FROM ACADEMIA TO INDUSTRY: Combating Negative Career Effects P. 23

THE ACCREDITATION ROADMAP SERIES: Standard One: Leadership P. 19

THE PRACTICAL SIDE OF STANDARD ONE: A Focus on Students & Faculty P. 25
WHAT’S IN EVERY ISSUE

- LEADERSHIP INSIGHTS
- ACCREDITATION AWARENESS
- MEMBERS ON THE MOVE
- EXPERT ADVICE
- PARTNERS & AFFILIATES
- CALENDAR
- IDEAS & TRENDS

IN THIS ISSUE

7 A RECAP OF ACBSP’S DEANS SYMPOSIUM

15 DISRUPTION IN THE ACCREDITATION SPACE

19 ACCREDITATION ROADMAP SERIES: STANDARD ONE — LEADERSHIP

23 FROM ACADEMIA TO INDUSTRY: COMBATING NEGATIVE CAREER EFFECTS

25 A PRACTICAL GUIDE TO STANDARD ONE

33 TRAVEL EASY WITH TECH

Job Opening? Spread the Word. Post it on careers.acbsp.org to leverage the power of an expert community of 13,000+ ACBSP members.
SOMEONE ONCE SAID, “Great leaders don’t set out to be a leader, they set out to make a difference.” Isn’t that the truth?

I remember joining ACBSP in 2013 and asking my coworker, Dr. Steven Parscale, why he likes working at ACBSP. His answer was quite simple:

“I like to think that the work we do here impacts students, who after graduating from an ACBSP accredited business program return to their communities and make a difference. So we are changing the world and that makes me happy,”

It wasn’t long after that conversation that I realized ACBSP is a leading accrediting body, in the business of helping produce future leaders of tomorrow.

As you read this issue, you will see a common theme: Leadership. As usual, members of ACBSP’s leadership have provided their insights on a variety of issues concerning ACBSP members. A recap of the Deans Symposium can be found on pg. 7. For those of you who are new to the accreditation process, you’ll enjoy reading about Standard One: Leadership on pgs. 19 and 25. On pg. 15, learn about ways the accreditation landscape is facing disruption and how ACBSP plans to lead through the new normal.

I truly hope you enjoy reading this issue — if your eyes need a break grab a pencil and turn to pg. 37!
Although it was this past June, it does seem like only yesterday that I was installed as Chair of the Board of Directors for 2017-2018, but as we quickly approach the Holiday Season; I can see that time certainly does fly when I look back and ponder the many activities and initiatives that ACBSP has been leading during the last six months. As ACBSP continues its journey of transforming management education, we have much to celebrate.

Since we are getting closer to the midway point of my leadership term, it is a great time to review everything that has been keeping us busy throughout the world.

I first want to commend our Accreditation Governance Board (AGB) as they have taken on several important assignments this year including a review and improvement of our Standards and Criteria. They have been spending countless hours working to remove redundancies and clarifying the standards as well as the processes. All of this will culminate at ACBSP Conference 2018 in Kansas City.

Another important project the AGB has taken on is studying how ACBSP can recognize and/or accredit certificate programs. I know that many of your institutions already offer or are considering offering certificate programs, which we believe is going to be a very important component of higher education in the future.

In particular, certificate programs will allow us to work closely with the business sector to improve employability for our graduates. The challenge will be to enhance the value of certificates by standardizing the requirements to receive a certificate and how they fit within the overall offering of higher education.

We have received a very positive response from our members when asked whether they would be interested in this type of service. This will be overeiled in Kansas City as well.

Along the lines of the business sector, the Board of Director previously announced the establishment of a Business Advisory Council and we are now going about identifying those leadership who would be a good fit to lead us in this effort. Please let us know if you have any suggestions.

Speaking about Kansas City, next year we will be celebrating our 30th anniversary and we have now formed a planning committee that has begun work on creating an exciting schedule of events for this special conference. I hope you are excited as I am!

And speaking of excitement, by the time this issue of the ACBSP Impact is published, we will have held our Global Conference & Accreditation Forum in Toronto, Ontario, Canada. Toronto is home to my school, Seneca College, and is a vibrant city with more than 6 million people call the Greater Toronto Area their home.

Formerly call the International Conference, this year’s event did not follow our June conference theme so to allow for a different mix of interactions for attendees. The theme was Global Collaboration: Reducing the Distance Through Innovation, which focused on preparing our students for new forms of global business management - virtual/multi-forms, with active ongoing global collaborations. The requirement for international experience has substantially expanded over the last decade. Most businesses are now actually or virtually global through their ecommerce presence. More businesses of all sizes, whether domestic or international, are now operating with team members located all over the world, collaborating virtually thanks to new digital tools.

This new paradigm means that not only will all business students need to understand global business, they will also need to do it more directly and concretely, while experiencing first-hand the international collaboration.

