In fact, on several occasions, the available platforms could not accommodate the number of interested participants. Thus, even as we created material designed to support our community, we generated impressive media impact for our school.

We have radically improved our understanding of our students' experiences. Ironically, being confined with and homeschooling our own children has helped us to gain better insights into our students' learning challenges and academic loads. It has exposed us to multiple pedagogical strategies and

helped many of us develop an online teaching style and philosophy—something that was previously unthinkable for many of the more tradition-bound faculty among us. For instance, we saw how our own children needed a continuous flow of diverse activities if we wanted them to keep paying attention, so we realized how important it was for us to frequently change online activities and the pace of learning to keep the attention of our college students.

We have examined our internal processes. The challenges posed by COVID-19—particularly those related to virtual management of value chains—have caused UASM to rethink some of our strategic priorities and redefine a large number of our research projects. We also have redesigned many administrative processes, including those related to admissions, which we now structure around the framework of the student journey. In many ways, the pandemic has contributed to our goal of improving institutional effectiveness and service satisfaction.

The school didn't change its mission or its strategy in response to the pandemic, but we found new meanings in both. By embracing an antifragile approach to the chaotic COVID-19 situation, we have strengthened our resolve and reaffirmed our mission of educating responsible leaders.

In the end, the pandemic gave us the opportunity to reassess many aspects of our operation and our personal lives. We are now more attuned to the interdependencies that support our well-being; at the same time, we have become more conscious of the things that matter to each of us individually. For many of us, this means we have found meaning in serving others: our students, our community, and our planet. 

Vinciane Servantie is vice-dean for academic affairs and Veneta Andonova is dean of the Universidad de los Andes School of Management in Bogotá, Colombia.

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The pandemic is causing schools to reflect on what they stand for and how they should contribute to society.

BY LARS MORATIS AND FRANS MELISSEN ILLUSTRATION BY JASU HU

RESPONDING RESPONSIBLY

THE COVID-19 PANDEMIC has hit countries hard and shaken industries to their core. While it remains to be seen what the long-term consequences are for societies and economies, it is clear that the coronavirus is triggering crises that go beyond immediate healthcare and economic concerns. It is putting democracies to the test as parliaments in several countries are sidelined; it may wreak humanitarian havoc when fragile states and poor urban areas are affected on a large scale; and it is pulling attention and resources away from pressing sustainability problems such as climate change. As the “coronacrisis” unfolds in a truly systemic fashion, it is accelerating the convergence of issues related to capitalism, democracy, and sustainability.

Business schools around the world have rushed to respond to the challenges that the coronacrisis presents. Initially, business schools closed down campuses, brought most courses online, and began organizing virtual meetings and conferences. Since the pandemic has coincided with a key period in recruitment activities, some schools have relaxed admission requirements and worked around their standard registration procedures. In addition, business schools have attempted to help outside organizations survive by offering faculty webinars on a range of immediately relevant topics.

Disasters provide exceptionally fertile soil for obtaining new insights into, for instance, the way businesses conduct themselves during societal upheaval and the expectations firms have about post-crisis trends. Business schools already have started to redirect research efforts to examine the impact of the coronacrisis. In our own field of sustainable business and responsible management education (RME), colleagues quickly circulated questionnaires aiming to track how the virus will affect companies' commitment to sustainability. Others have started to investigate the best ways to use the crisis to more rapidly decarbonize polluting industries and redirect economies onto more sustainable paths.

However, we think business schools that have embraced the RME agenda should do far more. The coronacrisis should challenge them to go well beyond their current efforts to make sustainability an integral part of their educational offerings, research activities, and community projects. They should evaluate their contributions to responsible management—and they also should reflect on their interpretation of the RME agenda and the role they take in advancing it.

THREE TASKS

We see the current crisis as an opportunity for schools to champion the uptake and further development of RME in their programs, research, and thought

leadership. In particular, they can undertake three tasks to extend and enrich their RME initiatives in response to the ongoing pandemic:

1 Embark on critical studies.

Critical studies essentially help us understand society in more profound ways as we examine the assumptions that underlie its functioning. More specifically, in critical studies we explore existing power structures, social structures, and cultural assumptions.

COVID-19 represents much more than an immediate health crisis. Its impacts will force us to investigate the assumptions that underpin our socioeconomic systems—including the elements that interconnect us globally and the axioms that guide and legitimize business conduct. Only then can we fully grasp the origins, the unfolding, and the consequences of this and future pandemics. Only then can we start building resilience for future events.

For instance, management educators should realize that many businesses were already imperiled within a few weeks of the virus's outbreak. Even firms that had been making substantial profits just before the pandemic soon queued up for support from the government. Critical scrutiny of this phenomenon could lead scholars to identify the ideology of neoliberal capitalism as the main culprit for many of the social and ecological problems the world is witnessing today. In fact, early research appears to support the contention that our exploitative relationship with nature—driven by a culture of short-termism, deregulation, and free trade—has allowed for the COVID-19 outbreak.

When we engage in critical studies, we also attempt to understand business-society relationships from an integrated perspective as we bring in disciplines such as anthropology, political science, and sociology. When we don't address problems from a multiplicity of viewpoints, we promote disconnectedness rather than inclusiveness.

One of our first steps should be to examine sustainability from cultural perspectives other than a Western-oriented one. If we don't, we will end up with limited or one-sided progress on the agenda represented by the United Nations' Sustainable Development Goals.

We also should be more critical about taking instrumental business case approaches to sustainability. These approaches tend to degrade the concept of sustainability as a means to an end, rather than treating environmental quality and social justice as ends in themselves. They also reduce the concept of value to sheer monetary terms through methodologies such as true pricing (which takes into account the social and environmental costs of any policy) and environmental profit-and-loss accounting (which encourages companies to analyze the environmental impacts of their business operations). We may find that these approaches only worsen our relationship with the planet, rather than guiding us toward solutions. From this perspective, the pandemic might even be considered an existential crisis.

2 Encourage moral imagination.

RME encourages students to envision new ways to address moral problems and solve ethical challenges. In his book *Moral Imagination: Implications of Cognitive Science for Ethics*, philosopher Mark Johnson writes that we “must be able to imagine new dimensions for our character, new directions for our relationships with others, and even new forms of social organization.”

We must use what we call “naïve intelligence” to look beyond the traditional institutions and practices that we consider normal so we can experiment with new approaches. We must examine the values that characterize contemporary management education. We must challenge students to apply these values in situations that pose extreme dilemmas—such as this era defined by the COVID-19 pandemic.

The pandemic has led to a convergence of capitalism, democracy, and sustainability.

We must develop new narratives and vocabularies that will help people develop enthusiasm for finding paths into the future. Moral imagination is stimulated when we combine experimentation with reflexivity.

Hence, management education should be open to play and provocation. These approaches invite students and educators to develop novel ideas for understanding ethical challenges, cultivating business-society relationships, and addressing sustainability issues. Moral imagination also challenges us to build empathy and solidarity with those who might not be considered parts of our community—for instance, precarious workers, future generations, and natural ecosystems.

Management educators should therefore encourage discussion around a number of provocative questions: What if future generations had a voice? What if we would consider nature as our partner as we combat climate change? What if reciprocity was the north star guiding all of our actions? Answering such questions could help us imagine a new social contract among citizens, governments, businesses, and the planet.

3 Engage in systemic activism. This task is perhaps our most controversial suggestion. We should clarify two things here. First, we consider business school activism an indispensable effort in realizing the RME agenda, beyond all other functions that business schools have. We think that management educators should not only embrace the idea that sustainability is a moral and political agenda, but also actively and relentlessly campaign for achieving the goals of that agenda. Indeed, we believe that educators who think

they are taking an amoral stand toward sustainability—who see it as a concurrent perspective to others, meaning that they regard it as optional—actually have taken an immoral position.

Second, we think it is important to explain what we mean by systemic activism. Whereas activism is usually issue-based, systemic activism recognizes the complex and interconnected nature of modern problems and assumes that change is required on many levels. The way the coronacrisis has unfolded, touching virtually all realms of life, is a vivid illustration of this. The same is true for the climate crisis, which has impacts on poverty, which affects gender equality, which affects education, which affects decent work and economic growth.

We need to realize that systemic problems—from the global pandemic to racial tensions in the U.S. and elsewhere—do not have single-issue solutions. Rather, they require a rethinking of economic, political, social, judicial, and cultural systems. To paraphrase American civil rights activist and writer Audre Lorde: “There is no such thing as a single-issue struggle, because we do not live single-issue lives.” Nor do we live in a single-issue world.

This is particularly relevant for management education because business is the proverbial spider in the web when it comes to both understanding patterns of unsustainability and designing solutions to sustainability problems. Because business interests are omnipresent, and because business influences all realms of our socioeconomic system—including politics and culture—business is an intensely powerful actor and driver of change when it comes to sustainability.

In turn, business schools are well-positioned to influence the intricate architecture of business-society relations—through their research activities, education programs, and community projects. To be systemic activists, business schools should make it their mission to examine root causes of underlying problems. They should work to identify the leverage points and develop strategies for planting the seeds of change. Then, they should nourish these seeds until they grow and ultimately overtake current beliefs about conducting business. To achieve this goal, business schools that engage in systemic activism will need to partner with the institutions they aspire to remake.

CORONATION AMID CRISIS

The COVID-19 pandemic has led to a convergence of capitalism, democracy, and sustainability. At the same time, it has prompted business schools to engage in intense reflection on what they stand for and how they should contribute to the well-being of society. We hope that many will choose to advance the RME agenda—and assume new roles and responsibilities in the coronation of RME as a reigning force.

We realize that business schools that heed our call and adopt RME will have to become much more political in terms of the agendas they aspire to follow and influence. In turn, educators will be compelled to expand and reconceive the key functions of business schools. The three tasks we outline here highlight a rich palette of opportunities for business schools to advance the RME agenda. Schools not only can respond effectively to current and future sustainability crises, but they also can lead us in creating a better world. **D**

Lars Moratis and Frans Melissen are Co-Chairs in Management Education for Sustainability, a joint initiative by Antwerp Management School in Belgium and Breda University of Applied Sciences in the Netherlands.

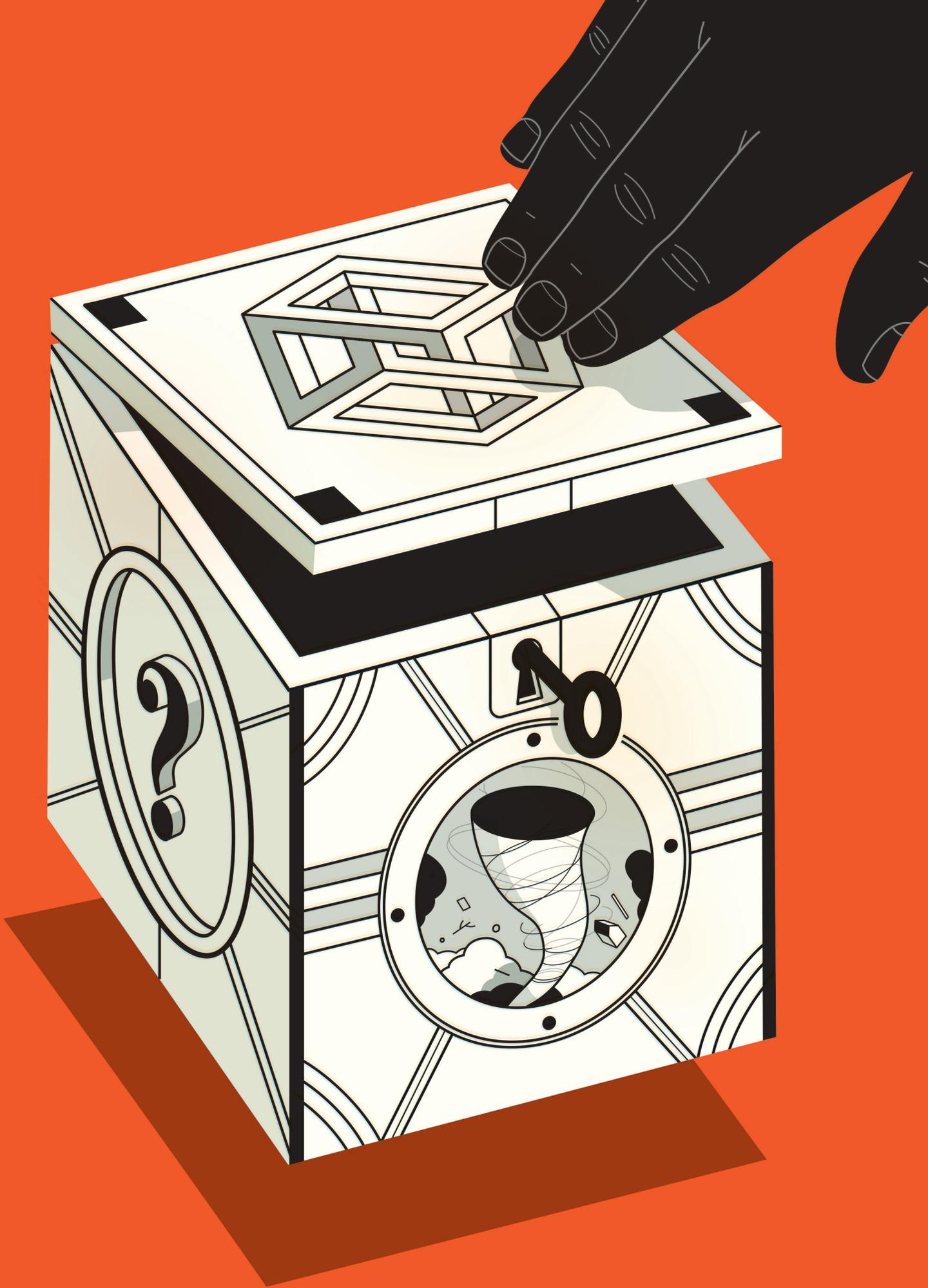
BY NATHAN BENNETT AND G. JAMES LEMOINE
ILLUSTRATION BY HARRY CAMPBELL

VANQUISHING VUCA

Volatile, uncertain, complex, and ambiguous situations call for different responses from academic leaders.

