

INSIDE
HIGHER ED

Key Issues for Business Schools

A selection of *Inside Higher Ed* articles and essays
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ETS on accreditation in the changing landscape

For many years, obtaining accreditation has been a key pursuit for colleges and universities. However, meeting accreditation — and overall accountability requirements — is now even more important. There has been a seismic shift beyond accreditation to multiple stakeholder accountability. Peter Ewell, from the National Center for Higher Education Management Systems, says, “Student learning outcomes are rapidly taking center stage as the principal gauge of higher education’s effectiveness ...”*

Yet, as budgets and resources at higher education institutions become even more compressed, the growing need for evidence of student learning outcomes presents an even more daunting challenge. According to a recent ETS survey, institutions see this need intensifying in the coming

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So, in addition to offering the well-known GRE® revised General Test used around the world for graduate and business school admissions decisions, ETS is also leading the way to redefine student learning outcomes with assessments that are attracting attention, such as the ETS® Major Field Tests — available in Associate Degree in Business, Bachelor’s Degree in Business and Master’s Degree in Business (MBA), as well as a dozen other program-specific titles.

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ETS is here to help with your accreditation requirements, and our assessments are designed to give you powerful data while making administration as easy as possible for you and your students. We are strongly committed to the success of higher education. As part of this commitment, we’ve collaborated with *Inside Higher Ed* to bring you this issue on *Key Issues for Business Schools*.

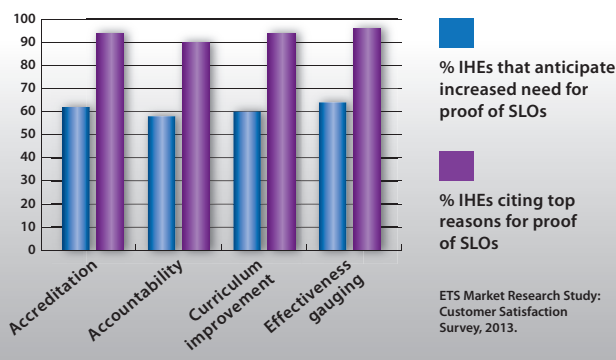
We hope the articles and essays written by respected experts provide you with a greater understanding of the increasing need for accreditation and its role in helping both institutions and students succeed.

Sincerely,

David G. Payne

Vice President and Chief Operating Officer, Global Education
ETS

* Ewell, Peter. *Accreditation and Student Learning Outcomes: A Proposed Point of Departure*, CHEA Occasional Paper, September 2001.



For more information about ETS Major Field Tests, visit ets.org/learning_outcomes.

Introduction

Business schools face numerous challenges as they navigate the changes going on in American higher education and the global economy. They are frequently expected to operate with minimal institutional financial support, based on the assumption (not always correct) that they can generate revenues with tuition dollars and giving. They are expected to provide economic guidance to their institutions, states and regions at a time of anxiety about the economic future. Increasingly, their market is global in nature – and they face competition from business schools abroad, while seeking international talent as students, faculty members and administrators.

This compilation of news articles and opinion essays, the latest in *Inside Higher Ed's* series of booklets on hot issues in higher education, provides an overview of some of these issues – and the ways that business schools and their leaders are responding.

Inside Higher Ed will continue to cover business schools, and welcomes your ideas on issues and institutions that merit more attention. Please email us at editor@insidehighered.com



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News

A selection of articles by *Inside Higher Ed* reporters

Not Business as Usual

By Kevin Kiley

UCLA wins approval to make M.B.A. program self-sufficient, which the school sees as key to long-term success. The UCLA plan remains controversial, but Berkeley's Haas School has changed its business model with much less resistance.

In business, the saying is “innovate or die.” That also seems to be the mantra that business schools are taking.

The past few years have seen a host of developments in the financial model of business school, including new part-time M.B.A. programs, online courses, specialized degrees and innovative executive education programs.

One of the biggest changes came recently when University of California System President Mark Yudof approved a controversial plan to make the full-time M.B.A. program at the University of California Los Angeles's Anderson School of Management into a self-sustaining entity, meaning the program will cease receiving state support in exchange for greater budget flexibility. That flexibility includes more freedom in setting tuition and could potentially serve as a model for other programs in the system to become self-sustaining.

The program Yudof approved is a step back from the university's original plan, proposed in 2010, to make the whole school self-sufficient. After

pushback from UCLA faculty, the plan was pared back to just the M.B.A. program, leaving the doctoral program and undergraduate classes under traditional control. That plan received support from UCLA faculty but got what was essentially a “no” vote from the UC System's Academic Senate, which argued that the program did not meet any of the criteria for establishing a self-supporting program. Critics of the proposal also said the state has poured decades of operational and capital funding into the program and wouldn't be adequately compensated if it made the program self-sustaining.

Many thought the Senate's rejection effectively killed the plan, and the proposal has been simply sitting on Yudof's desk for about 10 months.

Yudof's approval tries to balance the Senate's concerns while pushing ahead on the plan, though it makes only small modifications to the version that stalled in the Senate. In the approved plan, the system also retains significant control over curriculum, and the president's office – but not the system's Board of Regents – retains control over tuition

prices. “I want to acknowledge that the UC Academic Senate does not support this course of action,” Yudof wrote in a letter to UCLA Chancellor Gene Block approving the program. “I do believe this action represents a compromise between two strongly held and competing points of view, each of which is understandable and both of which seek what is best for the university as a whole.”

Anderson Dean Judy Olian, who pushed hard for approval, applauded Yudof's decision and said it will benefit the university overall, not just the Anderson School. “The reallocation of resources and the fees-for-service we pay to the university will provide some money to the university and we will get to keep all the tuition the program generates,” she said in an interview. “It's a win-win.”

But Yudof's statement of approval did little to assuage the concerns of the system's Academic Senate, whose leadership said the president's office (Yudof will leave the role in August



Haas School of Business

2103) should have waited for the completion of a review – launched last fall in the wake of the proposal – of the university’s policies for approving self-supporting programs and an academic review of the M.B.A. program before rendering a final judgment.

“If [the president] waited until after the review to decide, no matter which way it went, I think people would have just said, ‘Fine,’ ” said Robert Powell, chair of the system Academic Senate and a professor of chemical engineering and materials science at UC-Davis.

And Justin Chung, chair of the committee on graduate and professional schools for the UC system’s student association, told *The Los Angeles Times* that taking tuition decisions from the regents reduces public opportunity to comment and challenge higher costs. Chung said that UCLA’s M.B.A. program was being allowed to “to divorce itself from being part of a public university.”

But while UCLA’s plan was reshaped by, and continues to generate, faculty pushback, the administration at UC-Berkeley’s Haas School of Business has managed to accomplish a similar level of innovation without generating the same resistance. While the main M.B.A. program is not self-sufficient like Anderson’s will be, the Haas School has higher tuition for the full-time M.B.A., increased programmatic flexibility, several self-supporting programs and a plan to retain more tuition revenue from the full-time M.B.A. program.



UCLA’s Anderson School of Management

Freeing the Program

Anderson is not the first public university business school to seek greater latitude in tuition setting and management in exchange for giving up state funding. The University of Virginia’s Darden School of Business and its School of Law have done so.

Anderson’s proposal wasn’t even particularly unusual within the UC system. As of February 2013, the UC system had 50 self-supporting programs. At Anderson, those included the Master of Financial Engineering, global executive M.B.A., fully-employed M.B.A. and executive M.B.A. Haas’s evening-weekend M.B.A. program and Master of Financial Engineering are also self-supporting. Various iterations of M.B.A. programs are also self-supporting on other UC campuses.

What made the Anderson M.B.A.

proposal different from the others in the UC system was that it was one of the first proposals to attempt to convert an existing program to self-sufficiency. The other programs in the system were created as self-sufficient programs.

For that reason it didn’t meet the outlined criteria for such programs, including serving new, different populations, using different delivery models, serving a different geographic region or being offered at different times. That prompted much of the pushback from the Academic Senate and led to the system’s review of the policies, which has yet to be completed.

One of the original reasons for pushing self-sufficiency for the program was to raise tuition prices to market level, something that has happened anyway over the past

three years as the university has tried to reconcile sharp cuts in state appropriations.

Last year the school charged California residents about \$48,200 in tuition and mandatory fees for the full-time M.B.A. program, and non-residents about \$54,500. That's only slightly lower than many of its private peers, including the Massachusetts Institute of Technology (\$58,200) and the University of Chicago (\$58,760), as well as the University of Virginia's Darden School of Business, which charges in-state students \$50,900 and out-of-state students \$55,900.