Many thanks to the Global Business Education Ad Hoc Committee for their leadership of the conference programming.

Many of our committees begin meeting in the fall as well and I wanted to briefly report on some of their work.

As you know, our Bylaws Committee carried a heavy load last year with a complete overhaul of our Bylaws. I am so appreciative to them for their dedication and hard work. I am also grateful that they have now set on creating a regional bylaws template that will allow for our regions to get a better understand of their own governance and revise their bylaws accordingly.

I know that our Marketing Committee remains hard at work, identifying the recipient of the next Educational Im-
The Season of ACBSP...(continued)

impact Award. The **ACBSP Educational Impact Award** recognizes the most effective and influential educational initiatives by an organization in the host city of the ACBSP Annual Conference, in support of learning and education in primary, secondary, and post-secondary institutions and the community. Additionally, the Educational Impact Award program aims to identify repeatable implementation of “best practices” that can help organizations and educational institutions increase access to education in their communities, create personalized learning environments, improve student engagement and improve actionable assessment.

Our Risk Assessment Committee, of which I previously chaired, has been working to create a risk document that identifies risk under the areas of Accreditation, Operations, Finance, and Legal. This document will be presented to the Board of Directors for their expected approval and then we’ll begin implementation.

I know that our Scholarly-Practitioner Publications Committee has announced a Call for Articles for inclusion in the third edition of *The Transnational Journal of Business* to be published next spring. This is a wonderful scholarly activity and I invite you to consider submitting an article for consideration, at acbsp.org/tjbsubmission. I would also be remiss if I didn’t note that this fall is also marked the beginning of a busy regional meeting schedule as our ten regions hosted their respective conferences. From New Hampshire to Minneapolis to Denver to Marrakech, Morocco, to Mysore, India; our regions focused on this year’s theme of *Transforming Student Success through Recruitment, Retention, and Reentry*.

I congratulate each of them on their success and I look forward to seeing the “Best of Regions” presentations next June.

Lastly, I wanted to note that all members recently received a Call for Nominations for the Board of Directors, Boards of Commissioners, and the AGB. I invite you to consider joining me to serve an organization that means so much to business education throughout the world. We are making a difference.

Graduates Eligible for Certification and Membership in the Global Academy

All ACBSP baccalaureate/graduate degree schools that have attained accredited status are officially recognized by the GAFM as an educational and degree path toward certification eligibility. Any graduate of an ACBSP accredited business school program with a major or concentration in management, economics, risk, business, accounting or finance (4 or more related courses) shall be eligible for certification.

There are 8 Key Certifications for Business Grads: Email and submit your resume to GAFM for Approval to resume@gafm.org

1. AFA Accredited Financial Analyst® for Finance Majors
2. AMC Accredited Management Consultant® for Management Majors
3. AMA Accredited Management Accountant® for Accounting Majors
4. MFP Master Financial Planner® for Financial Planning Grads
5. ChE Chartered Economist® for Economics Graduates
7. CIPM Certified International Project Manager® for Project Management Grads
8. CMA Certified Marketing Analyst for Marketing Grads.

For more information, visit www.gafm.org/ACBSP.pdf.
As we draw closer to the end of the calendar year, I have been giving careful contemplation to everything that has happened throughout my own life in 2017. Candidly, this was a year that I had not been looking forward to as it would include a Birthday with a zero. That’s right, the big 4-0!

Okay, okay, that was really ten years ago.

What further exacerbated my Birthday celebration was that mine happened to be on New Year’s Day (this year and every year). Most of my well wishes growing up consisted of a brief “Happy Birthday” tucked onto the end of an Auld Lang Syne speech on New Year’s Eve.

50th Birthday aside, and despite the inevitable highs and lows that life brings every year, if not every moment; it has been a blessed and hectic year for me and my family.

I certainly have no complaints, but this year has been such an unusual one not only for me, but for our country and the rest of the world that I have been spending a lot of time trying to make sense of everything and perhaps we all can admit that it is a challenge to remain constantly positive.

To keep my head up, I have been spending quite a bit of time looking back on all the wonderful moments that have comprised this past ACBSP year and then looking ahead to what we have to look forward to in 2018.

By the end of October, I will have logged more than 100,000 miles by visiting and working with members to improve the operations and outcomes of the “business unit” at some of the finest institutions throughout the world.

I have the pleasure of visiting a wide array of beautiful countries including Perú, Colombia, Mexico, Mongolia, India, Vietnam, Great Britain, Canada, and Macedonia as well as the United States.

At first glance, it seems glamorous, and it is! However, I am not travelling simply for the sake of experiencing diverse cultures and accumulating award miles and a higher airline status.

Like a minister, as the President and CEO, I am empowered with “spreading the gospel” of ACBSP Accreditation. As a member, you undoubtedly understand the benefit of programmatic accreditation, but what about the rest of the world?