TODAY'S BUSINESS SCHOOL DEANS face a range of daunting challenges—or, on better days, intriguing opportunities. These include mastering disruptive instructional technologies, addressing evolving financial models, competing with alternative providers, dealing with public relations disasters—and leading through unexpected crises such as the coronavirus pandemic. As far back as the 1980s, the U.S. military began using the acronym VUCA as shorthand for any situation that was volatile, uncertain, complex, and ambiguous. That certainly describes the world deans find themselves in today.

VUCA environments often seem overwhelming and unpredictable, but they can be easier to manage when administrators understand which of the four elements is most applicable to a particular crisis. For instance, a volatile situation calls for a different response than an ambiguous one, and a complex situation should be handled differently than an uncertain one. Here, we outline common situations confronting business school administrators today. When academic leaders correctly categorize the challenges they face, they will be able to address them more effectively and efficiently.





WHEN FACED WITH VOLATILITY, A LEADER'S BEST STRATEGY IS TO DEVELOP AGILITY.

UNPREDICTABLE IMPACT

Volatile situations are unstable or unpredictable, marked by change that is so frequent and massive that it resists confident forecasting. Even when leaders have information about the forces that underlie the volatility, they can only speculate about the impact those forces will have.

For business schools in the U.S., one current source of volatility involves international student demand. Even before the advent of COVID-19, the situation was rendered volatile by shifting government policies for student visas and postgraduate work permits. School leaders understand very well what is causing the volatility. However, the factors that will determine the direction and magnitude of change are impossible to predict. These factors include the state of diplomatic relations between China and the West; the actions that will be taken by Canada and Australia, which have benefited from changes in U.S. policy regarding international students; and the outcome of the 2020 presidential elections.

When faced with volatility, a leader's best strategy is to develop agility, which usually requires creating resource pools that provide slack. For an airline, responding to volatility in fuel prices means stockpiling when the price is attractive. For a business school, responding to volatility in international applications means finding alternate ways to create and satisfy demand.

Some schools have reacted to declining international enrollments by investing more resources in recruiting domestically, particularly by targeting transfer or out-of-state students. This strategy may work particularly well if travel bans prevent international applicants from studying abroad.

The University at Buffalo in New York has embraced the agile approach by simultaneously shoring up international demand and creating new streams of applicants for graduate programs. For instance, to attract more domestic stu-

dents, the school has launched a slate of multidisciplinary dual-degree programs that pair clinical and business schools. To bring in more international students, the school has developed more STEM programming—which provides these students with legal visa pathways to stay and work in the U.S. The school also is appealing to international students by creating more partnership agreements with global institutions.

UNCLEAR REPERCUSSIONS

In *uncertain* situations, leaders can't be sure whether a particular event will have meaningful ramifications, even when they understand the underlying cause-and-effect relationships.

One pressing example is the onset of the "free speech wars" on campus. In these cases, academic leaders don't know whether and how business students will react to instructional elements formerly considered mundane, such as in-class debates, the presence of less progressive professors, and courses on social responsibility or business ethics. Business school leaders also experience an appreciable amount of uncertainty around instructional technology and the future importance of physical space.

A situation is usually uncertain be-

cause leaders lack trusted information. A powerful way to address uncertainty is to invest in methods of collecting, interpreting, and sharing information across the college. Deans should build information networks that include professional colleagues, vendors, and stakeholders.

In addition, they should cultivate the ability to review data differently than they did in simpler times. For instance, when administrators are trying to determine which online courses to keep, they should gather hard data about the relative utility of the courses. They also should try to determine the benefits of or concerns about each course from the perspectives of both students and faculty. Gathering such information can preemptively prevent leaders from making bad decisions.

The Robinson College of Business at Georgia State University in Atlanta faced an uncertain situation not long ago. Between the city's vibrant entrepreneurial community and the presence of big players such as NCR and Equifax, Atlanta was poised to become a center of fintech innovation—if it could attract the talent it needed to grow.

To understand what the future business landscape might look like in the metro area, leaders from the Robinson College and the University System of Georgia engaged in a series of boundary-spanning conversations. Participants included industry leaders, faculty and administrators from the university system, talent management executives, and learning technologists. Together they assessed how they could develop talent quickly enough so that human capital did not become a constraint on growth. These conversations led to an innovative systemwide solution to prepare and credential individuals for positions in fintech.

INTRICATE CONNECTIONS

A *complex* situation involves many interconnected parts in an elaborate network of dependencies that impact decision making and operations. Complexity is

often in play any time organizations are attempting to drive structural change.

Universities encounter complexity in the increasing number of activities—some compliance-driven, some market-driven—that they are expected to undertake. What U.S. university has not had to create or restructure campus offices to address Section 504 of the Rehabilitation Act, which protects students with disabilities; support compliance with Title IX, which is designed to prevent discrimination on the basis of gender; or mollify parents and students about the return they can expect on their educational investment? What university in a European Union country—or a country that recruits students from the EU—has not had to reevaluate its approach to data privacy with the enactment of the General Data Protection Regulation?

Complexity recently presented itself as a challenge to the leadership at American University in Washington, D.C. Historically, many AU students were hired by a small group of large employers who found it economical to go to a few big campuses to recruit recent graduates. However, as online recruiting tools became more readily available, these employers could hire talent from anywhere, so they didn't have to spend as much time visiting college campuses. At the same time, many of these firms were hiring fewer graduates altogether. These two trends meant that AU students had fewer opportunities to be hired and faced more competition for jobs.

To present more opportunities to its students, AU worked to attract smaller employers to campus—and this was where the situation became complex. Obviously, it was easier for the school to manage one relationship with one firm offering 15 jobs than it was for the school to manage 15 relationships with 15 firms offering one job each. When the task became too overwhelming for the career services staff, the AU administration handled the complexity by hiring an outside vendor who could manage those relationships.

UNKNOWN UNKNOWNNS

Ambiguous situations contain doubt about cause-and-effect relationships. An ambiguous situation often is challenging because it is novel; there is little historical precedent for determining what outcomes a course of action might generate.

For today's university leaders, ambiguity attends the whole concept of unbundled education. If schools offer stackable degrees, digital badges, and other nontraditional learning options, will the resulting credentials be valued by the market? Are brick-and-mortar universities the best purveyors of such products, or will programs like these become category killers for the physical campus?

Recent headlines about the admissions scandal involving U.S. universities present another salient example of ambiguity. How will expectations of universities change in the wake of media reports about wealthy individuals who essentially pay to have their children admitted to select schools? How will regulatory agencies react? What will alumni, students, and future applicants expect of universities? What actions would effectively address this scandal—and future frauds of a similar nature?

The responses used to address volatile, uncertain, and complex environments don't work for ambiguous ones. For

instance, stockpiling resources could be a huge waste of time and energy in an ambiguous situation. Gathering information is also unhelpful when a situation is ambiguous, as leaders probably don't know what information would be most useful to obtain. Similarly, a restructuring could be enormously inefficient if the university doesn't really understand the ambiguity that a restructure would address.

In ambiguous situations, the key to success is experimentation. For instance, in an attempt to adapt to microcredentialing, many business schools have experimented with certificate programs, online offerings, and new degrees.

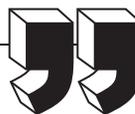
At the University of Central Florida in Orlando, the business school recognized that career paths are increasingly unclear and that tomorrow's high-demand jobs do not exist today—a fact that makes it difficult to articulate the learning objectives of the curriculum. To deal with the ambiguity of this situation, the faculty is experimenting with a new integrated business program that emphasizes general and soft-skill development. The goal is to see if a curriculum that focuses on soft skills can produce graduates who can work in teams and across functions, no matter what the job.

OVERARCHING IMPLICATIONS

Altogether, it's quite reasonable that the volatile, uncertain, complex, and ambiguous dimensions of the business school context could overwhelm academic leaders; so much chaos would seem almost impossible to manage. But when leaders break down each situation into its VUCA components, they will have a clearer path to strategic planning. The VUCA framework offers deans and their teams a way to find specificity in chaos—and a tool with which they can manage tumultuous times. **D**

Nathan Bennett is a professor at Georgia State University's Robinson College of Business in Atlanta. G. James Lemoine is an assistant professor at the University at Buffalo's School of Management in New York.

**AMBIGUOUS
SITUATIONS
HAVE NO
HISTORICAL
PRECEDENT
TO FOLLOW.**





BY VISWANATH VENKATESH
ILLUSTRATION BY JOEY GUIDONE

The University of
Arkansas' Walton
College of Business
takes an EPIC approach
to reinforcing its
foundational values
throughout its
community.

Dedicated to Values

SUCCESSFUL ORGANIZATIONS define their core values—and then make those values an essential part of everything they do. This is just as true for exemplary leaders, who must be able to model their values for others. In other words, to lead well, “you must first be clear about your own guiding principles. You must clarify values by finding your voice,” as James Kouzes and Barry Posner put it in their 2012 book *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*.

Business schools do a great deal to instill good values in students and graduate ethical business professionals. But I believe it's critical that we do more. At the University of Arkansas' Walton College of Business (WCOB), “more” starts with the integration of the college's four core values across its campus and curriculum. When schools embed their values in every course and throughout their cultures, they are far more likely to educate value-driven leaders.

COMMITMENT, NOT COMPLIANCE

When I recently reviewed the websites of the top 50 U.S. business schools, I found that 80 percent had overt displays of values—as part of their taglines, banners, or vision and mission statements. Some schools have created awards to recognize those who uphold values such as innovation or diversity; others showcase stories of faculty and students enacting the promoted values in various forums.

Lately, many of these schools are paying special attention to two sets of values in particular: integrity/honesty and diversity/inclusion. To uphold integrity and honesty, for instance, schools distinguish between acceptable and unacceptable behaviors, use plagiarism detection software such as Turnitin, incorporate ethics into standalone courses, and punish violations of their codes of conduct. To address diversity and inclusion, they might offer a course, create an award, open a dedicated office, offer grants to support activities that promote diversi-

ty, or plan activities tied to special days such as Martin Luther King Day or the Transgender Day of Remembrance.

Although such policies promote appropriate behavior, they do not instill values in our students in a deep way or ask them to commit to upholding those values. Instead, they only encourage compliance, which is not the same thing.

CULTURAL INTEGRATION

That's why the WCOB is working to make its value-driven strategy more effective. Only through systematic integration can business schools instill values into their cultures and students.

This process started at the WCOB in the late 1990s, when the college first established its four core values of excellence, professionalism, innovation, and collegiality. It wasn't until 2015 that a taskforce coined the acronym EPIC. Today, we include the EPIC values in our mission and highlight on our website stories of faculty and students whose

behaviors reflect those values. We display banners that encourage our community to “Be EPIC.” Our dean refers to them in various forums—from presentations to YouTube videos.

We ask our students and faculty members to adopt behaviors consistent with each value—that is, to strive for excellence, operate with integrity and humility, create an innovative environment and imagine new possibilities, and respect and value everyone’s differences.

PROMISING OUTCOMES

I, too, strive to integrate EPIC values thoroughly into every course I teach. I describe the values in my syllabi and materials for classes that range from advanced multivariate and theory development at the doctoral level to systems analysis and design at the master’s level. I share with students not only the actions expected of them, but also those expected of me as their instructor. (See “Behavioral Rundown” on the next page.)