It's also lower than UC-Berkeley, which charges California residents about \$53,500 (about \$4,000 more than UCLA) and non-residents about \$55,500 (about \$1,000 more than UCLA).

"That narrative changes over time because the market has moved over time," Olian said. "We were at a different place then than where we are today."

Olian said the larger factor now is predictability in setting tuition. Instead of waiting for the approval of the regents, which in recent years has come as late as June for a year that begins in August, the school can now receive approval from the president's office earlier in the year. Olian said she expects changes in the marketplace and the increased predictability brought by the new tuition-setting process to lead to less-severe tuition hikes in the near future. "We see tuition rising more moderately under self-support than it has in the state

support model," she said.

There is little difference between the original proposal to make the whole school self-sufficient and the plan that ended up getting approved, Olian said. With the M.B.A. program's approval, all of the school's six master's programs will be self-sufficient. Only a small part of the school's budget is composed of state support for the doctoral program. But because the school is not entirely self-sufficient, it is still subject to some general policies, such as the salary approval process.

Innovating Under the Radar?

While Anderson's move toward a different business model has proven time-consuming and contentious, Berkeley's Haas School has been pushing ahead on several projects that haven't generated nearly as much controversy.

Haas Dean Rich Lyons said in an e-mail that like the Anderson school, Haas has focused on moving the school away from rigid operational policies, but it has not gone the same route as Anderson. "For now, our school has focused on creating new administrative arrangements to achieve financial and operational flexibilities for our full-time Berkeley MBA Program," he said.

Much of the school's new flexibility comes from the establishment of multiple nonprofit organizations under the auspices of the school to oversee new programs and initiatives.

For example, Haas's Center for Executive Education is incorporated as a separate 501(c)3 organization.

Administrators at the school say the distinct structure allows for greater flexibility in terms of hiring and paying staff, outreach and program design. Several other business schools, including those at Duke, U.Va., UNC Chapel Hill and Indiana, have set up their executive education in a similar manner.

The university also placed the development of its new building under a separate 501(c)3 organization. The project is being entirely funded by donors rather than state capital appropriations.

"What they're doing at Haas is being entrepreneurial," Powell said. "It's not serving a traditional student population, these aren't degree programs, but it's something one can imagine there's a market for. There's an audience for this kind of thing."

The university has also established a way to retain a greater share of tuition revenue from full-time M.B.A. students if it decides to grow its class, which it might do after the new building opens. At the moment, the school receives a share of general state appropriations to UC-Berkeley but must give 50 percent of its tuition revenue going back to the university's central administration.

But under a new agreement with the chancellor's office, if the school decides to grow, it will continue to receive the same level of the general appropriations but it will retain a larger share of the tuition revenue of each additional student, with only 15 percent going back to the central administration, meaning the school keeps 85 percent of the revenue

from those additional students. That 85/15 split is how the school's self-supporting programs currently operate.

"Our public nature is no longer defined only by state financial support, which has been in steep decline in recent years," Lyons said. "Rather, we see our public dimension being

realized through our mission and values that support serving the people of California and the world through world-class business education and research."

"In an era of dramatic budget cuts, there isn't a one-size-fits-all approach to the model, not even just for schools of management," Olian

said. "Schools are going to take different approaches to achieve what they need. We've achieved something that is quite important to our students and university – predictability in tuition – and there are certain things you can't just achieve through financial restructuring." ■

Everyone's Business

By Allie Grasgreen

Summer business programs for liberal arts students might not be designed exclusively for job placement, but their popularity and expansion -- at least in recent years -- suggests they're helping with it.

In the two decades or so since a handful of business schools started launching intensive summer courses for students with liberal arts backgrounds, high demand has led some to expand their enrollment. More recently, other business schools are investing in the idea, with one piloting its new program last year.

The demand for these business school programs, particularly in the last few years, indicates at least in part their potential to help students break into a tough job market – Villanova University's Summer Business Institute, of instance, enrolled students in record numbers the last two years, numbers that have been climbing since the 2008 recession triggered a one-year dip in otherwise steadily rising demand. The 10-week, \$9,200 program, now in its 16th year, most recently drew 112 students.

Students and college officials say the courses have impact in macro and micro terms. While they can expose students to career paths they might never have considered or even know existed, they also teach more practical skills that students can apply in whatever field they do end up in. Each program has its own personalized focus reflecting the institution; the University of Chicago's Summer Business Scholars, for instance, emphasizes psychology, sociology, accounting, economics and statistics when teaching students to apply business fundamentals "to assess any challenge or opportunity." But regardless of where it's housed, a summer program typically places students in immersive courses teaching basic business skills and principles, and may move to more focused areas like economics, marketing, finance and

management. Career development and professional skills like teamwork and communication tend to be part of the package. Some draw from the university's M.B.A. curriculum.

"There's a lot of students who really want to be studying art history, they really want to be studying philosophy, but they still want to be employable. I think this type of program allows them to do both," said Andy Chan, vice president for personal and career development at Wake Forest University. "Many young people, especially in college liberal arts, have not been exposed to the world of work.... Going through a program like this is a great way to get exposed to business, to understand how organizations operate."

For Brian Twibell, a rising senior in economics at Indiana University at Bloomington, the new Art of Business program was a last-ditch effort this summer at advancing his career prospects that wound up paying off in more ways than he expected.

After doing a few internship interviews, Twibell says, "I realized pretty fast that I had no idea what I was doing. I learned a lot in school, but I didn't know how really to get a



Summer Business Institute at Villanova University

job or be successful in one.”

Twibell mastered Excel, which he's now using on statistical projects similar to those at the companies he'll apply to work at. But one of the biggest things he got out of the program was less tangible. After taking an aptitude test, Twibell realized that his prospects were far broader than he had thought. He'd already planned to go into sports business or marketing, and always thought of himself as more creative than analytical. But the test turned up positive results in Twibell's analytical skills, which he can apply, for instance, to a project modeling the predicted success of fighters for a mixed martial arts company.

“I would rank it probably as the most valuable thing I've done since I went to college,” Twibell said. “More than anything, what it gave me was confidence.” Other well-established programs, which vary in focus, length and price, include those at Southern Methodist, Stanford and Vanderbilt Universities, and the Universities of Chicago, California at Berkeley, and Virginia. Prices range from about

\$5,000 to \$10,000, and while most don't award academic credit, some do offer funds to students. The Villanova program, for instance, awarded five partial tuition scholarships this summer totaling more than \$13,000.

The Tuck Business Bridge Program at Dartmouth College just finished its 16th run and has been at capacity – around 130 students – for the past decade. Nicole Faherty, the program manager, said Dartmouth could expand it if not for a lack of available space. But the relatively small size (the program is split into two sessions of 65 students each) works well because it allows students to get to know each other and is a draw for the Dartmouth faculty who teach in the program. The curriculum is based on the first year of the Tuck School of Business's M.B.A. program.

While some students with liberal arts and science backgrounds have secured jobs either directly through the program's alumni and career days -- and many more have been able to apply the skills they learn in whatever job they land on their own, be it in

marketing or non-profit work -- that's not the aim of the program, Faherty said.

“I don't think we focus it so much on, 'All these students must get jobs.' We're not here to support job placement, we're here for providing the tools for them to make them more employable,” Faherty said. But she acknowledged that finding a job is probably the top draw for the students who do enter the program.

“These are mostly liberal arts students going to smaller schools. They are competing for the same types of jobs that undergraduate business majors are competing for,” Faherty said. “A student with an English degree from Williams College may not be able to show that they have the capacity to do a position maybe as well as a Wharton Business School undergraduate could. But then they can say, 'I have this great critical thinking background from a liberal arts degree, plus I have business experience.'”

Students definitely stand to gain career-wise from the programs,

said Chan, who previously directed Stanford's M.B.A. Career Management Center. (Wake Forest does have a summer program in this vein, as well as a fast-growing, one-year master's of arts in management program designed for liberal arts and science students just out of undergrad.) Understanding and being able to articulate these basics can be incredibly helpful in job interviews, Chan said, whether a student is looking for work not just at non-profit or for-profit companies, but also in government, medicine and law.

"So many organizations need you to know how a business operates. This type of education can help you with that," Chan said. "You can work in any organization in the world and get value from business education."

At Villanova, students who enroll in the program consistently say they do so for job-centric reasons. For the past five years, four of the five top reasons for enrolling were "entrepreneurial career goals," to "provide career direction," to "gain competitive edge," and for "professional development." To "understand business principles" was the third most-cited reason. (Villanova does not track actual career placement because getting participants jobs is not the mission of the program, officials there -- and at other programs -- said.)