By our tally, less than seven percent of business programs are accredited across the globe and that’s a lot of capacity to grow.

How exactly do we market our services, which, as you also are aware, is a totally voluntary process that involves a capital investment, but also a heavy investment of time?

As I wrote about this past summer, With the trust and support of members like you, ACBSP continues to grow with nearly 1,200 members in 60 countries on the six inhabited continents. During the past year, we saw tremendous growth in Latin America and welcomed new members from Australia and China, both of which became the first universities in their respective countries to pursue ACBSP accreditation.

Despite this incredible growth during the past 29 years since our founding in 1988, we still have the same vision today that we had back then: To help business schools be the best they can be and make the world a better place by doing so.

We are making a difference.
Like any successful company, our ability to grow is predicated on the experiences of our stakeholders like you. Word of mouth and testimonials help plant the seeds of interest and it then falls upon our volunteer leadership and administrative support of the home office to attract new members.

These efforts have been dramatically augmented during the past year through the leadership of our Board of Directors and a concerted effort by our marketing team to redesign and update our marketing materials including all digital and print pieces.

From there, we head out to various cities throughout the world, some large and some remote, to preach that aforementioned gospel one school at a time!

**Regional Conferences**

Fall also marks the start of the schedule of our annual regional conferences. With ten geographic regions located throughout the world, it is an exciting, but hectic time of year for the home office.

It also gives the host institutions the opportunity to share their school with fellow members.

This year’s schedule commenced with the enthusiastic members of Region 9 – Latin America at the Universidad Del Rosario in Bogotá, Colombia. The school was founded in 1653 by Fray Cristobal de Torres and due to its important place in Colombian history, it is known as the “Cradle of the Republic.” It is also home to our Board Chair-Elect, Alejandro Cheyne.

With so many conferences, we need to divide the home office team and my schedule has also taken me to Minneapolis, MN, for the Region 4 Fall Conference that was hosted by Capella University. Founded in 1993, Capella delivers most of its education online.

And therein lies the wonderful connection between a school founded nearly 400 years ago and one founded about 25 years ago. Both share a commitment to continuous improvement through ACBSP.

I also had the pleasure of attending my first Region 6 Fall Conference at Harding University in Searcy, Ark. Harding is home to two “ACBSP Founding Fathers” in George Oliver and Randy McLeod.

Randy even served a brief stint as our executive director while George is a past president, now referred to as Board Chair. What is also very interesting is that once George and I go to know each other, we discovered that we graduated from the same high school, Berkley High, in Michigan. Go Bears!

Recently, I attended my first Region 2 Fall Conference at Wilkes University in Wilkes-Barre, PA, and will be traveling to Mysore, India, at SDM Institute for Management Development to round out my personal schedule.

Other locations for this year’s conferences included Southern New Hampshire University in Manchester, NH, for Region 1; Wrightsville Beach, NC, and Lenoir-Rhyne University for Region 3; Pratt Community College in Pratt, KS, for Region 5; the University of Phoenix in Denver, CO, for Region 7; and the American University of Leadership in Marrakech, Morocco for Region 8.

Hopefully, you are aware that this year’s theme is “Transforming Student Success through recruitment, Retention, and Reentry” and each region is asked to emphasize the theme in their call for presentations. This theme will culminate at our 30th Anniversary Conference from June 8-11 in Kansas City, Mo. Presentations given at the regional conferences are eligible for our International Best of Regions Excellence Award, which was created in 2012 to honor exceptional presentations given by members with the ACBSP Annual Conference theme.

Next year promises to be an amazing conference and I invite you to mark your calendar and stay tuned for announcements about all of the special activities that will be taking place in our home town.

As always, we are grateful for the trust you place in us,
Last year, ACBSP launched its first-ever Deans Symposium, an event tailored specifically for deans, associate and assistant deans, those aspiring to become deans, and department chairs. This year’s symposium was held in Chicago, IL, at the Chicago Marriott Downtown – Magnificent Mile, from September 8-10, and covered topics including: Strategic Planning During Challenging Times; Leading and Sustaining Accreditation; What Makes an Effective Dean; Maximizing Resources; Creating Global Partnerships; Managing Conflict in the B-School; Recruiting and Retention Strategies; and Capitalizing on Your Business Advisory Council.

Dr. Benjamin Ola Akande, former president of Westminster College, was the well-received Opening Keynote for the symposium and addressed ways to add value to business education. Dr. Ken Tucker, president at the University of West Alabama, addressed attendees on Saturday, discussing “Successful Fundraising for Deans.”

The panel discussions were also well-received, as many important questions were covered from ways of engaging students in the accreditation process to creating a strategic plan that is embedded into the university system for years to come.