To keep the values at the forefront, I take these five actions in my teaching:

Act as a role model. I make all course materials available in a timely manner and ensure these materials are carefully proofread. I provide timely feedback on deliverables, meet with students to support their learning, and always start class on time. I am always professionally dressed, even at weekend events. These actions are largely expected of a professor, but it’s critical to reinforce with my students what I am doing—and why—if I expect them to behave in the same way.

Revisit EPIC throughout the semester. I reiterate the importance of the values, so that they are more likely to take root in students’ mindsets.

Promote expected behaviors. When students produce exceptional work, present an innovative answer to a question, or adopt a collegial approach on their teams, I recognize it—sometimes privately, sometimes publicly—by noting that the work is “EPIC.” In addition, I encourage students to value learn-

ing and mastery, not merely outcome and performance. For example, in my doctoral course on theory development, students submit ten nongraded deliverables toward their final papers. I then provide feedback so they can produce higher quality graded products.

Connect reprimands to the values.

Just as I recognize students who uphold the values, I speak—usually in private—to students who violate them. When a student’s pattern of behavior suggests a lack of commitment to the core values, I don’t just assess a penalty. I also highlight the value that they have not embraced. For instance, when I speak to a student who is regularly late to class, I will highlight the professionalism value.

Recap the values in the last class.

At the end of the semester, I talk about behaviors I have observed that enact the values, such as exemplary performance on projects and papers, or violate the values, such as cell phone use or tardiness. This helps students leave with a better understanding of how these values led to outcomes.

Since I’ve incorporated these elements into my teaching, student feedback has noted everything from my kindness to the professional nature of the course itself, which indicates that they have noticed these efforts. I’ve also seen noticeable differences in my students’ behavior. Fewer students are tardy, even for an 8 a.m. meeting. There is less in-class use of cell phones, email, or social media. And almost all of my students wore professional attire for presentations, presented innovative solutions to challenging problems, engaged in constructive dialogue, and even discussed the EPIC values in casual conversations outside class.

Likewise, in all four of my courses, students have produced higher quality work for nongraded activities, as well as better master’s projects and doctoral papers than I’ve seen in the past. Several of my PhD students have indicated that they will use such a value-driven approach in their teaching in the future.

Recently, I shared my EPIC slides and approach with other faculty members at a lunch-and-learn session at our Center for Teaching Effectiveness. Several professors said that they intended to adopt similar approaches in their courses. The center’s director has even changed her syllabus to include discussion of the school’s four core values and encouraged one of her thesis students “to use the EPIC framework to organize the implications section of her thesis.”

WHEN VALUES ARE OVERLOOKED

After my presentation at the lunch-and-learn event, the faculty and PhD students in attendance discussed how we can take this approach forward. While they might need to promote different sets of behaviors depending on the course or students’ educational levels, they agreed that instilling values is a long-term process—and that implementing them programwide is essential for success.

As business educators, we know that if we produce leaders willing to compromise their values, it can lead to the downfall of entire organizations. Take, for example, Equifax. In 2017, the consumer credit reporting agency did not act on its core value of integrity when its leaders waited two months to report one of the worst data breaches in U.S. history—and worse, had known about the flaw in the system that allowed the breach to happen. Or United Airlines, which did not act on its core value of “respect for all” when its CEO Oscar Munoz offered only a weak apology after its employees had a passenger violently dragged off a flight. Or worse still, The Weinstein Company, an American film studio, whose leaders failed to uphold basic moral principles when they did nothing to address women’s reports of sexual harassment by co-founder Harvey Weinstein. Not surprisingly, the studio became defunct in July 2018.

These examples underscore why we must do everything possible to help future workers embrace and enact core values—and why we must lead by example.

Behavioral Rundown

Throughout the semester, I behave in ways that uphold the Walton College of Business' four core values: excellence, professionalism, innovation, and collegiality. I want not only to show my students that I "practice what I preach," but also to encourage them to do the same.

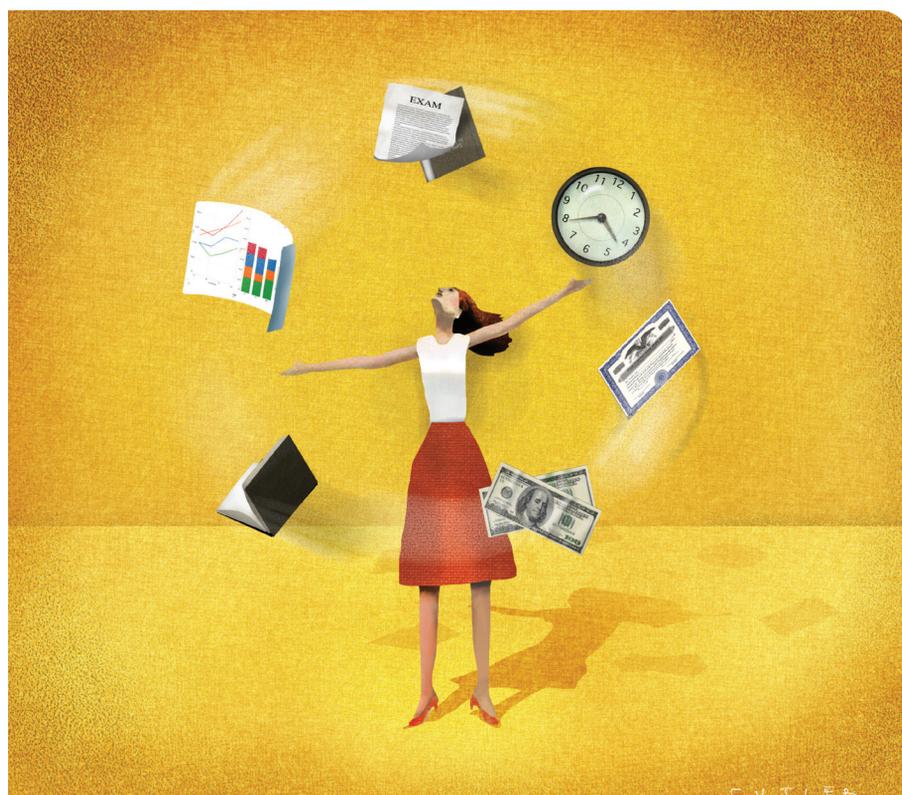
In addition, I share the outline below with my students. By presenting these expectations in this format, I create a kind of contract between my students and me in which we commit to making our classroom an environment of integrity and respect.

CORE VALUE IN THE EPIC FRAMEWORK	INSTRUCTOR BEHAVIORS	PROMOTED STUDENT BEHAVIORS
<p>Excellence</p> <p>We are driven to be the best in everything we do.</p>	<ul style="list-style-type: none"> ■ Be a role model ■ Be prepared before class ■ Make best effort in class ■ Shift student focus to learning, not grades ■ Provide timely feedback 	<ul style="list-style-type: none"> ■ Be prepared for class ■ Participate in class ■ Complete assigned tasks ■ Focus on learning, not grades 
<p>Professionalism</p> <p>We operate with integrity, humility, respect, and inclusion.</p>	<ul style="list-style-type: none"> ■ Be punctual ■ Avoid phone use during class ■ Maintain professional attitude ■ Be available to meet students ■ Dress in professional attire 	<ul style="list-style-type: none"> ■ Be punctual ■ Avoid phone use during class ■ Use laptop only for class content ■ Maintain professional attitude ■ Uphold academic integrity ■ Dress in professional attire for presentations
<p>Innovation</p> <p>We imagine possibilities, we create, and we inspire others.</p>	<ul style="list-style-type: none"> ■ Create a supportive learning environment inside and outside the classroom ■ Create active learning exercises 	<ul style="list-style-type: none"> ■ Find and use relevant materials other than those presented in the course ■ Provide rich solutions to problems
<p>Collegiality</p> <p>We respect each individual, we value our differences, and we welcome all.</p>	<ul style="list-style-type: none"> ■ Maintain an appropriate tone ■ Be constructive ■ Respect and recognize differences in student backgrounds; encourage students to contribute their voices to the course 	<ul style="list-style-type: none"> ■ Maintain appropriate tone ■ Be constructive ■ Consider, listen to, and respect others' views 

By embedding values in every course and in our own behaviors, we make it more likely that our students' sense of integrity, innovation, and excellence are deeply rooted and that the business leaders we educate will strive to do what's right.

I encourage all faculty to incorporate school values into their syllabi, teaching, and class discussions. In doing so, we can leave an impression on students that they will carry into the next phases of their programs and into their careers. 

Viswanath Venkatesh is a distinguished professor and the George and Boyce Billingsley Chair in Information Systems at the Sam M. Walton College of Business at the University of Arkansas in Fayetteville, Arkansas.



The Startup-Based Curriculum

WHY WE NEED PROGRAMS TAILORED TO ENTREPRENEURS.

BY RANGAPRIYA KANNAN-NARASIMHAN

STEVE JOBS. BILL GATES. Michael Dell. Mark Zuckerberg. John Mackey. Travis Kalanick. We've all heard of entrepreneurs who started multibillion-dollar companies. But that's not the only thing they have in common—many also dropped out of college or high school. They felt that education was distracting them from, rather than supporting, their goals. They felt they had to make a choice: continue their educations or pursue their entrepreneurial dreams. They decided on the latter.

Recently, I was approached by one of my students, whom I'll call Marc. Marc has an impressive professional network, holds an intern-

ship in a private equity firm, and is extremely motivated to start his business. Since he started our program, he even has secured initial funding from investors. But he shared his frustration with the way our MBA program was structured—and he was close to dropping out.

While Marc was dedicated to founding his company, he also had to maintain his grades to remain eligible for his merit-based scholarship. He had to weigh the importance of studying for a multiple-choice test he had to take the next day versus preparing a presentation he had to make to his investors to secure the next round of funding. He was frustrated because he felt that he was never going to use the concepts on that multiple-choice test for his career—that he was working 90 hours a week to keep up his grades *and* build his startup.

He wanted to know: Why couldn't students like him follow an MBA track that would allow them to earn course credit for the work they completed for their startups?

This got me wondering about all the other entrepreneurs who have gone through a similar thought process. Yes, business education has evolved since the mid-1970s, when Bill Gates founded Microsoft and Steve Jobs founded Apple—and even since 2004, when Mark Zuckerberg founded Facebook. Undergraduates now can pursue minors and majors in entrepreneurship; they can participate in business plan and pitch competitions, design challenges, investor meetups, and incubators and accelerators. They can look to others who started successful businesses while in college and who benefited from these institutions. These include entrepreneurs such as Neil Blumenthal, who founded Warby Parker while at the Wharton School; and Larry Page and Sergey Brin, who founded Google while at Stanford.

But these success stories also underscore the fundamental problems that remain. In most cases, while these founders worked on their companies, they

had to attend lectures and study for final exams. They had to “check off boxes,” whether or not those boxes were relevant to their entrepreneurial careers. This approach serves students who want to become executives in established companies far better than it serves students who want to become entrepreneurs.

THE WRONG PREPARATION

As Steve Blank and Bob Dorf state in their 2012 book *The Step-by-Step Guide for Building a Great Company*, startups are not smaller versions of larger companies. While many of our undergraduate and graduate programs offer courses in organizational behavior, human resource management, marketing management, and accounting, they offer comparatively fewer courses on business model design, entrepreneurial team building, entrepreneurial finance, or founder transitions.

There are three problems with the way we typically teach entrepreneurship. First, many entrepreneurial competitions are extracurricular; students must find time to conduct market research and design pitches as they complete coursework and work part-time jobs.

Second, most programs include core courses that all students must take in their first year. Most MBA students must wait until their second year to take courses related to entrepreneurship, and undergraduates often must wait until their third or fourth years. Furthermore, at some schools, students can earn majors or minors in entrepreneurship just by taking a few courses. They might not work a single day helping others run startups or building their own.

Third, few schools award project-based undergraduate, MBA, or doctoral degrees. Although student founders put in a tremendous amount of work on their ventures, that work rarely counts toward graduation requirements.

It's no wonder students like Marc become frustrated. When their coursework isn't related to their startups, they are

neither motivated to excel as students nor able to focus on their startups—and their performance in both areas suffers.

A DIFFERENT APPROACH

If we want to help our students become founders—and help our regions create entrepreneurial ecosystems—we need a different approach. We must create startup-based curricula with entrepreneurship deeply knit into the coursework.

A project-based curriculum for student founders would not force students to take units just to meet graduate requirements. It would incorporate supervised mandatory independent study, where students would earn credit and grades for entrepreneurial activities.

Any core courses would cover topics relevant to the goals of entrepreneurs, such as designing business models, building pitch decks, and financing new ventures. Moreover, these courses would be offered in the *first* semester, not in the last year or two of the program. Faculty supervisors would then assess and assign additional courses for students to take, based on what each student needed to learn to succeed as an entrepreneur.