It worked out for Amanda Del Balso, an alumna of Tuck Bridge who now works at Google as an online media account manager (meaning she helps financial service companies in New York develop their online marketing strategies). Del Balso didn't go in



Andy Chan

looking to get a job out of it, necessarily -- that was more of a happy accident.

"Not having really the exposure to the business world in undergraduate -- that was what attracted me to the Bridge program," said Del Balso, who enrolled right after getting her degree last year in psychology and international studies at Boston College. But once in the program, she discovered an untapped passion for marketing, in which she could make use of her undergraduate work in entrepreneurship, leadership and problem-solving. Following a Bridge networking event, Del Balso was interviewing with Google within two weeks (and her potential employers were more interested in the Dartmouth program than her undergraduate work).

"I don't think it would have been a consideration for me before Bridge," she said. "It really helped me see that marketing was where I fit -- and I think that's part of the intention of the program."

Bloomington's Art of Business program finished its inaugural summer in 2012. It took place over the last three weeks of June (without an optional corresponding summer internship), with five students enrolling.

The idea for the program, based at Bloomington's Kelley School of Business, grew out of conversations between its director and an alumnus who attended Hanover College for his undergraduate degree. Both were interested in how to develop a relationship between the two.

"As we did more research into it, we discovered that Hanover was not unlike a number of other liberal arts colleges -- a great education, but probably not as much focus on helping kids discern where that education takes them post-college, and then very limited training in, once you figure things out, how do you go about seeking employment," said John Talbott, director of the program. "We wanted to really honor the education that students are getting and respect what they're learning, and

basically just say, 'Look, what you're doing has a lot of applicability in organizations.' "

The program centers around three major components: career "discerning and preparation," the language of business, and a practicum in which students consult local organizations on how to meet their objectives. (A student triple-majoring in biotechnology, physics and mathematics even got the physics club to collaborate on exhibits at a local children's science museum. Another student helped the university's public television station start an internship program.)

With a different focus each week, students learn about engaging (where they learn collaboration and communication skills), marketing (of the student to future employers, investors and customers, with a special eye toward social media and digital technology), and strategy (students create "a personal roadmap for success").

Like the others, Bloomington's program is not cheap. For three weeks of courses, materials and "most meals," students pay \$4,950. For \$600 more they can get housing, too. Talbott believes the cost was a deterrent to

some students, but hopes to better address that in the coming years.

"I think what we have to do is a better job of framing the cost," he said. "The fact is, the full price of the program without scholarships is about equal to a three-credit class – and the educational hours are twice as many."

But students who sign on shouldn't do so lightly.

"It is a very intense commitment," Del Balso said. "I studied more for Bridge than I did the entirety of my senior year at Boston College. And I was writing my thesis." ■

Questionable Admissions

By Scott Jaschik

Applicants from institutions with grade inflation are favored over those who had more rigorous instructors, study of MBA programs finds.

When colleges crack down on grade inflation, students invariably complain that they will be at a disadvantage when they apply to graduate school without as many A grades as might otherwise be the case.

The students may be correct.

New research in the journal PLOS ONE has found that admissions officers appear to favor applicants with better grades at institutions where everyone is earning high grades over applicants with lower grades at institutions with more rigorous grading. The research is based on an

experiment involving 23 admissions officers and on long-term, real data on applicants to four competitive M.B.A. programs.

For the experiment, scholars from the business schools of Harvard University and the University of California at Berkeley, and a researcher from CivicScience (a polling research organization), gave the admissions officers fake portfolios on applicants to an M.B.A. program. The admissions officers (from unidentified undergraduate and graduate admissions offices) were told that all the applications came

from those about to graduate from colleges that admitted smart students of roughly equal academic ability. The transcripts for these fake applicants included not only the hypothetical students' grades, but also measures of the grade distribution at the institutions, showing that some of these institutions generally awarded high grades and others did not.

The results? Applicants with high grades were much more likely to be offered admission -- even when the context provided should have indicated that many of the other students were as academically able, but happened to go to institutions that didn't just hand out A grades.

When interviewed, the admissions officers all said they looked for context on grades in terms of the reputations of undergraduate institutions as being easy or tough graders. But they didn't act on the context they were provided.

Those results, of course, come from only 23 admissions officers. But the researchers also looked at real admissions decisions made by four selective M.B.A. programs (admitting 16-39 percent of their applicants) -- looking at data for more than 30,000 applicants. The pool covered applicants from several years of admissions cycles and excluded those who did not earn bachelor's degrees in the United States. The business schools provided a range of information about the applicants -- including scores on standardized tests, years of work experience, grades, gender, race, etc. In addition, the researchers gathered information on the grading norms at the undergraduate institutions the applicants attended.

When controlling for a range of factors, the researchers found the same thing as with the 23 admissions officers. When comparing comparably qualified applicants, it was better to have earned high grades at a college

where that was relatively easy to do than to have earned less high grades at institutions with tougher grading. Applicants at colleges with grade inflation are winning more than their share of slots, in other words.

Don Moore, one of the co-authors of the paper and associate professor at Berkeley's Haas School of Business, said in an interview that while the study looked at real and hypothetical admission to M.B.A. programs, he would "bet big money" that the findings would be true for other forms of admission in higher education as well.

That's because of "correspondence bias," in which people across most groups will judge individuals based on what they see at a particular point in time without knowledge of the larger context that might explain that behavior. Moore said there was no reason to believe that admissions officers for business schools were more likely than any others to have

this bias.

Moore acknowledged that the paper's findings could be upsetting to those academics trying to reverse grade inflation. "The disquieting strategic implication of this finding," he said, "is that if a school wants to get its alumni into graduate school, it should grade more leniently."

But Moore stressed that there were other responses possible to the findings -- responses he hoped colleges would adopt. "Admissions officers should not look at grades at face value," he said, but should ask for -- and consider -- overall grading patterns and class rank.

Asked whether he is a tough grader, Moore said he awards grades "consistent with the norms of my institution."

The other authors of the paper are Samuel A. Swift of the Haas School at Berkeley, Francesca Gino of Harvard and Zachariah S. Sharek of CivicScience. ■

Two Hats, One Man

By Ry Rivard

A small college has a business school dean who is also the CFO. Can it work?

Piedmont College's business school dean and chief financial officer are one and the same: John Misner, a former investment banker who jokes that sleep is "an overrated commodity."

Misner is perhaps the only CFO/dean in the country. His is a "morph

job" that came along in part because of Piedmont's small size and his bosses' trust.

The dual role started gradually after Misner came to Piedmont as business dean in 2009. Former President Ray Cleere wanted a second set of eyes to look over banking documents and

endowment-related finances.

Misner said Cleere's approach was, "What the hell, why don't you get the business dean over here to look at this for us?"

After Cleere retired, incoming President James Mellichamp, a longtime faculty member who was provost before he was president, decided to formalize the arrangement with Misner because of their good working relationship.

"It's a fascinating model for those in academe, but it's a common model in the corporate world: you have a

number of units reporting to you and you stay engaged,” Misner said.

Only institutions of a certain size could even try to pull it off. Piedmont, a private college in Demorest, Ga., has about 2,400 students, 130 full-time faculty and about 100 adjuncts.

At other institutions, faculty and business officers -- who often come from different worlds -- have been at odds. Can dual roles mitigate the tension?

Misner still teaches, too, like other administrators at Piedmont, including Mellichamp. So, he said, he understands where faculty are coming from.

“In terms of the advantages, he certainly understands the big picture, and that helps him, I imagine, to work well as a dean,” said the Faculty Senate chairwoman, Viviane Daigle.

Patrick Sanaghan, a higher ed consultant who has worked with business officers, wonders if such an arrangement can really last.

“It would make me a little bit nervous on the longevity of this: two robust jobs and do them well?” he said. “There ain’t too many people who can pull that off.”

Misner is one of four vice presidents at Piedmont. His full title is executive vice president for institutional

resources, so he not only handles the finances but also oversees facilities, human resources, security and athletics – in addition to being business school dean.



John Misner

He said even if the campus grew, he could handle his duties.

“More students just adds more zeroes to the numbers I’m looking at, and as long as you add support staff, I’m fine,” Misner said.

Still, Piedmont has not had to deal with any of the woes facing some other small privates.

“No financial crisis here – I wouldn’t have time for that,” Misner joked.

Misner started his career in investment banking in Pittsburgh in

the early-1980s, took a couple of adjunct instructor jobs, earned a Ph.D. from Kent State in 1999 and eventually was offered the deanship at Piedmont.