The Symposium allowed members to share best practices, learn proven strategies from subject-matter experts, and network with leaders within the business education landscape. Once again, proving to be a great opportunity in helping unlock the potential within attendees wanting to grow into a leadership position.

The next ACBSP Deans Symposium will take place in September 2018. Details will be announced via ACBSP.org as they become available.
ACBSP is committed to fulfilling the needs and expectations of its members, an example being the Going Beyond Accreditation initiative. Region 9 has identified common needs among academic institutions in Latin America, from which several projects have been developed, including: raising the percentage of faculty which hold a doctoral degree; developing benchmarks for student learning outcomes and assessment; simulating site visits for the accreditation process; trainings on how to develop Quality Assurance Reports; sharing best practices from subject-matter experts on the ACBSP accreditation; organizing workshops on select accreditation topics; and translating publications in Spanish.

Researching the Latin American Market
The Research Center of San Martin Porres University is coordinating what will be called the Collaborative Research Project: Potential for Social Entrepreneurship in Latin America, which will determine the factors that influence the intention to initiate social entrepreneurship among young university students from Latin America and to evaluate the extent to which the university system is ready to promote social entrepreneurship.

Collaboration at the Regional Fall Conference
Region 9’s Fall Conference was held in Bogota, Colombia from October 1-3. The event was hosted by Region 9’s Universidad del Rosario. Sustainability challenges and strategies for business schools were discussed, with a special focus on the leadership perspective.

Three tasks were identified:
• Taking inventory of indexed journals
• Identifying & collaborating with researchers willing to conduct joint investigations
• Developing collaborative research at the regional level

Experiences on using emerging technology and advances in research were presented by universities from Canada, Mexico, Colombia, Paraguay, and Peru.

Five challenges that business schools in Latin America are facing currently were outlined as well:

1. Strengthening the quality and relevance of our academic programs according to society needs
2. Commitment to increase quality life of people
3. Strengthening the relationship with stakeholders
4. Improving the strategic planning exercises by acting in the short term with a long-term vision
5. Addressing global needs versus local needs

Likewise, it was concluded that as university leaders we must develop the following competencies:

- Flexibility
- Global Vision
- Creativity
- Teamwork
- Ethics
- Relationship

The next Region 9 meeting will be held in Monterrey, Mexico at the end of February to review the progress of regional projects.

We’re also gearing up for ACBSP Conference 2018, which will be held in Kansas City, MO from June 8-11. We are excited to be celebrating 30 years of ACBSP.

Until next time,
University Accreditation of any Post-secondary school or University is generally considered to provide a formal published statement regarding the quality of an institution or a program following a cyclical evaluation. Attention to the process is focused on the quality of management and the primary nature of the institutional mission, vision, and strategic plan.

The real value of accreditation is in fact the certification processes “the added value” to the institution. Value of a program is added by an accrediting agency in much the same way as the process of meeting ISO (International Standards Organization) and other international standards. Accreditation assures stakeholders in an institution that the minimum standards of quality education, curriculum, faculty, facilities, and process are met. There is assurance that performance measures of the institution have been set up, which ensure continuous improvement.

“Accreditation assures stakeholders in an institution that the minimum standards of quality education, curriculum, faculty, facilities, and process are met.”

Given the prestige of ACBSP’s membership and accreditation, one would expect that resulting curricular improvements of a business program would be attractive to students. In fact, the overall improvements through the accreditation process of ACBSP does support increasing student enrollment from the implementation of quality standards in business education.

The increased speed of globalization in conjunction with a more competitive job market has created an additional level of complexity for employers seeking to identify relevant knowledge, skills and capabilities. There is a perception that business schools no longer equip graduates with the requisite knowledge and skills to meet employer needs.

Students’ perception of the importance of accreditation is shaped not only by the schools they enroll, but also by their future employers.

Graduation from an accredited program impacts future employment. Therefore, quite rightly, there is an increasing partnering between universities and future employers. This is then noted and independently verified as “accreditation” that speaks to a sense of public trust, as well as to professional quality.

The responsibility for Quality Assurance and Accreditation in the European Higher Education Area rests with national agencies, voluntary associations, rector’s conferences, inter-institutional student networks, and professional organizations.

Such emphasis is placed on facilities and bureaucratic statistics which do not include outcome measures as the successful employment of student alumni. In many cases, stakeholders (students’ families, future employers, local community participants) in the university, are simply not considered.

Accreditation of schools/universities in the United States was developed as a measure to protect public health and safety and to serve the public interest. The process was initiated to focus on educational and admission standards. The early focus was not only on improving quality, but facilitating the transfer of credits earned at one university so that they may be recognized by other universities.

Accreditation in the U.S. is recognized by numerous agencies such as: Department of Education, Council on Higher Education Accreditation (CHEA), six regional accrediting bodies and specialized programmatic accrediting bodies such as ACBSP.