OVERCOMING THE CHALLENGES

I know of a handful of schools that have adopted this strategy in their entrepreneurial programs. For example, undergraduates at Babson College in Wellesley, Massachusetts, build actual businesses in their first year. At the University of Notre Dame in Indiana, graduate students can take part in ESTEEM, an interdisciplinary program designed to build entrepreneurial skills. The curriculum is tailored around a year-long capstone project in which students apply lessons from the classroom to a technology commercialization effort. In 2018, the Indian Institute of Technology Delhi began allowing PhD students to launch startups instead of completing doctoral theses. (Another program, the Master of Business Creation at the University of Utah, is featured on page 26.)

But these examples still seem to be the exception rather than the norm.

I realize that adopting a startup-based curriculum is easier said than done. This approach is time-intensive, requiring faculty and other partners in the entrepreneurial ecosystem—such as staff from the university's incubators or accelerators—to work more closely with students as they build their startups. Tenure-track faculty, especially, might worry that this type of teaching might leave them less time to focus on their research. Universities would have to rethink their tenure and promotion policies and reward faculty for the additional time and contributions that a startup-based curriculum requires.

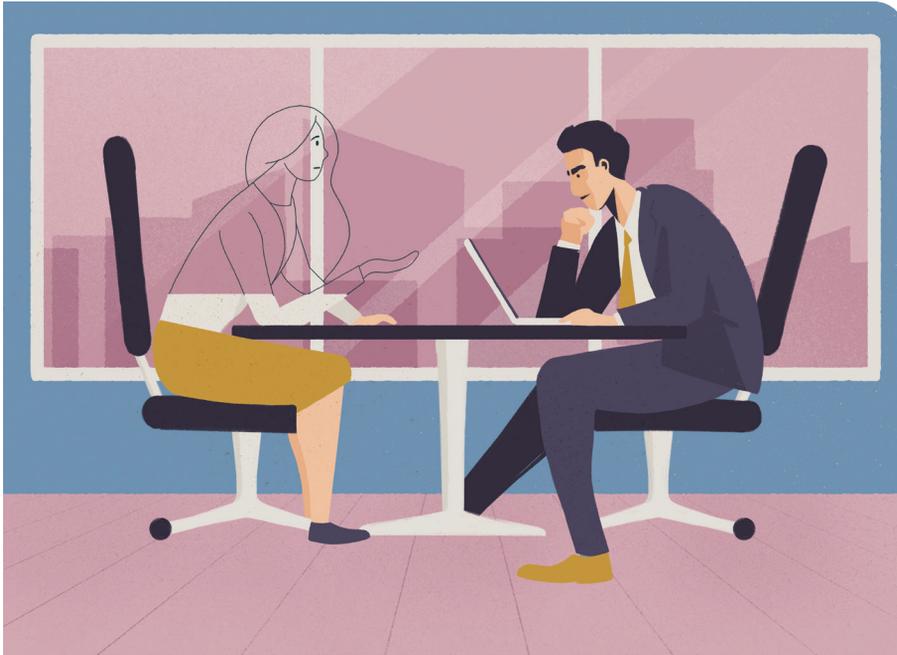
A startup-based curriculum also requires additional funding to support students as they test their hypotheses in the field, pursue market validation of concepts, and build prototypes. But I have found that many donors are excited by entrepreneurship—universities should be able to find sponsors willing to support students' startup activities.

Perhaps the biggest challenge is that a startup-based curriculum will require us to fundamentally transform our mindset and the way we teach entrepreneurship. But it is possibly the only way that we can ensure that aspiring entrepreneurs do not become college dropouts. As educators, we must ensure that we give them all of the tools and support they need to succeed. ▣

Rangapriya (Priya) Kannan-Narasimhan is founding director of the Entrepreneurship and Innovation Catalyzer and associate professor of management at the University of San Diego School of Business in California. She also is a professor of entrepreneurship at the University of Exeter in the United Kingdom.

Educators interested in exchanging best practices on designing startup-based curricula can contact her at priya@sandiego.edu.





holding up their end of our online course contract and getting their work done. Could I add one more assignment?

I decided to design my assignment in the form of extra credit. I posted a threaded discussion regarding the ways companies and HR managers were responding to COVID-19. While it was an optional assignment, I begged students to participate because it was such an amazing opportunity to learn about a current issue in real time. I pointed out that they would be engaging with material that not only was constantly changing, but that was critical to them, their colleagues, and their families. Moreover, the situation demanded innovation and critical thinking.

RESEARCHING THE RESPONSES

In the course I teach, I stress that professionals need to gather evidence to support the development of any new policy or procedural responses. I also emphasize that HR practitioners must examine best practices from credible sources.

For the COVID-19 assignment, I asked students to research the issue by reading at least three articles depicting the ways organizations were responding to the crisis. What HR policies were the companies putting in place, beyond having employees work from home? How were companies protecting their employees physically, financially, and in terms of employment? How were they assisting their employees, and how were they deploying their employees to assist the community? How were they maintaining a sense of community among their employees? How were they protecting or supporting customers?

Students had to describe the policies or actions that the companies were instituting and comment on the probable effectiveness of these policies based on what they had learned in class. They needed to state which actions they thought were positive (such as customer outreach), which actions they thought

Teaching HR in Real Time

STUDENTS EXPLORE THE WAYS HR DEPARTMENTS RESPOND TO THE CHALLENGES OF COVID-19. **BY DENISE TANGUAY**

AS THE TEACHER of a 400-level undergraduate course titled Current Issues in Human Resources, I am aware of so many issues I could cover in assignments that I find it almost painful to have to leave some things out each semester. However, I faced a different set of difficult choices as I taught this course during the winter 2020 semester at Eastern Michigan University's College of Business in Ypsilanti.

Although the class was already being taught online, I had to figure out how to turn this situation into a teaching moment. Our typical EMU student works at least half time, if not full time, and many have spouses and children. My students were well into the writing of their final papers. Some were adding childcare to their job and school responsibilities, while others were first responders and essential services employees who had to go to work. Nonetheless, they were

might lead to negative consequences (such as layoffs), and why.

To uncover information, students went to company websites to look for publicly stated policies that might have been described in letters from CEOs or HR vice presidents. They also examined business publications such as *Forbes*, browsed local news websites, and read publications from the Society for Human Resource Management. Because this is an evidence-based class, they were not allowed to draw information from blogs. I challenged students to find innovative policies to post about on the thread and invited them to comment on the posts of their fellow students.

POLICIES AND PRACTICES

Of my 23 students, 12 responded with detailed first posts, and their classmates made multiple comments. Many students started with larger companies such as Amazon, Walmart, Starbucks, and auto manufacturers in nearby Detroit. Some posted letters in which CEOs expressed their values and attitudes about employee safety and health. Others found articles that described some companies' specific responses—for instance, providing personal protective equipment, forming crisis management teams, or offering service pay bumps to employees who were still coming in to work. Students seemed to have the strongest positive reactions to companies that set up funds to support employees who contracted COVID-19.

As the class progressed, students examined policies in a wide range of industries. They were particularly interested in the special hours that grocery stores had implemented to protect seniors and people with compromised immune systems. One student compared the policies of a small, local grocery chain with two national chains and found that the single difference between them was that the larger organizations had started requiring temperature checks

for employees who were beginning their shifts. Another student walked through Walmart to observe what was in place compared to what was published.

One student wrote about an auto insurance company that offered customers a 20 percent credit because fewer people were driving during the pandemic. Classmates debated whether this was feasible. Another student analyzed the statements made by our university president, who suspended face-to-face instruction nearly two weeks before our governor issued her first “stay home, stay safe” executive order.

Students also looked for ways companies were trying to help employees and customers. For instance, Starbucks offered its employees free mental health therapy. Logitech provided free webcams and headsets to K-12 teachers. Jellyfish extended IT services and support to employees who needed help setting up their children's school software at home. A major financial services organization announced US\$1,200 checks for all employees and provided 100 percent coverage of COVID-19 testing, 30 days of emergency care for employees' elderly relatives, and free access to mental health professionals.

As most of my students work full-time, the assignment gave many of them the opportunity to compare the responses of their own employers to those of the companies they researched. For instance, a student who works for Aflac noted that the company was offering COVID-19 relief loans to 1099 workers who were not fully eligible for unemployment benefits.

Students generally felt that the companies they researched had implemented their HR responses with thought and care. They noted that the policies were designed to support employees, ensure the safety of customers, and motivate employees to continue working hard. Students also had to discuss the layoffs that many companies introduced. For

the most part, students viewed the layoffs as negative outcomes that were caused primarily by the virus, not by organizational decision making. But they had more positive views of companies that tempered the layoffs with two weeks of pay and the extension of healthcare benefits.

Students also found relevant research that didn't pertain to individual companies. One shared a research article about the H1N1 flu outbreak, which described necessary HR responses to pandemics. Students on the discussion thread debated how the guidelines in the article might be applied by HR leaders now.

A TEACHING MOMENT

I was deeply impressed by the fact that students read each other's entries and added new relevant information about the companies under discussion. I also felt that, as a teaching moment, the assignment was successful. Students used credible information sources, examined a range of organizations, assessed the quality of the new policies, and expressed compassion for employees and organizations in this challenging time.

I think it's critical to have my students understand their responsibility to take thoughtful, evidence-based actions. To some extent, I can prepare them to do this through case studies and role-playing exercises, but neither of those experiences compares to living through an emergency situation. The pandemic forced them to examine in real time what actions are possible in a crisis and what they might consider doing when they become practitioners. It showed them that they will need clear thinking and strong expertise to function in a world that can change in a moment.

Denise Tanguay is a professor of management at Eastern Michigan University's College of Business in Ypsilanti. She is also a Society for Human Resource Management Senior Certified Professional.

Training the ‘Tri-Sector Athlete’

MBAS ACQUIRE THE SKILLS TO WORK ACROSS THE BUSINESS, GOVERNMENT, AND CIVIL SECTORS.

BY MARY MARGARET FRANK AND MAGGIE MORSE

LAST YEAR, THE Business Roundtable, an association of American CEOs, highlighted the need for business to play a vital role in addressing social issues such as education inequities, income inequality, food security, and climate change. On its website, the organization further communicates its support for policies that would increase the national minimum wage, improve access to education, update infrastructure, and reform immigration laws.

But none of these objectives can be achieved by business alone. Such complex social challenges can be addressed only through cooperation among the business, government, and civil sectors. But these sectors are driven by different incentives, cultures, and languages, which can impede trust and collaboration. That means that we must prepare MBAs to overcome these differences and promote cross-sector collaboration.

In short, we must train MBA students to be “tri-sector athletes.”

This term—coined by Joseph Nye, former dean of the Harvard Kennedy School—refers to individuals able to cross and connect private, public, and social sectors with ease. In their September 2013 article “Triple-Strength Leadership,” published in the *Harvard Business Review*, Nick Lovegrove of the Brunswick Group and Matthew Thomas of McKinsey outline six common attributes of tri-sector athletes. They are able to balance competing motives, build integrated networks of contacts, and develop skills that transfer to different environments. They also possess “contextual intelligence” that allows them to understand each sector’s language and



culture, “intellectual threads” of expertise that are applicable across sectors, and “prepared minds” that allow them to say “yes” to new opportunities, even at a moment’s notice.

Championed by a group of MBA students and faculty who believed in the importance of these leaders to society,

the Institute for Business in Society (IBiS) at the University of Virginia in Charlottesville created the Tri-Sector Leadership (TSL) Fellows program. Launched in the fall of 2014, this extracurricular program brings together graduate students from UVA’s Darden School of Business, School of Law, and

Batten School of Leadership and Public Policy to meet with executives and discuss sector-specific challenges.

HONEST CONVERSATIONS

Each spring, we hold a reception to inform prospective candidates of the program. During the summer, a program director at IBiS communicates with interested students and collects résumés and essays from applicants; faculty leaders at each school then choose which of their students to accept to the program. We limit each year's cohort to eight fellows per school to ensure that participants will be able to engage in intimate discussions.

Throughout the fall semester, our 24 TSL Fellows meet approximately once each week for a three-hour session; past cohorts also have enjoyed an off-campus overnight experience in Washington, D.C. During these sessions, visiting executives from business, government, and social sectors speak with the group about challenges of their work. Our face-to-face meetings are held in classrooms with roundtable seating to encourage interactive discussions.

Executive participation is a crucial component of the TSL Fellows program. We seek out executives who are willing to be open and honest about their struggles. Our fellows say they find this level of honesty one of the most meaningful aspects of the program. "The best TSL speakers let us 'get into their heads' and encouraged us to second-guess their own decisions," said one fellow. Another noted that "the candor of our speakers [gave us] a look into what leaders consider in their decision making, how they develop themselves and those around them."