Part of what makes Misner’s arrangement possible is an associate business school dean who handles day-to-day operations while Misner handles the whole college’s finances. Misner at first kept two offices – separated only by a stairway and a driveway – but then gave up the one in the business school for one in the main administrative building.

Why not just hire a new business school dean?

Mellichamp said he wanted to keep Misner as dean because of long-term plans Misner started.

The president also prefers a horizontal management structure.

“In independent colleges such as Piedmont, there is already a well-established tradition for people to wear several hats,” he said. “That doesn’t mean people aren’t responsible and have supervisory roles that generally follow a more vertical structure, but in terms of the day-to-day operation of the institution, it’s that horizontal movement that keeps us excited about our work.” ■

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Eastern Promises

By Kaustuv Basu

Why are so many deans of the top U.S. business schools of Indian descent? The answers might lie in the changing world order.

When Soumitra Dutta, a professor of business and technology at INSEAD in France, became the next dean of the Johnson Graduate School of Management at Cornell University in 2012, he joined a growing list of Indian-born deans at the country's top business schools. Dutta, who graduated from the Indian Institute of Technology and received his master's degree and doctorate from the University of California at Berkeley, became the first dean of a major U.S. business school to be hired from outside the country, the university said.

Dutta's Indian contemporaries include:

- Nitin Nohria, dean of the Harvard Business School, who is a graduate of the Indian Institute of Technology, and has a Ph.D. in management from the Massachusetts Institute of Technology.
- Sunil Kumar, dean of the University of Chicago's Booth School of Business, who has a master of engineering degree from the Indian Institute of Science in Bangalore and a Ph.D. from the University of Illinois at Urbana-Champaign.
- Dipak C. Jain, the current dean of INSEAD (an influential French business school), who was the dean

of Northwestern University's Kellogg School of Management until 2010. Jain is a graduate of Gauhati University from northeastern India and received a Ph.D. from the University of Texas at Dallas.

Other names include Jaishankar Ganesh at the Rutgers School of Business-Camden and G. (Anand) Anandalingam at the Robert H. Smith School of Business at the University of Maryland. (Note: This article has been updated to clarify that Anandalingam is of Indian descent but was born in Britain and raised in Sri Lanka.)

These appointments are usually well covered in India's media, sometimes with gushing profiles. But for the field of business, not known for being on the cutting edge of diversity in higher education, these and other hires mark a notable change.

The Indian-born deans may be a sign of business programs trying to become more global in their outlook to accommodate the reality of emerging economies, experts said, especially because there is a perception in some circles that European business schools like INSEAD are more international than are their American counterparts. Or it may be that there is just a wider pool of Indian-born applicants to choose from.

Committees and trustees are looking for leaders who can bring a global perspective, executives at search firms said. "You have to look at where the pipelines are and where the faculty is coming from. For the longest time there has been interest in India and China. There are a growing number of students from those countries who pursue higher ed and stay on in faculty positions.... It can be a natural outgrowth of that demographic shift," said Lucy A. Leske, vice president and co-director of the education practice at Witt/Kieffer.

The curriculum in business schools tends to be sensitive to the real world of business, said Jessica S. Kozloff, president of Academic Search, and the recent appointments may be a reflection of the growing importance of economies outside the United States. Then, there is the importance of fundraising and outreach for the deans of business schools. "In all deanships, there is an expectation now that they be involved externally with the program and not just be an internal leader of the curriculum," Kozloff said, and an international outlook to fundraising can certainly help.

Dutta, who took over as dean in 2012, said American universities are trying to change and his appointment is a reflection of that. "The world used to come to America. It was very much a unipolar situation," Dutta said. "But the world is now multipolar. America needs to go to the world."

He said many Indian faculty members arrive in the United States having gone through a very serious



Left to Right: Soumitra Dutta of Cornell U., Nitin Nohria of Harvard U., Sunil Kumar of U. of Chicago, Dipak C. Jain of INSEAD

filtering process (the IITs are notoriously hard to get into and some aspirants treat top American universities as safety schools), are forced to deal with diversity in India from a young age, and are part of a culture where education is highly valued. When all these attributes are put together, they make for a very globalized candidate. “Indians globalize easily and as the world becomes more global, they will probably succeed more easily. They certainly adapt well to new environments,” he said.

Though cultural reasons may have played a part in this emergence of Indian-born deans, the reason could be just the large number of trained faculty to choose from. “This goes back to the presence of Indians in the American higher education system,” said Bhaskar Chakravorti,

senior associate dean for International Business and Finance at the Fletcher School at Tufts University. “I think the single largest non-U.S. faculty with links to one country might be Indians,” he said.

Chakravorti added that a dean who understood emerging markets would be an asset because there is an increasing concern that business education is not catching up with business reality. “The schools are playing catch-up. Look at the cases taught in the schools: they are domestic and U.S.-centric,” he said.

The sudden rise in the numbers of Indian-born deans surprised Sree Sreenivasan, dean of student affairs and a digital media professor at Columbia University’s School of Journalism. Almost two decades ago, he wrote a piece for *Business Today*,

an Indian business magazine, about the growing number of Indian-origin professors at U.S. business schools. “So, this is a natural evolution,” he said, adding, that he was surprised by the sudden burst of Indian names as deans. “I thought, maybe there will be one dean one day. It is a testament to what you can achieve in this country.”

Sreenivasan said the idea of being an academic appeals to Indians, as knowledge and learning are venerated in Indian households. On the other side, there may be a positive stereotype in American minds about an “Eastern teacher.” Then, there is the perception of success, he said. “I’m sure the first black head coach in the NFL had a tough time breaking in. But he made it easier for the second and third person,” he said. ■

You have to look at where the pipelines are and where the faculty is coming from. For the longest time there has been interest in India and China.

Scaling Up

By Elizabeth Redden

Four years ago, a business school began requiring its undergraduates to study abroad. How has the policy worked out?

H OUSTON – What does it take to go from 50 percent study abroad participation to 100 percent (or nearly that)? In 2012, on the final day of the NAFSA: Association of International Educators conference, study abroad professionals from the University of Minnesota’s Carlson School of Management discussed the challenges they faced in making study abroad mandatory for their undergraduate business majors. Their bottom line was this: Keep the requirement broad, be flexible, work closely with faculty and the relevant administrative units on campus -- including the offices of admissions and financial aid -- and advise early and often.

Anne M. D’Angelo, assistant dean of global initiatives for the Carlson Global Institute, described the “international experience” requirement as a result of a “perfect storm”: a new dean arrived and ordered a curricular review, which identified international programs as a particular strength. More than 50 percent of students were already studying abroad, and a large number of professors had experience in international education, having taught overseas in Carlson’s global executive M.B.A. program. Faculty at the Carlson School voted to

require an international experience for all undergraduates in 2007; the policy went into effect in 2008, making the class that graduated in May the first to be affected. (Carlson also requires its M.B.A students to study abroad, but in their presentation speakers focused on implementing the undergraduate requirement.)

The Carlson School defines “international experience” broadly – as a credit-bearing, university-level experience outside the United States. “We’ve tried to keep it as broad as possible by design, to meet a wide variety of student backgrounds and financial circumstances,” said Kirsten Alexejun, a program director in the Carlson Global Institute. The experience can be as short as two weeks or as long as an academic year. Students can study business, or not. They can participate in a faculty-led program, or a semester- or yearlong exchange, or they can design an independent program. “The most important thing is that we come in with the perspective that almost every student can study abroad, one way or another, and we approach our advising and communications with students with that mindset,” Alexejun said.

In the entering class of 2008, the majority of students (65 percent)

satisfied the requirement by studying abroad on programs run by the University of Minnesota’s Learning Abroad Center or the Carlson School, specifically. Small percentages of students studied abroad on programs that are not affiliated with the university (3 percent), on joint programs (4 percent), or on programs of their own design (2 percent). Students who pursue the independent study option plan their program in collaboration with advisers in Carlson’s Global Institute.

Carlson does not require its international students to go abroad – although some of them choose to – and another 8 percent of the entering class of 2008 fulfilled the requirement by virtue of being in Minnesota on an F1 visa. Another 18 percent took an international business class on campus, an option offered as a stopgap as the school phased in the requirement. “In fall 2008, right when we were getting ready to roll this out, the economy crashed,” explained Jan O’Brien, director of student services for the Carlson School. “We got a little bit nervous, particularly for our transfer students. So as an interim



step we decided to temporarily give students the opportunity to meet this requirement by taking this course on campus instead of going abroad. Our freshman students had four years to work out a plan, but our transfer students only had two.” The on-campus alternative option has since been eliminated: students who graduated in December 2011 were the last to have the option of meeting the international experience requirement without going abroad.