The setting of accreditation standards reflects three core values of higher education, all essential to academic quality: Institutional autonomy, Academic freedom, and peer and professional review.
At the ACBSP Conference 2017 in Anaheim last June, the Associate Degree Board of Commissioners conducted a session which gave participants insight into the Quality Assurance Report review process via a mock review. There were many good questions at the end of the session, and the conversation drifted to other accreditation issues in a kind of a town hall meeting format. Several in attendance asked how someone who is newer to ACBSP can get more involved. Here is some of the advice we gave.

**Become Active in Your Region** – Attend your Regional Fall Conference each year. Getting to know colleagues in your region can be helpful in that you can develop contacts at other colleges who you can reach out to throughout the year to ask questions or share information. You should consider presenting at your regional conference. There will be a call for presentations each year in advance of your regional conference, and the presentations will focus on a theme matching that of the ACBSP Conference the following June. The winning Best of the Region presentations are invited to present at the annual conference. You can get involved in the activities of your region by volunteering to serve on a regional committee, or to serve as a representative of your region on a national ACBSP committee. Once you have established yourself as an active member of your region, you might consider pursuing a regional office such as secretary, treasurer, chair-elect, or chair.

**Hit the Road** – There is no better way to develop expertise on the accreditation standards than to serve as a Site Visit Evaluator. This begins with completing one of the various Evaluator Training sessions available throughout the year. For each institution you visit as a Site Visit Evaluator, you will review the self-study document, visit the college to interview people and review documentation & other evidence, and help to write the Site Visit Report. This is demanding, but very fulfilling work as you will be exposed to faculty, administrators, programs, and colleges across the country who all share a common goal of delivering high quality business education. And, you will be surprised at the lasting bonds you form with the Site Visit Evaluators who you work with. As you run into your fellow evaluators at the annual conferences, you will undoubtedly recall fondly the intense three days you spent together some time ago!

**Go National** – When you are ready for a larger role and commitment, you can pursue serving on a national ACBSP Board, such as a Board of Commissioners. There is an Associate Degree Board of Commissioners and a Baccalaureate/Graduate Degree Board of Commissioners. Comprised of members from the various regions, these boards have overall responsibility for the accreditation process and standards. They review self-studies and the reports of site visit teams for institutions seeking initial or reaffirmation of accreditation, and they review Quality Assurance Reports. It is a logical progression to transition from serving as a Site Visit Evaluator to serving on the Board of Commissioners. You may even set your sights on the ACBSP Board of Directors, responsible for general management and oversight of ACBSP.

“ACBSP is your organization and can benefit from what you have to offer!”

I encourage you to consider this range of opportunities and to get involved. ACBSP is your organization and can benefit from what you have to offer!

Thank you!
Dear Colleagues,

At this time of the year, we are attending our Regional Fall Conferences—a chance to renew and reconnect with friends and to meet new colleagues. We hope you already have attended or have planned to attend the conference in your Region. During this time, please take advantage of the opportunity to connect with your Commissioner and get to know him/her. We are delighted to answer any questions you may have about the accreditation process, our work on the Board, and/or provide you with guidance concerning your own accreditation processes or Quality Assurance Reports. In fact, your Regional leadership may include a session on your meeting agenda for Commissioner presentations as well as individual consultations with schools. These conferences are events our Board really looks forward to each year and we enjoy seeing you there!

Meanwhile, our Baccalaureate/Graduate Degree Board of Commissioners is organizing and gearing up for another active year. We are beginning to see Quality Assurance Reports come in and we know this month and next the site visits will be scheduled at campuses for initial accreditation and reaffirmation. Our Board meeting this fall will be held a bit later than usual—for we will convene in Kansas City on November 29-December 1. Typically, we have a robust schedule during that time to complete our work, which makes the deadlines Steve and Diana have established for receipt of your self studies and QARs very important.

We ask that you help us by keeping those deadlines if you are planning to submit any documents for our review. If documents are submitted late, we may not have time to review them and they may need to be deferred to our spring meeting. Please know that you can contact Steve, Diana, or any Commissioner prior to our Board meeting if you have a question or need clarification. We also expect to begin the process of working with the Accreditation Governance Board (AGB), as they lead our collective efforts to update the criteria that align with our accreditation standards and were reviewed and streamlined last year. More to come as we work together on this.

Typically, we have a robust schedule during that time to complete our work which makes the deadlines Steve and Diana have established for receipt of your self studies and QARs very important.”

A big shout out to the Planning Committee for the ACBSP Deans Symposium held September 8-10 in Chicago. Our attendance was slightly higher than last year, and the size of our group made for great opportunities to have rich conversations about many interesting topics such as managing resources, diversity, fundraising, strategic planning, and leading accreditation efforts. It was excellent as a development experience and a wonderful opportunity to make connections. If you attended, please drop us a note with your feedback.