Our TSL Fellows tell us that these conversations help them appreciate the importance of fostering collaborative cultures, where people feel free to share opinions and information across sectors. Only then can leaders have access to the timely and accurate information they need to make good decisions. Plus,

students learn that, while leadership can look very different in different environments, all tri-sector leaders must have the "societal emotional intelligence" to recognize that their decisions will affect a wide array of stakeholders. The TSL program now encourages such interactions beyond graduation by hosting an alumni event for graduates from all three schools.

Early on, we began holding casual receptions after each session so that the fellows could engage with each other in small groups. Over time, these receptions evolved into "learning teams," in which participants continue their session discussions in small groups over dinner. Our fellows appreciate building relationships with peers in other disciplines as much as engaging with the executives. Both types of interactions widen their perspectives beyond their disciplines, while generating collaborative discussions and problem-solving. Said one fellow, "So much of what I gained from participating in the program came in small conversations and seemingly minor interactions, rather than in big, distinct lightbulb moments."

We invite professors with experience with nonprofits, government, public-private partnerships, social entrepreneurship, and other relevant areas to volunteer as faculty leaders—work that qualifies as service to the university. These faculty members provide expertise in topic areas, curriculum development, and teaching, as well as champion the program to their schools and the wider community.

MULTIDISCIPLINARY PERSPECTIVES

So that we attract the most interested students, not just those interested in earning credit, we have chosen to keep the TSL Fellows program extracurricular. The program's design also allows us to minimize administrative and budgetary hurdles and be respectful of faculty's many demands.

Another benefit of the program is that it increases interactions among the three schools. For example, the Batten School's Center for Leadership Simulation and Gaming created the Situation Room Experience, in which the fellows assume the roles of journalists, White House staff, and members of the intelligence community during an international crisis. The simulation is so popular that the program added another simulation addressing refugee migration for 2019.

A significant unexpected benefit is the opportunity it gives us to engage with UVA alumni—especially those who have followed nontraditional career paths. So far, more than 40 leaders have spoken to our TSL Fellows. They include alumni of Darden's MBA program like Margaret Graves, who is now the Federal Deputy Chief Information Officer of the United States; Carolyn Miles, now president and CEO of the nonprofit Save the Children; and Justin Jones, former speechwriter for U.S. Senator Mitch McConnell. Students also have heard from leaders such as Luis Fortuño, former governor of Puerto Rico and a graduate of UVA's School of Law.

We recognize that the world increasingly needs more tri-sector athletes who can work and communicate with people outside their expertise and view complex problems through a multidisciplinary lens. Schools of business, law, and public policy each have unique assets to help develop such leaders—but, like the students in their programs, they can generate greater value for students and employers by co-creating programs than they can generate on their own.

Mary Margaret Frank is the academic director of the Institute for Business in Society at the University of Virginia's Darden School of Business in Charlottesville. Maggie Morse is the associate director of programs of the Institute for Business in Society.

A CORPS CURRICULUM

BUSINESS EDUCATION isn't just for executives and aspiring entrepreneurs—it's for anyone who wants to develop the skills to make the world a better place. The difficulty, however, is raising awareness of that fact among groups that might not have considered pursuing a business degree.

With a new initiative, Tulane University's Freeman School of Business in New Orleans, Louisiana, hopes to reach two such groups: Peace Corps volunteers and Fulbright Scholars who have been recalled prematurely from their international assignments due to the COVID-19 pandemic. A new scholarship program is designed to help these individuals view pursuing business degrees as a viable alternative.

The program stemmed from "the desire to support this group of individuals at their time of disruption and uncertainty," says John Clarke, the Freeman School's associate dean for graduate programs. "We've set aside significant fellowship dollars to help Peace Corps volunteers offset the cost of tuition to all of our programs."

The Freeman School already has graduated previous Peace Corps volunteers, for whom business study makes sense. They tend to be entrepreneurial problem solvers, who want to go on to start social enterprises and nonprofits. That includes Edward Crawford, who started a cooperative in the Dominican Republic to help coffee farmers maximize proceeds from their harvests. As he worked on that project, he realized that additional business training would have been useful in that effort.

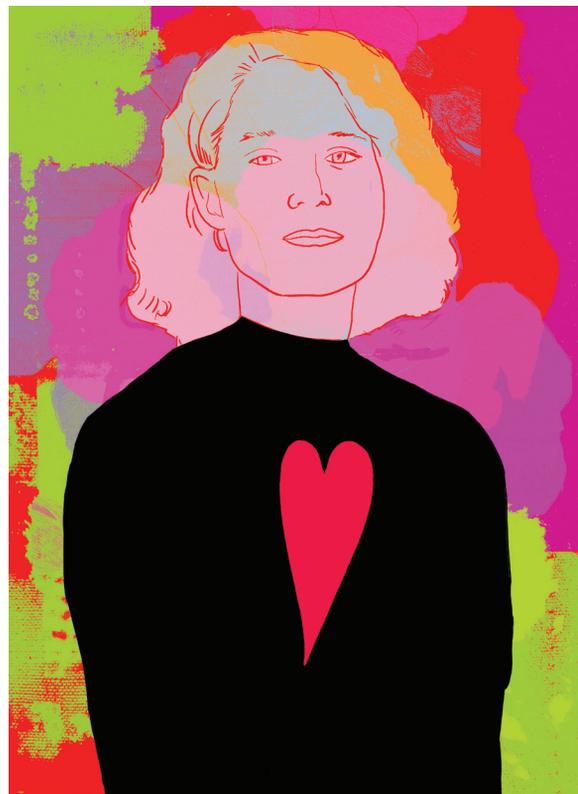
"I was putting together the co-op's board, leading board meetings, doing the legal work to form a business in another country, but I had no formal business training," Crawford says. "I wanted to learn how real businesses operated."

Upon his return to the U.S., Crawford enrolled in the Freeman School's MBA program. Crawford went on to become the co-founder and president of Coltala Holdings, a purpose-driven private equity holding company.

Every Peace Corp volunteer who is admitted to the Freeman School's program this year will receive a scholarship. These scholarships cover between 25 percent to 50 percent of the cost of degree programs of particular interest to returning Peace Corps volunteers and Fulbright student grantees. In some cases, these scholarships may be combined with other financial support options, including full tuition plus stipends for some PhD programs. The school has not set a cap on the amount of funding it will allocate to these fellowships.

The school has expedited the application process for the program, with its admissions office reviewing and making admittance decisions within ten days of receiving each application. The school has waived GMAT and GRE requirements, requiring prospective students to provide up-to-date résumés and their undergraduate transcripts in lieu of standardized test scores. Admissions staff are conducting virtual interviews of the most promising applicants.

Students who receive scholarships to pursue business degrees also can pursue second degrees related to their areas of interest at other schools on campus, including the schools of archi-



tecture, law, liberal arts, professional advancement, public health and tropical medicine, science and engineering, and social work. Scholarships will be offered to students who enroll in programs for the summer 2020, fall 2020, or spring 2021 semesters.

As of April, the school had more than a dozen returning Peace Corps volunteers apply to the program, and several were admitted. "We anticipate being able to support any and all that are admitted," says Clarke. "These are extraordinary times and we are doing whatever we can to support these individuals, as well as our current and prospective students."

► Find more information at tulane.edu/peace-corps-fulbright.

'Insta-Ready' to Resume Operations

Instagram is no longer just for influencers. After the campus of Saint Joseph's University in Philadelphia, Pennsylvania, closed due to the pandemic, the social media platform became an essential way for students and faculty to engage remotely.

For instance, current students answered questions posed by admitted students via "Ask Me Anything" live events on Instagram. The Office of Undergraduate Admissions also used Instagram TV to post videos from students and faculty.

Students in an entertainment marketing class offered through SJU's Haub School of Business also were able to use Instagram to continue their final class project. Normally, students in this class, which is taught by associate professor Janee Burkhalter, stage a benefit concert live on campus as their major project for the spring semester.

This year's concert, "Rock to Remember," had existing social media accounts that students originally had planned to use for promotional and informational purposes. But once the course moved to remote instruction, Burkhalter shifted course content to examine how musicians adjusted to lockdown by using platforms such as Instagram Live to share performances with the public. The class ultimately decided to do the same, inviting the concert's performers to each select a night to broadcast a concert. The online concert benefited Faith, Food & Friends of Old St. Joseph's Church, raising more than US\$1,000.

Other platforms have become vital tools to help the Haub School weather the crisis. When EMBA students couldn't take their Global Study Tour, faculty arranged for them to attend a Zoom lecture delivered by experts from P&G, Heineken, and Shell Oil in Europe. And the school's Office of Undergraduate Admissions replaced its traditional Admitted Student Days with more than 30 webinars offered throughout April. It also used the Facebook Live feature to host a virtual campus tour in which the student body president visited different areas on campus and discussed the school's mission and programs.



STAYING SOCIAL IN ISOLATION

When MBA students at Cornell University's Johnson Graduate School of Management in Ithaca, New York, were no longer able to attend social gatherings in person, student council members organized a range of virtual interactions to maintain a sense of community and close connection.

The council put on everything from virtual poker nights and video game tournaments to Women of Johnson Trivia nights and online happy hours. Students also led cooking tutorials, yoga sessions, and discussions around mental health.

"By incorporating virtual activities that help address these aspects of our students as well-rounded individuals," says Brendan McGrath, the student council's health and wellness chair, "we believe this will help maintain a sense of normalcy during a period of uncertainty."

In the same vein, Johnson Student Services office created a virtual alternative to Sage Socials, a networking event normally held each Thursday evening in the school's Sage Hall. The office launched a series of virtual Sage Socials to help connect faculty, students, and staff. The Sage Social virtual event that proved most popular was a "Meet My Pet" hangout. The office also arranged daily virtual office hours with faculty and weekly virtual town hall meetings with Mark Nelson, dean of the school, and Drew Pascarella, associate dean.

According to Varun Ramadurai, student council co-chair, "We wanted students to feel like the Johnson community was still there for them despite the isolation."



Dean Sanjeev Khagram spent two days recording scheduled “walks” with graduates.

YOUR TELEPRESENCE IS REQUESTED

COLLEGES AND UNIVERSITIES around the world were forced to cancel commencement ceremonies for their 2020 graduates. But Thunderbird School of Global Management at Arizona State University in Phoenix thought of a solution that would still offer graduates a memorable way to commemorate and share their achievements. Thunderbird provided its spring graduates with the option of attending a virtual commencement ceremony—and even the ability to “walk” to receive their diplomas—all courtesy of six telepresence robots manufactured by Double Robotics.

Over two days, 140 of 143 graduates participated in a pre-recorded ceremony. Dean Sanjeev Khagram spent two days recording the “walks” with students during their assigned windows

of time. When it was a student’s time to cross the stage to meet the dean, a technician connected him or her to a telepresence robot, which provided live video and audio. The entire ceremony was then edited into a three-hour video, which was posted to YouTube on May 11.

At that time, some students’ families and friends used YouTube’s “watch party” function or similar online platforms so that they could engage in live video, audio, and text chats. This allowed them to experience the digital commencement together.

Under normal circumstances, the family and friends of some graduates are unable to attend the ceremony because they live too far away. One positive to come out of holding a virtual commencement, say school officials, is

that it made the ceremony accessible to viewers worldwide.

“Having a virtual commencement allows Thunderbird to celebrate our students at the time they complete their studies with family and friends watching live or at their convenience. We are awed by the flexibility and resilience this year’s graduates have shown as our university community adapted to the realities of COVID-19,” says Khagram. “The virtual commencement is our way of honoring them and their accomplishments, which are all the more impressive in this challenging time.”

▶ **Videos of the virtual commencement are posted on Thunderbird’s YouTube channel at www.youtube.com/user/TbirdKnowledgeNet/videos.**

Mining for Meaning

Analytics is having a major moment, as researchers mine the deluge of data being produced during the pandemic. Educators, too, view this time as an opportunity for students to discover how analytics can provide real-time insights into a crisis.

Among them is Kathleen Iacocca, a professor at the Villanova School of Business in Pennsylvania. This past spring, she already had a text analysis included on the syllabus for her advanced analytics course. When the time came, it made perfect sense to focus that assignment on COVID-19. She asked students to determine ways that companies could use text mining to identify patterns coming out of the pandemic.

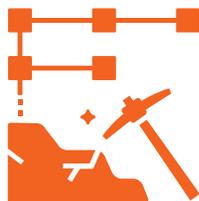
Student teams primarily used the R programming language to scrape data from the web—including posts on Twitter as well as content from major news outlets such as NBC, BBC, and CNN. Students prepared the data using Tableau Prep, and then used JMP data analysis software to explore the text.