Of those students in the entering class of 2008 who did go abroad, the most popular destinations were Italy, Argentina, Australia, Brazil, and China, for short-term, faculty-led programs, and Britain, Spain, Italy, Austria, and Australia, for long-term programs. The majority of students – 213 – participated in a short-term experience, 42 studied abroad for a summer, and 150 for a semester. Only five students studied abroad for a full year.

An audience member inquired about the duration of the short-term experiences – typically two to three weeks in length – commenting that two weeks seemed to be a very short period of time. The conventional wisdom in the study abroad field is that longer is generally better but shorter is better than nothing. The Carlson School’s own short-term programs typically involve seven weeks of pre-

departure coursework on campus and two weeks in-country in January or May; students earn up to four credits for the entire course.

“We really saw that there is a segment of the population that needs a short experience,” Alexejun said. “I think all of us in the room would love to send every student abroad for a semester or a year, but it was about making the requirement happen, and recognizing the reality of the students’ lives.”

Speakers described a need for the study abroad office to work closely with other administrative units on campus – including the admissions office, the career center, the financial aid office, and the undergraduate advising office -- to ensure that they all understand the requirement and can advise students accordingly. The panelists said it’s proven particularly challenging for many athletes to meet the requirement, and they suggested reaching out to coaches and the athletic advising office.

“It’s important that all offices are involved in this, including at the recruitment period, so when we’re meeting with prospective high school students and their parents we never forget to mention that this is part of our curriculum and part of our requirements,” said O’Brien. “We want them to be very well aware that if they choose to come to one of our

programs this is an expectation, and we want them to embrace it and be excited about it before they come.”

O’Brien also discussed efforts to alleviate some of the academic barriers to studying abroad. Carlson has developed sample plans of study that integrate study abroad into every major, and O’Brien said her office has worked with faculty to help ensure that core courses for majors are offered regularly. “It’s really important if it’s a required course that it’s not offered in just the fall or just the spring,” she said.

Overall, of the entering class of 2008, 96 percent of then-freshmen and 99 percent of transfer students have completed the requirement (others have yet to graduate). There have been just two students who absolutely could not go abroad, in both cases due to medical reasons. Alexejun said they have worked on a case-by-case basis to find alternative ways for those students to satisfy the requirement closer to home (by taking a class on immigrants in Minnesota, for example). Obviously, Alexejun said, the school won’t send a student abroad against the advice of his or her doctor – “we have to have some common sense about it” -- but again, she stressed, what’s important is that the presumption has changed. “We think it’s important to approach all students as if they are going abroad.” ■

“The most important thing is that we come in with the perspective that almost every student can study abroad, one way or another, and we approach our advising and communications with students with that mindset.”



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New Model for Business Education

By Scott Jaschik

Editors of new volume of essays discuss their ideas about the importance to undergraduate programs of including arts and sciences disciplines in meaningful ways.

Undergraduate business education is much-discussed, much-criticized and -- at many campuses -- hugely popular in enrollments. A new collection of essays -- *Shaping the Future of Business Education: Relevance, Rigor and Life Preparation* (Palgrave Macmillan) -- finds much to criticize about traditional programs. The way forward, the essays argue, is with more rigor and more arts and sciences than have traditionally been present in undergraduate business education. The editors of the volume are Gordon M. Hardy, senior associate director of content, communication and creative services at Bentley University, and Daniel L. Everett, dean of arts and sciences at Bentley. They responded to e-mail questions about the themes of the volume.

Q: What are the main critiques in the book's essays of traditional undergraduate business education?

Dan Everett: As Patricia Peknik notes in the first chapter, traditional business education has its roots in the apprentice model of work in early America: a young person acquired mastery of a particular skill under an expert's instruction. As business schools arose, this "siloe" model

persisted: accountants learned accounting, marketers marketing, and so on.

Today, that model is no longer relevant to the way organizations actually work. Successful organizations today create value through complex, often far-flung interplay of individual skills and talents. As complexity increases, intense teamwork, sophisticated information gathering and interpretation, performing across barriers, communication, an understanding of culture and a heightened awareness of the "ecosystem" in which the organization operates are all vital.

The need to understand the arts and sciences is as simple and critical as the need to understand deeply the products and services you are making and distributing. Business education, alone and by itself, is not enough. It can make someone efficient at the practical matters of effecting transactions, but it doesn't by itself create anything. Business is a mechanism and a means -- by all means crucial, but insufficient. What is needed is both business knowledge and the creativity, connection, and ability to invent that the arts and sciences convey.

There's also the simple fact

that students want value for their considerable investment in education. When someone graduates with nothing more than a particular business proficiency, they miss out on the other skills that make them not just a capable business colleague, but also a more informed and better-thinking citizen, able to live a personally satisfying and societally useful life. In this fused model, students have the opportunity to develop business expertise while also developing a wide range of skills that will serve in all aspects of life -- work, community and relationships.

Q: Many of the essays concern the role of arts and sciences in business education. How do you see the integration of the two?

Gordon Hardy: It takes effort, especially when a university is organized along traditional department lines. We have both a high-level practice and practical, on-the-ground implementation.

At the high level, we have a dean's council where Dan sits with his counterpart in the business area. Curricular changes, policies and resources are deployed with integration in mind. We offer grants to pairs of professors from each "side" to develop fully integrated classes.

At the ground level, professors integrate disciplines. For example, I teach a course in online journalism -- certainly a dynamic and rapidly changing business. In addition to showing students how to write and report local, human-scale stories, I also have them study and write about the collapsing business model of

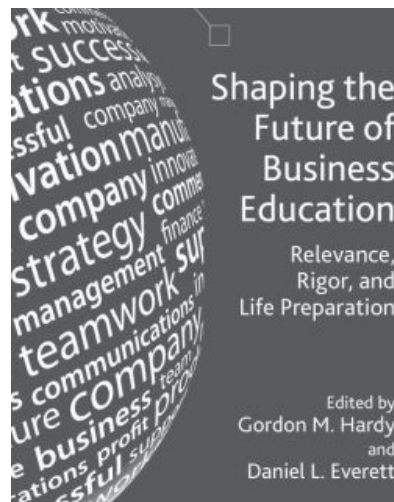
modern journalism. Business students really respond to this, applying their business-core knowledge to a huge, relevant business problem, while covering it through journalistic practices and writing.

Another example: This year, several management classes used music to explore softer skills such as empathy and emotional responses. Another class delved into the parallels between the skills of an actor (adopting different characters and examining perspectives, fears, motivations and needs) and those of a manager.

Q: If arts and sciences is added, is anything taken away in terms of business issues?

Gordon Hardy: No. In fact, without the arts and sciences, modern business education is stunted and incomplete.

Here's an example: Today's accountant-managers don't spend all their time alone in front of a computer, crunching numbers. As often as not, they are managing a worldwide flow of information and data, and then interpreting that data for other managers and C-suite officers. The accountant may direct squads of number crunchers in India, connecting their data to regulations and cultural norms here in the United States. They must have a strong ability to understand and communicate across cultures – not just national and ethnic cultures, but culture within corporations. Effective communication, as well as a deep understanding of cultural norms worldwide, is a vital part of that accountant's success.



Another example: Those same accountants are also risk managers for the company. They are at the forefront of maintaining ethical standards, regulatory compliance, and “rules of engagement” between a company and its stakeholders. As such, they may be called upon to understand ambiguous situations, to “find the truth in the data” based upon a subtler understanding of an organization’s ecosystem than we once expected from the “green-eyeshade” accountant.

We like to say that in the modern world, both business and arts and sciences are everywhere you look. We want our business-minded students to see the world in that way.

Q: Do prospective students understand the importance of studying topics beyond those strictly related to business?

Dan Everett: Most do. That's why they come to Bentley. We make our model very clear. And whatever their interests, we get them to understand why we are doing this. We don't tell them, “Come here, get a business

education and learn to paint.” Instead, we tell them, “Come here, get a business education, and also become proficient in communications and other cultures. Cultivate your creativity, suppleness, and curiosity about the world. Learn how to read deeply, understand how scientific research produces breakthrough products, how cultural differences and different perspectives strengthen organizations – because you're going to need all of those skills to succeed in your chosen profession.”

One of our most effective advocates is a C-level executive at a leading accounting firm. He says: “To get hired here, you need to know accounting. To get promoted here, you need the arts and sciences.”