If you are looking for a networking and development opportunity coming up this fall, in addition to the Regional Fall Conferences, please consider attending the ACBSP Global Conference and Accreditation Forum in Toronto, Canada on November 8-11, 2017. The theme of the Conference is Global Collaboration: Reducing the Distance Through Innovation. Check out the ACBSP.org for more details. Some of us on the Commission will be there—and we look forward to seeing you!

Until then, have a great Fall Quarter/Semester!

Freda Hartman
Chair
Baccalaureate/Graduate Degree Board of Commissioners
freda.hartman@capella.edu
IGNITING A STANDARD OF EXCELLENCE

Anthony Negbenebor
Chair
Accreditation Governance Board
anegbenebor@gardner-webb.edu

Often, we are asked, “What is the purpose of accreditation?” Frequently followed by “What will it do for our college/university once we are accredited?” Answers to these questions prompted our President/CEO — Jeffrey Alderman to introduce an initiative known as Going Beyond Accreditation.

Last year, as part of this initiative, he announced an exciting new collaboration with the global higher education consulting firm, CarringtonCrisp, to commence work on a new online research library and knowledge portal that would impact our membership by providing statistical data and analysis on a wide array of topics and issues facing our members.

Accreditation is usually a voluntary program in which trained external peer reviewers evaluate a business program’s compliance and compare it with pre-established performance standards. Part of the study conducted by CarringtonCrisp showed the impact of the ACBSP accreditation on its members.

Data was collected in early 2017 with 440 responses to an online survey of which 327 completed the survey. Among those completing the survey were 50 colleges/universities who are in the middle of the accreditation process, but not yet accredited.

The results were very positive in that overwhelmingly, accreditation is seen as a positive experience. Among the accredited business programs, 85% definitely or mostly agree that, “I would recommend ACBSP accreditation to a non-accredited college/university.”

While 87% definitely or mostly agree that “Our business programs are better having been through the accreditation process.” It is also clear that accreditation is a stretching and valuable process with 72% mostly or definitely disagreeing that, “The accreditation process is not sufficiently rigorous.”

Despite the clear endorsement of ACBSP accreditation from those who have gone through the process, there is always room for improvement. Many accredited business programs (83%) definitely or mostly agree that, “A better understanding of the accreditation process before starting the journey to be accredited would be valuable.” A smaller, but still significant percentage, (24%) definitely agree that “The cost of supporting the accreditation process is outweighed by the benefits of being accredited.” You may download the full report at acbsp.org/powerandpurpose.

“87% definitely or mostly agree that, “Our business programs are better having been through the accreditation process.”

In conclusion, there is consistent evidence that shows accreditation impacts business education. Accreditation should be supported as a tool to improve the quality of our graduates. The next question for ACBSP is “Why are certificate programs not accredited?” The good news is that ACBSP’s President/CEO, Jeffrey Alderman, and Chief Accreditation Officer, Steven Parscale, are looking into this as an area for future growth and a way to keep up with the ever-changing business education landscape and combatting the “new normal” in the accreditation.

So for now, continue reaping the benefits and the impact of getting your programs accredited by the best — ACBSP. Also, don’t forget to attend your regional conferences, as your involvement at the regional level is pivotal to successfully completing the accreditation journey. For a list of upcoming events, please visit acbsp.org/acbspevents.

We hope to see you soon!

Anthony Negbenebor
Help your students advance their careers with the CMA Scholarship.

Nominate up to 10 of your motivated students per year, per school, for the CMA® (Certified Management Accountant) Scholarship. This scholarship will allow them to take the exam at no cost. All nominated students will receive the scholarship.

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

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

A LOOK AT ACBSP’S GLOBAL LEADERSHIP

In the last issue of ACBSP Impact, we introduced you to our first Canadian female board chair, Mary Vaughan, dean of Seneca Business at Seneca College in Toronto, Ontario, Canada, who is in the middle of serving the 2017-18 term. This issue we would like to introduce you to Alejandro Cheyne, currently serving as Chair-elect for the 2017-18 term — and slated to be elected as ACBSP’s first board chair from Colombia.

Alejandro is dean of Universidad del Rosario’s School of Management in Colombia. He has a rich history with ACBSP in different capacities, from serving on committees to the ACBSP Board of Directors. Cheyne has presented at multiple ACBSP events, and most recently led efforts to plan Region 9’s Regional Fall Conference held October 1-3 in Bogota, Colombia at the Universidad del Rosario.

Cheyne is an economist who has multiple post-graduate degrees, including a Ph.D. in pedagogy. He has a passion for business enterprise, art, and service to the country of Colombia, having been an official Reserve Officer of the Colombian Navy.