Student teams determined several ways companies in different sectors could benefit from text mining. For example, teams pointed out that health insurance companies could text mine social media posts to better understand how social distancing affected people's mental states; companies then could use that knowledge to tailor support services to their customers. Others realized that healthcare providers could use text mining to scan medical transcripts to discover whether preexisting conditions correlate to more serious cases of COVID-19 or even predict which patients are more likely to be admitted to the hospital. News outlets could mine social media posts to identify whether Americans were most concerned with identifying early symptoms, reducing death rates, or reviving the economy.

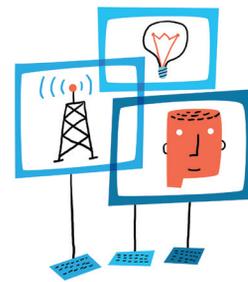
Iacocca included an essay question on the final exam asking what actionable insight on COVID-19 stakeholders could gain from using text data. Some students analyzed news stories for insights on the economy, while others discussed the potential to use text mining on physicians' notes to better understand recovery trends.

This assignment showed students how they could use data analytics to assist in crisis management and recovery, says Iacocca. "While text mining analysis is not a traditional way of thinking about contributing to the pandemic, I wanted to get the point across that everyone has a skill that can be used to im-

prove the human condition," she says. "In future semesters, I will bring in other topics that revolve around improving the human condition, whether those topics involve social justice issues, health issues, or something else. Students enjoyed feeling like they could use text mining for positive change."



tools of the trade



SIMULATING THE 'HUMAN DIMENSION'

Prendo Simulations offers six simulations to train students to become better decision makers, particularly as they navigate complex challenges such as leading change and managing wide-reaching projects. The facilitated simulation workshops can be run as stand-alone events or integrated into existing programs; they can be used by teams or individuals, virtually or face-to-face. For example, the "Kerovka" simulation, developed in collaboration with Witold Henisz of the University of Pennsylvania and Daniel Diermeier of Northwestern University, focuses on corporate diplomacy. The company's "Pactio" simulation helps students fine-tune their stakeholder management skills.

According to Alastair Giffin, co-founder of the company, "Simulations provide intense, engaging, and transparent experiences, and people remember experiences better than theory or frameworks."

For information, visit www.prendo.com.

MENTAL WELLNESS TOOLS

Circa Health, a new digital mental health support platform, was made available in April to higher ed institutions free of charge. The effort is a collaboration between Mindful Labs, a Colorado-based digital health company, and Circa Interactive, a California-based higher education digital marketing agency. The platform can be branded according to each university, and its content can be tailored to address the needs of different populations. Users can access tools to help overcome test performance anxiety, navigate life changes, or develop mental resilience; these tools include guided meditations and mindfulness content; unlimited chat and text support; and a telehealth option that connects students with clinicians. The platform can be integrated into learning management systems, so that schools can better track how specific interventions affect student performance. Visit www.joincirca.com.

CHATBOT FOR STUDENT RETENTION

EdSights, an edtech company focused on student retention and wellness, has created a new chatbot powered by machine learning. The chatbot can send text messages to students asking how they're feeling about upcoming tests or how well they're balancing coursework with full-time jobs. By analyzing students' responses, the tool can uncover situations that might increase students' drop-out risk and suggest interventions that improve student retention.

Schools are encouraged to name the chatbot after their mascots and introduce it to incoming freshmen. In one pilot program, a school saw a 12 percent increase in retention from freshman to sophomore year by implementing the chatbot program. Visit www.edsights.io.

Come Together

BUILDING COMMUNITY DURING THE CORONAVIRUS CRISIS. BY SHARON SHINN

AS THE PANDEMIC unfolded around the world, the education field faced massive disruptions. Most campuses closed down, forcing administrators to move classes online and seek substitutes for experiential learning. While it's been a time of stress and uncertainty, it's also been a period of innovation and hope, as institutions and individuals have found creative ways to connect, cope, and continue their essential activities. Here, we present just a few of the actions schools have taken in recent months to support their students and their stakeholders through this chaotic and uncertain time.

STUDENT-CENTRIC SOLUTIONS

Some students struggled to enroll in classes; others wrestled with more basic needs. Schools quickly devised ways to help them through a host of different challenges.

- Kedge Business School in France expanded the emergency fund that it maintains—even in ordinary times—to help students facing financial difficulties. The school's 2019–2020 fund was nearly depleted by spring, but donors quickly raised an additional €50,000 (approximately US\$54,250), which the school matched to create a fund of €100,000 for student relief.

- SKEMA Business School in France launched a fundraising campaign to aid students impacted by COVID-19. By the end of the year, the school plans to allocate 300 social grants to students who have lost internships or work-study contracts, as well as parents who have lost their jobs. Students may submit requests for assistance from now through December 20.

- Similarly, two Florida schools expanded aid to students who experienced financial hardship because of the pandemic. The College of Business at Florida International University in Miami expanded the mission of the Dean's Destination Fund, and FIU Business redirected US\$25,000 from its general operating budget to support this effort.

The University of South Florida in St. Petersburg was able to provide emergency financial support to struggling students thanks to a US\$50,000 gift from longtime supporters Kate Tiedemann (the namesake of the business school) and Ellen Cotton.

COMMUNITY COMPONENT

Many schools reached out to local populations, either through educational opportunities or practical assistance.

- Rice University in Houston, Texas, began offering for-credit summer classes at a significant discount. Courses that usually cost \$1,000 per credit hour were offered for \$500 per credit hour to members of



the general public; further discounts were available to current Rice students, students who receive need-based aid, or community members who took multiple courses. The school is focusing on summer offerings that are strategic and in high demand.

- Similarly, Arizona State University in Tempe offered more than 5,000 summer courses at reduced rates for a wide range of learners. These included members of the general public, current ASU students, U.S. students at other universities, and high school sophomores and juniors.

- The University of Miami in Florida authorized a series of rapid-response grants administered by the Office of the Vice Provost for Research. To receive the grants, which ranged from \$5,000 to \$40,000, faculty members and students had to develop and execute research that would broaden understanding of COVID-19 or begin to mitigate its impacts quickly.

■ Professors at two Indiana business schools have collaborated to help health-care provider IU Health manage the COVID-19 demand surge in its 16 hospitals across five regions in the state. The interdisciplinary team is made up of professors from Indiana University's Kelley School of Business in Bloomington and Purdue University's Krannert School of Management in West Lafayette.

BUSINESS BACKUP

Schools are helping business leaders navigate the crisis through either local activities or online resources.

■ The Busch School of Business at the Catholic University of America in Washington, D.C., has devised a number of activities to support small businesses. For instance, its Ciocca Center for Principled Entrepreneurship has hosted virtual workshops on "Positioning Your Business Amidst COVID-19," and it is

offering all its business contacts virtual individual consultations with the Entrepreneurship Center team and professors from the Busch School.

■ The Smith School of Business at Queen's University in Kingston, Ontario, Canada, is joining forces with the City of Kingston and Kingston Economic Development to help local organizations survive the impact of COVID-19. Under the banner of the Kingston Region Business Support Network, the school is offering a number of free services. These include consultations with students who have work experience in small business, large business, and entrepreneurship.

■ The Oxford Foundry (OXFO), an entrepreneurship center at the University of Oxford in the U.K., is scaling up support for 13 startups that are actively engaged in the fight against the virus. The foundry also has launched the OXFO Covid-19 Rapid Solutions Build-

er, which is designed to find and scale up innovative solutions to challenges that will arise from the pandemic.

■ The Sasin School of Management in Bangkok, Thailand, has been using social media and email blasts to promote alumni businesses that are having a positive impact on the well-being of the community. These include restaurants and other food-based businesses; businesses producing health-related items such as masks and sanitizers; and tech-related businesses that make it easier for people to work from home. The school also is putting together a series of interviews with prominent leaders to look at the future of business, work, and society.

"We're focusing on long-term implications about how the world is changing," says Dean Outerson, ambassador and writer-in-residence at the school. "What will business, education, and life be like in 2021 and beyond?"

Time to Put Rankings on Hold?

In a letter dated April 17, top leaders from AACSB International, the European Foundation for Management Development, and the Graduate Management Admission Council called for business school rankings institutions to delay the next round of rankings. Written in coordination with the MBA Career Services and Employer Alliance, the letter was addressed to Bloomberg Businessweek, *The Economist*, *Forbes*, *The Financial Times*, QS World University Rankings, and *U.S. News & World Report*. The letter argues that business schools are focused on helping their students and communities navigate the COVID-19 crisis. Furthermore, with travel curtailed, study and work abroad programs will be significantly affected.

"Business school deans and administrators have always understood the impact outside forces have on their mission to develop diverse, high-level talent in their classrooms. Traditionally, such forces have included economic fluctuations, trade wars, advances in technology, and political factors. The forces we face today are extraordinary," the letter reads. "Therefore, we strongly advocate that all rankings institutions postpone their work and publication on business school rankings, to provide business schools worldwide



the opportunity to rebound in these tumultuous circumstances."

The letter was signed by AACSB's former president and CEO Thomas Robinson, EFMD's president Eric Cornuel, and GMAC's president and CEO Sangeet Chowfla. The three emphasize the "unknown impacts" the pandemic crisis will have on metrics that traditionally drive the rankings. These include disruptions to enrollments, recruitment, student mobility, and job placement that could skew rankings results.

"At the same time, we are seeing business schools respond to the emergent needs of businesses, local communities, and learners in agile and innovative ways that carry the opportunity for new areas of measurement; also a critical aspect of the rankings discussion," Robinson, Cornuel, and Chowfla write. "We believe a collaborative dialogue will lead to stronger, more valid outcomes in the end, for all stakeholders."

On May 7, Bloomberg Businessweek announced that it would suspend its 2020 rankings of MBA programs.

▶ [Read the letter at www.gmac.com/why-gmac/gmac-news/delay-b-school-rankings-covid-19.](http://www.gmac.com/why-gmac/gmac-news/delay-b-school-rankings-covid-19)

AACSB TAPS FORMER DEAN AS CEO



Caryn
Beck-Dudley

ON MAY 29, Caryn L. Beck-Dudley became the new president and CEO of AACSB International. Beck-Dudley served as the 2018–19 board chair of AACSB’s Board of Directors, and she also completed two previous terms on the board. She most recently was dean of the Leavey School of Business at Santa Clara University in California;

prior to that, she had been dean at the College of Business at Florida State University and at the Jon M. Huntsman School of Business at Utah State University. Before her academic career, she was an attorney in commercial and corporate law with VanCott, Bagley, Cornwall & McCarthy.

Beck-Dudley was confirmed as president and CEO after an extensive global recruitment process that began in October. Tom Robinson, who served as president and CEO for five years, supported Beck-Dudley during her transition and officially retired June 30.

Earlier this year, Beck-Dudley received the Patricia M. Flynn Distinguished Woman in Business Education Award from the association’s Women in Management Education (WAME) affinity group. The award recognizes female thought leaders whose leadership, research, and educational initiatives have made a difference for women in the industry.

As Beck-Dudley takes on her new role, one of her first tasks will be to guide the association through the COVID-19

crisis. “How AACSB supports and helps our member schools through the global pandemic and beyond is our most important task,” she says in a Q&A that appeared in May on the AACSB website. While the pandemic will bring massive disruption to business schools, she says, it also offers great opportunities to institutions that build strong relationships, embrace change, and learn from failure. “If business schools use these as guideposts, they will be different than in the past but they will also thrive in the future environment.”

Beck-Dudley identifies two longer-term challenges that the industry will need to address in coming years: the relevancy of the business curriculum and the impact of business school research. She notes that AACSB’s Business Accreditation Task Force has spent the last year working on both issues and adds, “I look forward to continuing the discussions about what a relevant business education includes in a rapidly evolving world.”

► **To read the full Q&A with Caryn Beck-Dudley, visit aacsb.edu/blog.**

MBA for a Challenging Market

The Kenan-Flagler Business School at the University of North Carolina in Chapel Hill has launched NC Business Next, an opportunity for new college graduates to enroll in an MBA program directly after completing their bachelor’s degrees.

“Students who graduate from college during an economic downturn struggle not just to get jobs, but also to build the capabilities they need for long-term career success,” explains Brad Staats, associate dean of MBA programs and an operations professor. “In the unusual circumstances caused by the COVID-19 crisis, we have the ability to help develop a new generation of talented leaders for North Carolina.”

NC Business Next is open to individuals from all undergraduate majors. The pilot program will enroll a small group

of graduates from UNC-Chapel Hill, as well as graduates from other universities within the UNC System, and North Carolina residents from other universities. Because most of them will have limited job experience, students will participate in Kenan-Flagler’s Analytical Skills Workshop to bolster their knowledge of critical business topics before starting classes. They will be partnered with MBA Dean’s Fellows, receive peer mentorship and guidance for success in the MBA program, and work with career and leadership coaches.

According to Doug Shackelford, dean and Meade H. Willis Distinguished Professor of Taxation at UNC Kenan-Flagler, “We view this as part of our school’s service to the state: educating our best and brightest in a field that fuels the state’s economic engine and innovation.”