Q: Do these ideas apply to the M.B.A. or other graduate degrees?

Dan Everett: Yes. Over the past few years we have designed and launched a one-year, radically different M.B.A. It's a response to the critique leveled at M.B.A. education – that it is focused on the wrong things, that it is based on disciplines and not integrated thinking, and that it produces myopia rather than insight or foresight. We focus on four themes – innovation, value, environments, and leadership – and teach them in a close, intense studio setting. Arts and sciences faculty figure deeply in the curriculum, teaching psychology, design, technology, social contexts, creativity and many other topics. The arts and sciences are not “bolted on” as an afterthought. They are embedded throughout the experience. ■

Views

A collection of essays and op-eds

Wrong Question on Entrepreneurship

By Wendy E.F. Torrance

We absolutely can teach people what they need to know to be innovators -- the right question is how it is done, writes Wendy E.F. Torrance.

The answer to the question, “Can entrepreneurship be taught?” has been framed several different ways in both scholarly articles and in the popular press, addressed by talented researchers, gifted teachers and successful entrepreneurs. Can you learn entrepreneurship in a classroom or do you learn only in the real world? Are entrepreneurs made or born? Do genes influence the likelihood that a person would take a risk?

Experienced and wise entrepreneurs and scholars have weighed in on both sides of the debate, convincingly. All the while, the demand for entrepreneurship education has continued to increase.

We have seen entrepreneurship take root in the curriculums of universities across the country, and its appeal has spread from business schools to disciplines as varied as art, nursing, engineering, education and music. Formal programs in entrepreneurship have more than quadrupled, from 104 in 1975 to more than 500 in 2006. Outside of universities, business development organizations,

accelerators and incubators, and an array of nonprofits are attracting aspiring entrepreneurs. As Harvard Business School’s Noam Wasserman points out, “[f]ounders of startups clearly believe that they can learn.”

The question we should be asking is: How do we teach entrepreneurs? How can we provide lessons and experiences for founders that matter? I contend that any lesson or experience we provide should enable the aspiring entrepreneur to answer substantively this simple impact question: How will what I have learned today change what I will, or am able to, do tomorrow?

After all, isn’t seeing a change in knowledge and action a sign of learning in just about any context? Teach a medical student how to complete a particular procedure, and the next day she can demonstrate a new skill. Teach a child how to balance on a bike, and the next day (fingers crossed against skinned knees) he can ride down the street.

Teach entrepreneurs about the pitfalls of agreeing to 50-50 equity splits with a handshake at the

outset of a new venture, and in the coming months they’ll examine the commitments, expectations, skills and contributions of their co-founders and create agreements that enable the company to change with circumstances. Teach entrepreneurs the skill and discipline needed to qualify customers, and they’ll be more efficient and effective in their sales process.

We can teach entrepreneurs countless skills and insights that will change how they approach their business, and we can do this in universities, accelerators and mentoring programs.

Lessons would include how to evaluate opportunity, how entrepreneurial selling differs from professional selling, how to effectively communicate about their business and why corporate intellectual property strategy is important. We can highlight tools that improve productivity, and use data to uncover patterns in the success and failure of new ventures that highlight the consequences of decisions about when to found and how to manage investment.

Applying the discipline of customer discovery can help entrepreneurs avoid spending time and money building a product that no one wants to buy. Founders can learn the skills of negotiation, presentation, marketing and hiring.

Even those with personality qualities

that are strongly associated with entrepreneurial inclinations (or even entrepreneurial success) can learn new skills and acquire knowledge about how their natural inclinations might be a liability in the long run. In the process of creating their own venture, founders can explore these topics through classroom lectures, discussions, simulation exercises, internships, and certainly through on-the-go learning. So it isn't a question of whether they can learn in the classroom, or whether they have to learn in the real world; they can do both.

Using the impact question approach to teaching entrepreneurship has implications for goals as educators, as well as for whether and how we can measure success. Typical measures of successful education programs might include how many companies are created or how much investment participants attract. These may indeed be helpful questions to ask.

However, keep in mind that other answers to impact questions might be: "as a result of what I learned I decided not to pursue this venture..." or "I realized that the market for my product isn't what I thought it would be, so I'm taking my company in a different direction" or "I reflected on my financial circumstances, and I realize now that this isn't the time for me to pursue my venture."

Vital learning outcomes like these can make a tremendous difference to the entrepreneur and simply aren't captured in metrics that focus only on companies founded and investment dollars secured (though these metrics are significant as well).

How can we provide high-impact experiences for entrepreneurs (both aspiring and those taking the plunge)? In implementing entrepreneurship learning experiences it is important to identify valuable lessons (such as those identified above), highlight

outcomes (e.g., founders better-equipped for particular challenges) and document both qualitative and quantitative outcomes. We should be finding ways to provide entrepreneurs with hands-on learning opportunities and experiential immersion that enable them to acquire new, practical knowledge that they can apply immediately.

Entrepreneurship can indeed be taught. It's the "how" that really matters, and keeping in mind the impact question can help educators in all parts of the entrepreneurship ecosystem ensure that their lessons are helping to create more knowledgeable, skilled entrepreneurs who have a greater chance at success. ■

Wendy E.F. Torrance is a director of entrepreneurship at the Ewing Marion Kauffman Foundation, where she leads the development of the recently launched Kauffman Founders School.



Professional Responsibility

By C.K. Gunsalus

Teaching ethics should be part of the job of all faculty members in all disciplines, writes C.K. Gunsalus.

People who hire and supervise others in the real world are desperate to hire people — our graduates — who have the "whole package": substantive knowledge plus "soft" skills (basic responsibility, working well with others, ethics, etc.)

that contribute to success in the world of work. You might argue that teaching those skills isn't our problem because we're providing educational foundations for professional knowledge. Or that we can hardly be held responsible for failings of families

and society, which ought to be the ones instilling work ethic and manners and common sense.

Still, didn't we open this can of worms ourselves when we started arguing that colleges and universities are engines of economic development and that government should keep (or go back to) investing in education because it creates a knowledgeable workforce? When employers complain about what they perceive as a lazy and entitled attitude among young workers, and we see an apparently never-ending stream of ethics scandals,

maybe there's another way to think about this that is directly congruent with our mission and, furthermore, falls directly within our expertise: embedding ethics and concepts of professional responsibility throughout our curriculums and courses.

If you think about it, doing so is a positive and preventive approach to what many perceive as an epidemic of cheating. There is research suggesting that an educational approach can be an effective strategy, and if enough faculty members purposefully and thoughtfully incorporate ethical connections into classes, it will help those among our students who mean well and want to follow the rules. If we can help those students to find a voice and provide positive examples, we gain, too.

Over the years, I've heard countless arguments about why faculty cannot or do not include ethics in their courses, or add courses about professional responsibility to their disciplines. The curriculum is too full already, and besides, you cannot teach people not to lie and cheat if they didn't learn that in their families. The objections I hear go further, though, and betray a serious discomfort, fear even, about teaching "ethics": I don't want to have to talk about deontology (I don't like Kant or haven't read it and don't want to); it's too hard or too subjective; I'm not qualified; someone else can handle it (bosses, the research compliance people, someone across the street, whatever). Ethics is boring and dry. I don't know enough and don't have time to go learn another field while I'm

working on getting promoted/getting the next grant/serving on too many committees. What if someone asks a question and I don't know the answer? What if I look stupid? I might come off as judgmental or not judgmental enough. A required event is going to get really bad student evaluations.

We Can All Teach This Stuff, and We Should

As higher education experiences disruptive transformation through the changing economics of what we do, price pressures and technological upending, homing in on what we uniquely do is likely to be part of our path to the future. What is more central to that than helping students explore questions about and learn to use responsibly the knowledge we are conveying? The responsibilities of professionals — researchers, scientists, scholars, teachers — are deeply personal ones, and too important to leave to others outside our disciplines to teach. Outsourcing shortchanges our students and ourselves.

If you think matters of professional responsibility in your discipline matter, if you care about accountability and transparency and fairness and rigor, you can and should teach ethics in your field, whether that's a course or workshop that meets the requirements for responsible conduct of research education or topics that you integrate into your substantive classes — or both.

There are good reasons to teach in courses that are not about ethics, and it needn't be daunting or hard. There

are some straightforward ways to do it and as a practicing professional in your field (they pay you to do what you do at work, right?), you can and you should. Here's how.

1. Think and talk about your mistakes. Who hasn't made a mistake at work? A big one? An embarrassing one? One you still cringe thinking about? What did you learn from those mistakes? If you've thought about it over the years, can you talk about it, obviously not naming names if that would violate confidences or confidentiality requirements?