To say “Hola!” to Alejandro, email alejandrocheyne@gmail.com.
Dr. Judith Eaton, President of the Council for Higher Education Accreditation (CHEA), was the Keynote Speaker at ACBSP Conference 2017 in Anaheim, California. CHEA is a national advocate and institutional voice for promoting academic quality through accreditation. It is also an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations.

Dr. Eaton is the “tip of the spear” for global academic quality. I was honored to be present when she shared her insightful message about the “new normal in accreditation.” According to Dr. Eaton, “we are at an inflection moment,” as the higher education landscape is changing, causing a disruption in the accreditation space, now known as the “new normal.” Keeping this in mind, how do we move forward?

The new normal for accreditation is a compliance-focused, performance-driven, government-dominated, and publicly owned process. Accreditors are becoming less in charge of our own operations.”

The definition of quality may not be ours and may not support some accreditors’ missions. Accreditors may not be accountable to higher education first, but rather the public. Now, the basic features of accreditation may be considered inadequate. It is more than likely that accreditation may evolve toward a more nationalized, standardized, and uniform quality review process.

Keeping this in mind how do we move forward?

1. Naturally, there will be some pushback. It is our job to advocate for our strengths, including our mission, autonomy, and academic freedom.

2. We’re more focused on protecting students — rigor, student achievement, outcomes, successes, transparency, and embracing innovation.

3. We will use institutional autonomy to rebuild confidence — responding to calls for information and transparency at the institutional level.

Dr. Eaton also posed important questions on how well ACBSP is positioned for this new normal.

Here is my response:

How well is ACBSP positioned for the new normal?

ACBSP is at an advantageous position for the new normal. We are proactive in most areas of Dr. Eaton’s suggestions. However, we live our guiding principle of continuous improvement. I am happy to say that the AGB, staff, and both Boards of Commissioners continuously work to improve ACBSP standards and processes moving us in the right direction to meet the aspirations of the new normal. That is what keeps ACBSP in the position of helping our business programs become the leading edge of validated management practices that have proven to work in high-performing institutions of higher education to plan, perform, evaluate and measure results for institutional learning and sustainability.

…continue reading on pg. 17.
“The new normal for accreditation is a compliance-focused, performance-driven, government-dominated, & publicly owned process.” — Dr. Judith Eaton, President, CHEA
Do ACBSP standards put evidence of student learning first?

ACBSP has been, and continues to be, the leader in the accreditation world at putting evidence of student learning first. Many accreditors are catching up and some are asking ACBSP to help them. Several of the recipients of the CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes came from institutions that have ACBSP business program accreditation, especially in the early years of the award.

What can I really know about the quality of a program from the ACBSP website?

ACBSP is more of a quality improvement accreditor and less of a quality assurance accreditor, such as the U.S. regional accreditors. I believe this question from Dr. Eaton is more about quality assurance. However, this is one area that we can still improve on.

We publish a report on accreditation actions after every board meeting that includes the rationale for the accreditation decision. That rationale is shared with the public. We do not list every note or condition the board members put on a business program. We are partners in the continuous improvement journey and many programs would be less likely to share with us what they are really doing if we published all that information. By keeping some of the information private, we can provide them with more accurate feedback to help them improve their educational processes.

Does ACBSP have programs that have needed serious improvement for a long time – but remain accredited?

There are no programs in ACBSP that have needed serious improvement for a long time – but remain accredited that we are aware of. ACBSP has removed the accreditation from five programs in the last few years — there are not many accreditors that can say this.

What is ACBSP doing to build public confidence in both the Council and accredited programs?

ACBSP communicates daily via social media, telephone, website and email with the public about accreditation and accredited programs to build public confidence in both the Council and accredited programs. We often receive inquiries via telephone, however in the recent years we’ve seen an increase in communication via our website, email, and social media.

Social media is a great tool for ACBSP, as it allows us to have interaction with students who may not have engaged with us before. Our social media presence also allows us to remain connected with business education professionals around the world and keeps them better informed of updates and announcements from our World Headquarters.

Accreditation Decisions and Public Information pages can be accessed under the Accreditation tab on ACBSP.org. These pages are regularly updated with new information, as it becomes available.

Our goal is to provide the public with the most transparent information.

Anytime there is disruption, there lies a challenge ahead. We must prepare ourselves for change. Hopefully, my answers have provided you with some insight on the direction that we are taking to adapt to the new normal. For questions, comments, or concerns, feel free to email me at sparscale@acbsp.org. Now back to your usual programming.
Introducing SocialLink
ACBSP’s New Member Community

Access all that you need in one place.

• Customize your profile and notification settings
• Post articles that may interest your peers in the business education industry
• Share newsworthy items from your institution
• Engage in groups, such as a region or committee
• Gain access to the current member directory
• Discuss trending topics and collaborate with peers
• Stay current with important updates and announcements from ACBSP
Congratulations for taking the first step! So, what’s next? …time to put your leadership hat on. We are ready to put your accreditation roadmap into action!