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Diversified classrooms lead to richer learning experiences, more vibrant communities, and a stronger economy. The PhD Project helps accomplish this by supporting Black/African-Americans, Latinx/Hispanic-Americans and Native Americans in the pursuit of higher education and in their journey to become business professors and mentors to the next generation of business students.

The number of minority business professors in the U.S. has more than quintupled since our founding in 1994. Participating universities are illustrating a clear commitment to creating a diverse academic environment and have the distinct advantage of recruiting from our network of more than 1,600 minority faculty and doctoral students.

The PhD Project is also focusing on the need for diversity in administration, having found fewer than 60 underrepresented Deans at business schools in the U.S. Our Project AHEAD, Achieving Higher Education Administration Diversity, encourages tenured minority faculty to explore positions in administration and provides resources, support and mentors to help members pursue this path.

To view a full list of participating schools, visit phdproject.org and click on 'Support the PhD Project'. We need you to help us further our mission!

Learn more about becoming a Participating University by contacting **Blane Ruschak** at 201-307-7662 or blaneruschak@kpmg.com.

Encourage underrepresented students and colleagues to consider the path to a Ph.D. by applying for our annual conference held each November at www.phdproject.org

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Jenny Darroch



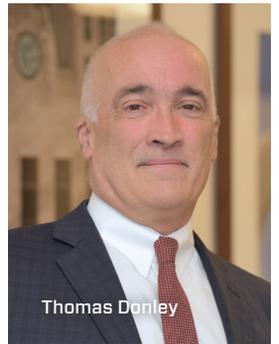
Karen Sedatole



Beverly Brockman



Qing Hu



Thomas Donley

TRANSITIONS

In July, **Jenny Darroch** becomes the new dean of Miami University's Farmer School of Business in Oxford, Ohio. Darroch previously was dean of the Peter F. Drucker and Masatoshi Ito Graduate School of Management at Claremont Graduate University in California, where she also had been a professor of marketing and innovation. At the Farmer School, she succeeds **Marc Rubin**, who will retire from the university.

Karen Sedatole is the new interim dean of the Goizueta Business School at Emory University in Atlanta, Georgia. Sedatole, the Goizueta Advisory Board Term Professor of Accounting, was previously the Russell E. Palmer Endowed Professor of Accounting at Michigan State University. She has twice received the American Accounting Association's Notable Contributions to Management Accounting Research Award. Sedatole succeeds **Erika James**, who is now dean at the Wharton School at the University of Pennsylvania.

Beverly Brockman has been appointed Schroeder Family Dean of the Schroeder Family School of Business Administration at the University of Evansville in Indiana. Brockman most recently served at the University of Tennessee at Chattanooga (UTC) as the George Lester Nation Centennial Professor of Entrepreneurship. In addition, for the past nine years, she has served as department head for the marketing and entrepreneurship department in the Rollins College of Business at UTC.

Qing Hu is the new dean of the Murray Koppelman School of Business at Brooklyn College in New York. He most recently served as senior associate dean for academic affairs and innovation and as profes-

sor of information systems in the Zicklin School of Business at Baruch College of The City University of New York. He has held positions at Iowa State University and Florida Atlantic University.

Thomas Donley has become interim dean for the Driehaus College of Business at DePaul University in Chicago, Illinois. Donley, a professor of economics, previously was associate dean and special assistant to the dean. He will succeed **Misty Johanson**, who will return to the School of Hospitality Leadership as a senior faculty member after a year's leave.

Jennifer Troyer has been appointed dean of the Belk College of Business at the University of North Carolina in Charlotte. Troyer, interim dean of the Belk College since October, moved into the permanent role this summer. She has served at UNC Charlotte for 20 years in a variety of roles, including as a jointly appointed faculty member in the economics and master of health administration programs, senior associate dean, and interim dean of the College of Health and Human Services. Troyer becomes the seventh dean in the college's 50-year history and its first female dean.

The University of Virginia in Charlottesville has chosen **Nicole Thorne Jenkins** as dean of its McIntire School of Commerce, effective July 1. Jenkins previously served as vice dean and the Von Allmen Chaired Professor of Accountancy at the University of Kentucky's Gatton College of Business and Economics in Lexington, and she has been on the faculty at Vanderbilt University and Washington University in St. Louis. She succeeds **Carl Zeithaml**, who joins the faculty as a strategic management professor.

Kimberly Killmer Hollister became the new dean of Montclair State University's Feliciano School of Business in New Jersey on June 1. Hollister, a professor of information and operations management, first joined the Feliciano School's faculty in 1999 and has served as its vice dean since 2015. She succeeds **Greg Cant**, who assumed the presidency of Wilkes University in Wilkes Barre, Pennsylvania, on June 15.

Sevin Yeltekin is the new dean of the Simon Business School at the University of Rochester in New York. Yeltekin previously was the Rohet Tolani Distinguished Professor of Economics and the senior associate dean of education at the Tepper School of Business at Carnegie Mellon University in Pittsburgh, Pennsylvania. Her five-year term begins on July 1.

After ten years of serving as dean of Pace University's Lubin School of Business in New York City, **Neil Braun** stepped down at the end of the spring 2020 semester. Braun, a former media executive, will be returning to work on a startup with former industry colleagues. He will remain connected to the school as dean emeritus.

The University of Toronto in Ontario, Canada, has appointed **Kenneth Corts** as interim dean of the Rotman School of Management for a 13-month term that began June 3. Corts is the Marcel Desautels Chair in Entrepreneurship and professor of economics analysis and policy at the Rotman School. He is currently the school's vice dean of faculty and research, as well as the academic director of the Lee-Chin Institute for Corporate Citizenship. Former dean **Tiff Macklem** stepped down to become governor of the Bank of Canada.

NEW PROGRAMS

This fall, the **University of Wisconsin–White-water** will launch an online MSc in business analytics that integrates data science with managerial and communication skills. The 30-credit program, which can be completed online in about 24 months on a part-time basis, is aligned with the Certified Analytics Professional Handbook.

In March, the Wharton School of the **University of Pennsylvania** in Philadelphia created a new six-week course, conducted remotely, to address in real time how global business and financial uncertainty could be managed in the wake of dramatic events like the COVID-19 pandemic. The course, which was available to all degree-seeking students at the university, covered topics such as market reactions, U.S.-China trade relations, “emotional contagion,” and leading in unpredictable times. It was developed by Mauro Guillén, the Zandman Endowed Professor in International Management. Guillén also will be teaching a new Wharton Online course about managing in the global digital economy.

Stetson University School of Business Administration in Deland, Florida, is launching a human

resource management (HRM) program. Students pursuing either a BBA or a minor in HRM will master content in areas such as employment law, recruitment and selection, training and development, and performance management.

Ryerson University’s Ted Rogers School of Management in Toronto, Ontario, has announced a new PhD program in management that will accept its first cohort this fall. The program offers flexible study options that allow candidates to take the program on a full-time or part-time basis. Candidates will work with faculty supervisors in the school’s specialization areas that include digital enterprise and social media, real estate studies, retail and consumer services, and entrepreneurship.

The Saïd Business School at the **University of Oxford** in the U.K. is partnering with Mastercard to launch the Oxford Cyber Futures online program. The six-week program aims to equip senior executives with the skills to address new cyber risks and opportunities. Topics will include artificial intelligence, cybersecurity, threat analytics, data privacy, and digital ethics. The program’s digital learning environment integrates AI with neuroscience and

cognitive science, digital tools for greater engagement, and cyber defense simulations specifically designed for the Oxford Cyber Futures program.

This fall, **Imperial College Business School** in London will introduce a part-time, two-year online master’s degree in strategic marketing. Students who complete the program will graduate with the same certification as students in the one-year on-campus option. In addition to taking nine core modules, students can choose from electives in areas such as analytics, data, and science. Students also will have the opportunity to undertake work-based projects in their current organizations or act as consultants for partner companies.

Zhejiang University International Business School (ZIBS) in China will offer a new master’s degree in fintech. The degree will combine core courses in finance with those dedicated to topics such as statistics, machine learning, computer applications, entrepreneurship, innovation, regulation, strategy, and marketing. In addition, students will have opportunities to pursue internships with fintech companies in the region.

This fall, the **Florida State University** Jim Moran College of Entrepreneurship in Tallahassee will launch two master of science in entrepreneurship (MSE) degree programs. The first, a one-year MSE in product development, will enable students to work on prototyping, product design, and development. The second, an MSE degree focused on hospitality, will be delivered online in conjunction with FSU’s Dedman School of Hospitality. Students in this program can take courses full- or part-time in topics such as entrepreneurial lodging, legal risks, hospitality financial and revenue management, and marketing strategy. Both programs will include shared core courses in management ethics, strategy formulation, finance, and leadership.

London Business School in the United Kingdom has created a new online program exploring the ways that firms can develop resilience and future-proof themselves even in the face of extreme uncertainty. The learning series, Building Organisational Resilience, consists of three modules that cover strategic, operational, and behavioral resilience. Employees can complete the program at their own pace.

A Discipline for Online Athletes

After two years of experimentation, **EM Lyon Business School** in France is officially recognizing the field of esports as a discipline in its own right. By playing video games such as League of Legends, Fortnite, and FIFA, students from the Global BBA and MSc in management programs can earn 2.5 credits that count toward their graduation requirement. The games are offered in the electives pack.

According to school officials, these games help students develop soft skills that can be translated into the business world, including strategic analysis, risk calculation, leadership, team spirit, stress management, decision making, and performance monitoring. Because video games rely on digital expertise and an understanding of data, and because players compete on a global level, officials believe esports athletes will develop a range of valuable skills that will appeal to recruiters. These athletes will also have an edge in the gaming world, where esports are expected to generate US\$3 billion in 2022.

The school is collaborating on the initiative with the Gaming Campus, a European institution dedicated to offering training programs for the video game industry. The collaboration is designed to help EM Lyon achieve three main goals: providing all business students with access to esports and training tools, providing mental and physical training to EM Lyon esports students so they can participate in competitions, and guiding former esports athletes through career reorientations to business fields.

A new path to an MBA is now available to students through **Southern Methodist University's** Cox School of Business in Dallas. The Cox MBA Direct program is designed for college graduates with less than two years of post-degree work experience, including graduates who completed their undergraduate degrees in the spring. The 53-credit, 33-month program enables recent college graduates to begin their MBA studies immediately after receiving their undergraduate degrees. Applicants are required to have accepted full-time job offers that will start near the beginning of the program's first term. SMU Cox has waived the GMAT/GRE requirement for all of its graduate programs, including this one, for prospective students who apply by August 2.

COLLABORATIONS

The Purdue Polytechnic Institute and Krannert School of Management at **Purdue University** in West Lafayette, Indiana, are poised to launch a combined degree program that allows students to

earn undergraduate degrees in human resource development (HRD) and master's degrees in human resource management (MSHRM). Polytechnic HRD students must complete at least 90 of the required 120 credit hours of undergraduate coursework before beginning classes for the Krannert MSHRM degree. The master's degree will require 48 credit hours of graduate-level coursework.

The **University of Illinois'** Gies College of Business in Champaign is partnering with the Institute of Management Accountants (IMA) to help train IMA members in data analytics and visualization skills. The school's department of accountancy will begin by offering a single online self-study course about data analytics in accounting.

The **University of Cape Town** Graduate School of Business in South Africa is the first business school in sub-Saharan Africa to join CEMS–Global Alliance in Management Education. The UCT GSB brings the

number of business school partners in the CEMS global network to 33. The network also includes 70 corporate partners and seven social partners (NGOs). The CEMS partners collaborate to deliver a one-year Master in International Management (MIM), which emphasizes multicultural educational experiences, study abroad, and social responsibility. In addition to their studies, students complete consulting projects and international internships. The UCT GSB will welcome its first intake of MIM students in September 2021.

The **Wake Forest University** School of Business in Winston-Salem, North Carolina, has partnered with educational services firm Kaplan Inc. to deliver a new fully online MBA program tailored to the needs of working professionals. Wake Forest business faculty will design and deliver the curriculum; Kaplan will provide the online platform and analytics tools. Students who enroll in the program will have the flexibility to begin the program in either September, January, or May. The first cohort will begin in September.

Educating Arizona

The **Catholic University of America** (CatholicU), based in Washington, D.C., is collaborating with **Pima Community College** (PCC), a designated Hispanic-serving institution based in Tucson, Arizona, to launch a collaborative bachelor's program in business management. The program has been created to address the fact that less than half of working adults in Arizona hold college certificates or degrees, according to school officials. The new program will support the state government's goal of raising that number to 60 percent by 2030. Experts project that to meet this goal, the state's educational institutions will need to issue an additional 1 million college credentials over the next ten years.