How did you learn about, for example: How to deal with a student or colleague who disappoints you or violates your trust? What to and, even more importantly, what not to do when you make a serious professional mistake?

Have you ever looked back on something that seemed perfectly reasonable at the time, and with the value of hindsight, thought "How could I have been such an idiot?" Or, been sitting with someone who's making a huge mistake and thought "no, no, no!"

If you can find a way to talk about those moments and the lessons you took away from them, your students will learn. Talking calmly and clearly about mistakes you have made will shape them as professionals and as people — and not so coincidentally, the world you are going to live in when they take over. (Another plus: modeling how you deal with hard stuff, and showing that life and careers rarely go in a clean, clear forward path without

setbacks will be memorable and they will like you all the more for it.)

2. Articulate one of the lessons that govern your professional life.

Where and when did you learn about the value of boundaries and when to refer students to other resources rather than trying to help them yourself? That it's easier to start out relatively strictly in a course and relax the rules as you go than vice versa? That's a lesson that extrapolates to a lot of other contexts. How did you learn to set the ground rules for talking to reporters about your work or setting boundaries when acting as a consultant or expert witness? When have you made a hard choice about a professional topic that you found challenging? If the lesson is connected to a mistake, it will be even more gripping to your class.

If you ask the students make a connection to the topic you're teaching that day, you will likely be surprised and pleased with what emerges. And even if your examples are all from your life in academe, the examples will likely have relevant lessons for students looking at other careers.

3. Talk with students about ethical dilemmas or hard moments they've

faced (or will face). For years, I've asked students to write a short (200 word) description of an ethical dilemma they have faced. (This is an assignment idea from Harris Sondak of the University of Utah, a friend of a friend who was kind enough to talk with me about his teaching techniques and syllabus when I first started teaching ethics in a business school.) Not only does this essay get students thinking about these issues in their own lives, properly managed it creates a wonderful set of discussion topics.

Even if you don't ask students to do exactly that, or if you adapt and ask them to write about ethical applications of your topic or questions they have, it will tell you a lot about where the students are. In the dilemmas I've gotten over the years, the same issues come up over and over again: bosses who put pressure on workers to cut corners to meet deadlines. Perverse incentives in reward systems. Peer pressure. Temptation and rationalization in the face of a desire to succeed. You know, all those human frailties that come up when you work with other people.

And not one of those is hard to

connect to the kinds of problems our students will face in what they do after college or grad school. Believe me, they are all cued into power imbalances, fairness, and how to navigate difficult situations. Connect it to how you use what you're teaching, even if you only do that once in a while, even if it's only talking about your policy for awarding grades, and you'll be contributing to their development in a broader way.

Students who've never held a job have faced dilemmas in school, like a friend who asked for help with an assignment when it was against the rules to collaborate. That situation is relevant to most every class and a great place to use it is it when you're discussing the syllabus, especially if that's all you do on your first day (contrary to advice offered here).

If you're nervous about flying blind, take a look at the range of ethics resources, including "two-minute challenge" (2MC) collection on Ethics CORE. What's a 2MC? It's a problem that you cannot necessarily resolve in two minutes, but comes up and you may need to respond to it in two minutes — or less. It's the kind of problem that comes up all the time

If you think matters of professional responsibility in your discipline matter, if you care about accountability and transparency and fairness and rigor, you can and should teach ethics in your field.

in professional life and you need to be prepared to handle. Use the same simple framework for structuring discussion of your own or other ethical dilemmas.

Don't come prepared with the "answer," and do come prepared to point out that you already know what you would do in hard situations (mostly), and that you won't be going to work with them, so it's THEIR answers that matter the most. If you are going to opine or editorialize, do it only after they've all had their say. Prepare a few questions to keep the discussion going, using the framework as your basis for that.

If you do that, based on real problems people (in the room sometimes!) have faced, you'll be doing some of the most important things that emerging research on efficacy in ethics education suggest: using short examples that carry emotional punch because they happened to real people. Modeling a way to talk about them. Helping to analyze them by practicing. Over and over. (If any of them are musicians or athletes, ask them to talk about the value of practicing scales or free throws for a useful analogy.)

You'll be helping your students to anticipate consequences of various actions. Apply labels to what the problems are (deception, temptation, rationalization, slippery slope problems...).

Or pick articles out of the



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newspaper or journals in your field about someone who's crossed the line. If you cannot find something, go to Ethics CORE and look at the recent news feed. There won't be a shortage of examples. Look for the videos. Try out some of the role plays there. Read my most recent book and use some of those examples.

There are lessons that your students will learn from you directly about professional responsibility that you can teach better than anyone else: How you deal with temptation. What to do in the face of a bureaucracy truly stupid rules. What's the difference between exceeding a 55 mph speed limit and a regulation that 55 parts per million is the allowable limit for contamination in a sample (thanks to Bob Wengert of the University of

Illinois philosophy department for that example). How you decide what's right and what's wrong. How you act on it. What you're willing to sacrifice for your principles. (Are they really principles if you're not willing to sacrifice for them?)

You are a practicing professional. Who better than you to teach your students about professional ethics in your field? ■

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Why History Matters

By Amy Lewis

A recent controversy involving the Gap is a perfect illustration of why business students need a liberal arts foundation, writes Amy Lewis.

It's advising season on my campus. My management students will want guidance selecting their spring classes. Their major classes are easy to pick -- we have checklists and flowcharts to let them know what they "need" to take. It's the general education requirements and free electives that stump them. I typically point out that employers want well-rounded employees who can draw on a breadth of knowledge. Sometimes I share that the best course I took as an undergraduate was a physical geography class completely unrelated to my major — that you never know which class will completely captivate you. This fall, I will tell my students something different as I urge them to consider taking classes outside of the business school: Those who don't learn from the past are doomed to sell offensive T-shirts.

Last week, I was browsing the web, looking for current events to discuss in my undergraduate management classes. I came across several mentions of a T-shirt being sold by the Gap bearing the phrase "Manifest Destiny" and the unsurprising outrage and calls for Gap to stop selling the shirt and to offer a formal apology. Facing protests that the shirt was, at best, culturally insensitive and could

easily be interpreted as glorifying the massacres and cultural destruction of Native Americans, the designer apparently issued a flippant tweet about the survival of the fittest. Quickly, Gap stopped selling the shirt, and issued an apology.

As a business professor, I initially planned to discuss the story and link it to the decision process that led to the shirt's initial release. As I read the unsatisfying apologies from the designer, I considered linking back to a recent class discussion on restoring trust and qualities of a sincere and effective apology. However, as I prepared for my class discussion, I realized that none of these topics really captured why I wanted to discuss the story with my students. It wasn't so much the business blunder that I wanted to discuss; rather I wanted my students to come away from our discussion with an understanding of why, as business students, it is so crucial for them to have a broad background in the liberal arts.

Although I teach in a business school, my university has a long history and commitment to the liberal arts. We recently had candidates for president of our university on campus, and a common question the candidates were asked was how to articulate

the value of the liberal arts. This is a crucial question, as there are clear attacks on the liberal arts through a devaluation of their contribution to society, cuts in research funding, and state governments questioning the appropriateness of distributing scarce budget resources to the liberal arts.

I argue to you, as I did to my students, that the Gap T-shirt is an excellent example of why the liberal arts matter. An American history class might have given a better understanding of the massacres committed under the name of Manifest Destiny. A sociology class might have given an understanding of the implications of the institutionalized oppression of Native Americans in the aftermath of these programs. A philosophy class might have led those involved to pause and consider the ethical implications of profiting from genocide. A strong liberal arts education might have prevented the sale of this offensive T-shirt, and the backlash a company faced.

A well-educated population is crucial for a vibrant economy, and in these times of constrained resources, a liberal arts education might be seen as an unaffordable luxury. I see parents encouraging their children to avoid majors in the liberal arts in favor of "something employable." I see students questioning the value of the liberal arts core curriculum we require. Some resent being "forced" to study a foreign language. Others question how they can justify the expense of a study abroad experience. Too many feel their time is being "wasted" by taking classes outside of their major.

As business faculty, clearly I see great value in my students pursuing an undergraduate business major or an M.B.A., but that does not mean higher education should simply be conceptualized as job training.

Even if we accept an argument that we must prepare all of our students for their future working lives, the broad background provided by a liberal arts education can help our students see the connections from the past, to understand that there are multiple viewpoints or cultural lenses through which to view the world. To critically think -- to stop and realize that "Manifest Destiny" is not just a catchy phrase, but rather a complex issue from our past, loaded with pain and outrage.