Courses will be administered at the Catholic University of America's Tucson campus by the Metropolitan School of Professional Studies. The program will be delivered in a hybrid format that integrates interactive online modules developed by faculty members in the university's Busch School of Business with small group discussions moderated by on-site instructors and facilitators. Students also have opportunities to participate in a series of experiential learning opportunities and apprenticeships.

This fall, the partners will enroll 20 students in the program's first cohort, with plans to expand enrollment to 100 per cohort within three years. Students will enter as first-year students at PCC and engage in a blend of PCC and Catholic University courses, including foundational classes in theology and philosophy typical for a CatholicU student on campus.

After completing the four-year program, students will earn an associate's degree from PCC and a BA from CatholicU. With the help of donor support, tuition for the program will cost less than annual in-state tuition at many public universities in Arizona, to better serve lower-income students.

GRANTS AND DONATIONS

DePaul University in Chicago, Illinois, has received an eight-figure gift from the estate of the late William E. Hay to endow the William E. Hay Center for Leadership Development at the Driehaus College of Business. The center, which is slated to open in 2021, will include the Leadership Accelerator, a one-year leadership development program for undergraduates; customized executive education and talent solutions for corporate partners; a small grant research competition; a lecture series; and certificate programs in leadership. The gift also will endow a matching fund that will create as many as 100 new scholarships.

The **University of North Carolina at Chapel Hill** and UNC Kenan-Flagler have received a US\$11 million commitment from Steve Bell and his wife, Jackie. The gift will support a new building for the undergraduate business program, which will allow the school to grow that program by at least 50 percent; it also will alleviate other space challenges and benefit students in the school's other programs. The donation is the largest single gift the school has received from an individual. Steve Bell runs apartment management company Bell Partners.

The Wharton School at the **University of Pennsylvania** in Philadelphia has received US\$8 million from equity manager Bruce Jacobs. The gift will establish a new quantitative finance major for the MBA program, a named professorship in quantitative finance, and the Dr. Bruce I. Jacobs Scholars in Quantitative Finance Award. The new major will include cross-disciplinary content from accounting; statistics; and operations, information, and decisions.

In other news from Wharton, a US\$5 million gift from alumni Tao Zhang and Selina Chin will fund the launch of Wharton Artificial Intelligence for Business (AI for Business). AI for Business will incorporate coursework on the implications of AI, a guest speaker series, and a range of AI-focused activities to connect students with employers in this field.

CENTERS & FACILITIES

The **National University of Singapore** Business School has opened its new Centre on AI Technology for Humankind (AiTH). AiTH (pronounced “eighth”) will promote a human-centered approach to the development of artificial intelligence. The center’s research projects will explore topics such as whether traditional leadership will be replaced by automated decision-making systems and how to design AI based on ethical principles. The founding director is David de Cremer, provost chair in the school’s department of management and organization.

This fall, the **Bowling Green State University** College of Business in Ohio will open its new facility, the Robert W. and Patricia A. Maurer Center. The facility incorporates a renovation of its previous building and a more than 50,000-square-foot addition. The building design emphasizes discovery-based learning, hands-on experimentation, and collaboration via seven active learning classrooms, trading labs, and a mock Wall Street trading floor.

NEOMA Business School in France has opened a new office in Bogotá, Colombia, to facilitate the recruitment of students from Latin America. The new office will support NEOMA’s plan to double its enrollment of Latin American students over the next four years.

The **Rutgers Business School** in Camden, New Jersey, has opened its Center for Women in Business (CWIB). Focused on improving gender equity in business, the center will offer workshops, networking opportunities, and mentoring to help empower women, as well as resources to help men better understand the nature of unconscious bias. The center will conduct research that promotes the adoption of inclusive business practices. Lisa Kaplowitz, assistant professor of professional practice in finance, is the center’s founding director. Initial center research will explore the impact that participation in youth sports has on women’s future willingness to take risks, the ways that unconscious biases can lead to favoritism toward

same-gendered associates, and the role that male mentors play in women’s success.

CORRECTIONS

In the article “The Advantages of Alliances” in the May/June issue, ALTIS–Graduate School of Business and Society at **Università Cattolica del Sacro Cuore** is incorrectly listed as a partner of the International Partnership of Business Schools. Only the university, not ALTIS, is an IPBS member.

The article “Localization in the Age of Globalization,” published in the same issue, incorrectly identified the country in which Maastricht University is located. It is located in the Netherlands. **D**



Building the Future

Marquette University in Milwaukee, Wisconsin, has announced plans to break ground in the fall of 2021 for a new building to house the College of Business Administration. The fundraising team has raised more than US\$44 million for the \$70 million project in less than 18 months. Marquette Business faculty, staff, students, and alumni will take part in an inclusive design process to ensure the new building addresses the needs of tomorrow’s students, educators, and businesses. In addition to dedicated innovation leadership space, the building is expected to include career and advising centers, a multifunctional special event space, and a pitch stage where students can share ideas with the community.

THE TRUTH BEHIND THE LIES

“While false information is hampering the COVID-19 response, coordinated campaigns of lies and fabrications pose an increasingly common hazard for every business in today’s digitally connected world—even when a pandemic is not involved,” says Nitin Agarwal of the University of Arkansas at Little Rock. “The groups spreading such lies simply want to sow chaos or hysteria into society, and they will take any opportunity to do so.”

▶ READ “COMBATING DISINFORMATION IN THE DIGITAL WORLD” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).

42%

That’s the percentage of women who experienced some form of sexual harassment or gender discrimination in the past year, according to a survey conducted by the Global Network for Advanced Management. Fifteen percent of men also were harassed in the same time period.

READ “HARASSMENT IN THE WORKPLACE” ON PAGE 17.

EXPERIENCE OVER IMITATION

The case study method has long been a bastion of the business classroom, but COVID-19 might compel business schools to place a greater priority on experiential learning, says Isabelle Bajoux-Besnainou of McGill University. “While the case study approach prepares students for careers in business by illuminating the problems of the past,” she writes, “the skills-based approach arms students with the tools they need to solve the problems of the future.”



▶ READ “REINVENTING BUSINESS EDUCATION” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).

21,598%

The increase in enrollments in courses related to telecommuting on the learning platform Udemy, after the pandemic caused many people to shelter at home.

SEE “EARLY IMPACTS” ON PAGE 12.

RANKINGS RESPONSE



“The forces we face today are extraordinary,” write AACSB’s former CEO Tom Robinson, EFMD’s president Eric Cornuel, and GMAC’s president and CEO Sangeet Chowfla. “We strongly advocate that all rankings institutions postpone their work and publication on business school rankings, to provide business schools worldwide the opportunity to rebound in these tumultuous circumstances.”

READ “TIME TO PUT THE RANKINGS ON HOLD?” ON PAGE 57.

THE CIVIC-MINDED B-SCHOOL

“Given the realities of a post-pandemic world, business schools will need to adopt place-based civic agendas as part of their individual missions,” writes Zahir Irani of the University of Bradford. To make an impact, he argues, business schools must “put the health of their local economies first.”

▶ READ “A NEW CIVIC IMPERATIVE” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).

GOING MOBILE

Travel bans and health concerns have caused many international students to opt to study at home during the COVID-19 outbreak. While some industry experts believe the “virtual mobility” afforded by technology provides the same benefits as physical mobility, Simon Mercado of ESCP London disagrees. He writes, “Unless we envision a post-mobility world for business, it is still critical that business students develop global mindsets and competence by spending time outside of their home countries.”

▶ READ “INTERNATIONAL STUDENT MOBILITY AND THE IMPACT OF THE PANDEMIC” AT [BIZED.AACSB.EDU](https://bized.aacsb.edu).



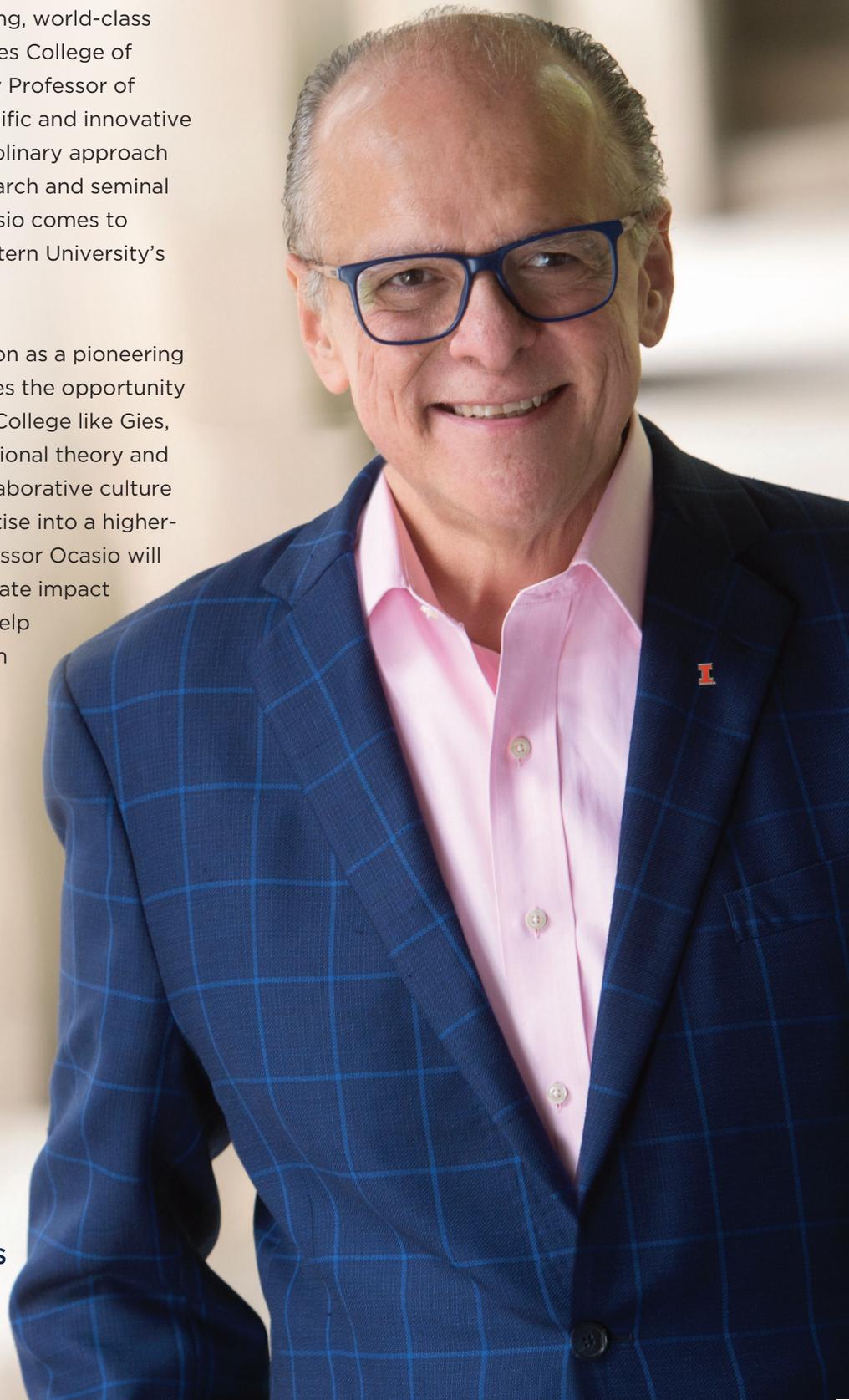
Our innovative culture attracts disruptive thinkers

William Ocasio, an award-winning, world-class researcher and teacher, joins Gies College of Business as the James F. Towey Professor of Business and Leadership. A prolific and innovative scholar known for his interdisciplinary approach to strategic organizational research and seminal work in the field, Professor Ocasio comes to Gies after 25 years at Northwestern University's Kellogg School of Management.

He has an unparalleled reputation as a pioneering theoretical thinker and welcomes the opportunity to be part of “a mission-driven College like Gies, with a rich heritage in organizational theory and strategy and an innovative, collaborative culture that integrates individual expertise into a higher-order collective purpose.” Professor Ocasio will make a measurable and immediate impact on our collective purpose and help solidify Gies as a global research powerhouse in organizational behavior and strategy.

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

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—Kendra Chen
Tongji University

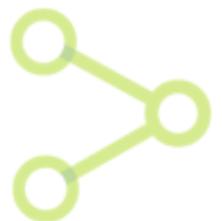


“Participating in the AACSB Business Education Alliance means being part of an international network of schools with a collaborative spirit and genuinely interested in **continuously improving business education.**”

—Edison da Silva Simoni
Fundação Escola Comércio Álvares Penteado (FECAP)

“Participating in the conferences and interacting with the accredited universities has really given us the chance to **meet new potential partners.**”

—Christina Green
Technical University of Munich



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