My university recently redesigned our general education curriculum to afford students more flexibility and the opportunity to explore courses as free



Gap

electives. I encourage my advisees to take advantage of this opportunity to take classes from other academic units — to take that sociology course that just sounds interesting, the course in political science that captures their interests. It is precisely the breadth of background gained by this exploration that is the true value of a liberal arts education. Be well rounded — check

out courses in the humanities. Take a literature class or something in the behavioral sciences. I'm sure the Gap wishes someone had paid a little more attention in an American history class to avoid the sale of this offensive T-shirt. ■

Amy Lewis is associate professor of management at Drury University.

Grandiosity Run Amok

By Lawrence Lokman

Lawrence Lokman examined imaging slogans being used in higher education, and he's not impressed with the results.

Recent years have seen significant growth in the use of brand messages to support colleges and universities. The same could be said for medical and cultural organizations. Finding themselves in a competitive world, and facing a tough economy and reduced public support, many nonprofit entities now understand -- or

grudgingly accept -- the importance of brand communications.

Unfortunately, too many campuses adopt simplistic consumer product marketing approaches that do not translate well to higher education. "Marketing" a university isn't the same as marketing a candy bar, or a car, or some other product or corporation,

where oversimplified slogans and repetition rule the day.

The work of our educators and researchers cuts across a range of artistic, historical, legal, scientific, philosophical and health-based disciplines. It is intrinsically worthy. It must engage well-educated and diverse audiences, and rely on the support of leading business, civic and governmental leaders.

All of this argues for complexity, dimension and nuance, and against slogans or word sets that trivialize the colleges and universities they're meant to advance. The Wordle that follows features words and phrases

Grandiosity Run Amok:



The Wordle features words and phrases taken from the websites of the top 30 business schools. There are a mind-numbing set of nearly identical terms and slogans put forward to "distinguish" the schools. Yet, they're variations of the same or similar ideas, and, quite frankly, dull.

taken from the websites of the top 30 business schools. There are a mind-numbing set of nearly identical terms and slogans put forward to "distinguish" the business schools. Yet they're all variations of the same or similar ideas.

A Different Approach

Our universities are pushing the bounds of knowledge and care. They are changing the way we think, live, feel, act and lead. They deserve more than a bumper sticker. Tell us how. Tell us with depth and personality. Show us with originality – pulleez, no beaker shots. Let the audiences arrive at conclusions like "leadership" and "transformational" on their own.

In this realm, slogans often ring hollow, no matter how clever. Or they work only temporarily. If slogans are used, they should be used as signatures that help tie together rich storytelling. But it is the content that reigns supreme. Lead with proprietary content. Let the slogan embody its meaning.

Additionally, campuses should more fully incorporate the voices of scholars, distinguished alumni and beneficiaries as messengers and storytellers. When the message comes only from the institution, it loses dimension (and often credibility) – by definition. Amazing people define our institutions. They should be enlisted in

communicating their wonder.

Communications should be "sticky." Break clutter. Possess personality. Surprise. Open the mind. Disrupt. Make you think. Better yet, rethink. More than perhaps any other field of marketing, our educational institutions provide us with the content to do all those things, and more. Let's honor that opportunity. ■

Lawrence Lokman is managing director of Window In Communications, and former associate vice chancellor of communications and public outreach at the University of California at Los Angeles.

No Back Row

By Steve Cohen

Steve Cohen writes that interactive online education, not MOOCs, may be the real challenge for traditional higher ed

“What’s the one thing you’d change?” asked the dean at a well-known New York institution.

As a 30-year veteran of teaching in graduate school business programs (as an adjunct), I may have hesitated before answering. But having just completed my third year in law school, I didn’t miss a beat.

“I’d do away with the Internet in the classroom,” I answered. “It is simply too distracting. Kids get sucked in by Facebook, e-mail, and shopping. They simply can’t participate in class discussion.”

“How is that different from doing crossword puzzles in our day?” countered the dean.

“The temptation is so much greater today. Seventy-five percent of the class wasn’t doing crosswords back then. But 75 percent are on Facebook during class today.”

Computers and the Internet were supposed to revolutionize education – from pre-K through grad school. And while there have been isolated examples of teaching-learning breakthroughs – think Scholastic’s Read 180, Khan Academy – most of the so-called technological advances I’ve seen are decidedly unimpressive.

Until now.

Over the past few weeks I’ve been

allowed to sit in on M.B.A. classes being offered in an online-only program at the University of North Carolina at Chapel Hill’s Kenan-Flagler Business School. I was encouraged to look at the program by John Katzman, the founder of 2tor, the private company that is providing both the technology platform and marketing expertise for UNC. I’ve known John for a very long time, and we’ve disagreed about politics, education, and business more often than we’ve agreed. But ever since my very first article – comparing my experiences at the Naval Academy and Brown University – some 35 years ago, when one of us suggests the other explore something out of our comfort zone, we usually grit our teeth and try it.

An outspoken critic of online education, I did that with the Kenan-Flagler new online M.B.A. program. And I’m now convinced that what Apple’s Mac did for the personal computer, the “MBA@UNC” is about to do for higher education.

It is unlike any online educational experience I’ve ever seen. It doesn’t involve “class capture” – the use of a camera focused on a professor lecturing in the front of the room. Nor does it involve self-paced “interactive” exercises where students read

passages on their computer screen and answer questions (correctly) before being allowed to advance to the next chapter. And there is real communication, not only between the teacher and the students, but among the students themselves.

The Kenan-Flagler program uses a proprietary technology platform developed by 2tor. The M.B.A. program wasn’t 2tor’s first entry into online education. The company also provides the platform for graduate programs in teaching and social work at the University of Southern California and a master’s in nursing through Georgetown; it is about to launch an LL.M in law with Washington University in St. Louis. But having taught in M.B.A. and graduate business programs at Fordham and New York Universities, I felt most comfortable assessing the MBA@UNC initiative.

And what I saw truly surprised me. UNC has created a virtual classroom that is more intimate than 90 percent of the seminars I’ve taught in or taken. That’s because a quarter of every student’s computer screen is a grid of the dozen other students in the class – in close-up!

Within minutes of signing into the class – and this particular class was “live” (referred to as synchronous) – I realized that each of us was sitting in a front-row seat. The professor was going to call on each of us. He could also capture and share our computer screen with the other students.

Which meant that all 12 of the students in the class were going to contribute. There was no perusing

Facebook, no e-mailing, and no shopping during this 90-minute class. Although it may be hard to believe, there was closer intimacy in this virtual classroom than in most of the dozen-person seminars I've experienced in law school. Perhaps it was the close-up of each person's face in the upper quadrant of the screen. But I got a sense that each student knew that he or she was expected to contribute to the class discussion. And that shared expectation raised the bar for all.

I was expected to prepare for the live (synchronous) class by watching three hours of videotaped (asynchronous) material on my own time. And when I didn't understand something – which was the case in the financial accounting class -- I could rewind and watch the section again.

For me, these asynchronous classes were the biggest surprise of the Kenan-Flagler program. Instead of talking heads, they were more like highly produced Nightline or NOVA documentaries than lectures. They

were a combination of field-produced segments, explanatory graphics and animations, and well-rehearsed stand-up pieces. And the results were remarkably engaging.

The most surprising aspect of my Kenan-Flagler audit was the sense of community that emerged from the computer screen. At the end of the 90-minute synchronous seminar, several students "stayed late" to ask the professor questions. And two students paired-off after that to grab a beer together – virtually.

When I logged off, I began thinking about my own teaching – and ongoing learning. I immediately began rooting around the Coursera catalogue. (Coursera is, of course, the much-hyped, VC-backed joint venture of free online courses from Berkeley, Michigan, Penn, Princeton and Stanford.) And I'm wondering if any of their offerings will be able to match the interactivity or high-production value of the Kenan-Flagler courses. What's

the trade-off between free and courses that as part of an M.B.A. program add up to \$45,000 annually?

What was clear, however, was that my advice to the dean about turning off the Internet in the classroom was not wrong but only half-hearted. One of the Kenan-Flagler students had said to me during a break that she had chosen MBA@UNC because she wanted a graduate school experience that reflected how business is being done today and will be done tomorrow; not how it was done 20 years ago. She wanted something "transformative."

I think she found it. I sent the link for the Kenan-Flagler MBA@UNC program to my friend the dean. He needs to see the future of higher education. ■

Steve Cohen is co-author of Getting In! While 2tor provided the author with access to the course, he did not and does not receive money from the company.

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