As dean, chair, faculty, or accreditation project manager, you have stepped up to a very important role. Whether you have gone through an accreditation before or if it is your very first time, leading an accreditation effort can be a daunting task; but it doesn’t have to be. This article includes recommendations that will help you develop an accreditation leadership mindset, focus on strategic challenges and opportunities, align key stakeholders, and streamline core processes for adopting, implementing, and consolidating your best practices.

**Know Your Organization**

Taking time to self-assess prior to entering your self-study year is a very important practice that signals to important stakeholders that the right leadership and strategic objectives are in place. Assessing leadership assets early and organically tracking organizational performance can save considerable time and frustration that emerges when trying to retrofit leadership frameworks at the end of an accreditation cycle. A clearly defined leadership strategy is critical to the building of continuous improvement protocols that will lead to sustainable organizational transformation, provide oversight of the accreditation process, activate resources, and communicate process plans.

**Let’s get started!**

While this is not meant to define or encourage one leadership style over another, it is important to think about your leadership persona and the collective leadership profile of the core accreditation team.

All leadership teams consist of champions and co-champions of the accreditation effort. In this regard, it is important to understand how institutional-level leadership and academic unit-level leadership are integrated into clusters of influence for the purpose of demonstrating effectiveness in Standard One criteria.

As a core team member, you are recognized internally as the “go to” or support for the accreditation effort and may be periodically engaged to lead specialized projects or initiatives. You will be expected to be equally enthusiastic as the change agent and will be viewed as a helper in the overall effort.

Specifically, your self-study will address the role of senior leadership and performance management in relation to the overall vision for organizational effectiveness and mission. The criteria will expect you to clearly and concisely connect academic practices and core business processes into a systematic management system for the ongoing and seamless pursuit of a vision for your academic unit. In the best “spirit” of assessment and institutional effectiveness, patterns of organizational learning will emerge when this process is well-executed, helping to solidify sustainability and practices of continuously “closing the loop” of perpetual improvement.

According to the Baldridge Performance Excellence Program, “Success requires a strong orientation to the future; an understanding that risk is a part of the planning and conducting operations; a commitment to improvement, innovation, and intelligent risk taking; and a focus on organizational sustainability. Increasingly, this requires creating an environment for empowerment, agility, change, and learning.” How do you answer this call to action?

Here is a primer from Baldridge for self-assessing your organization’s leadership.

**Senior Leadership** —

1. How do your senior leaders lead the organization?
2. How do senior leaders set your organization’s vision and values?
3. How do senior leaders’ actions demonstrate their commitment to legal and ethical behavior?
4. How do senior leaders communicate with and engage the entire workforce and key customers?
5. How do senior leaders’ actions create an environment for success now and in the future?
6. How do senior leaders create a focus on actions that will achieve the organization’s mission?
“Success requires a strong orientation to the future; an understanding that risk is a part of the planning and conducting operations; a commitment to improvement, innovation, and intelligent risk taking; and a focus on organizational sustainability. Increasingly, this requires creating an environment for empowerment, agility, change, and learning.”

Governance and Societal Responsibilities —
1. How do you govern your organization and fulfill your societal responsibilities?
2. How does your organization ensure responsible governance?
3. How do you evaluate the performance of your senior leaders and your governance board?
4. How do you address and anticipate legal, regulatory, and community concerns with your products and operations?
5. How do you promote and ensure ethical behavior in all interactions?
6. How do you consider societal well-being and benefit as part of your strategy and daily operations?
7. How do you actively support and strengthen your key communities?

Aligning the Team
Now that you have reviewed and completed the call to action, it is time to onboard the team. Again, whether you are seeking initial accreditation or reaffirming, using the ACBSP preliminary questionnaire as an exercise to facilitate conversations about leadership, strategic planning and customer focus are ideal. Begin with filling out the ACBSP Institutional Overview:
- Can you or your co-champion answer all of the questions? Has anything changed?
- Who is responsible or accountable for this information requested? Who should be consulted and informed?

Using the RACI model for accreditation management, you can quickly create a high-level responsibility assignment matrix (RAM) to ensure key stakeholders are engaged, critical information is connected to each standard, and gaps are well-identified. RAM can assist senior leadership and the core accreditation team with a decision-making framework or course of action for handling planned and unplanned events while in an accreditation cycle. In addition, you can plan or redefine processes to fully operationalize a process in accordance with a particular standard. This is especially true when recurring information is needed to maintain accreditation by modifying your assignment matrix and creating internal standard operating procedures to improve faculty, staff, and cross-divisional efficiency.

In a nutshell, aligning stakeholders is much more than assigning a responsible party or making an individual, group, or department accountable. Communicating roles and responsibilities with a methodology that clearly defines “who’s doing what,” the authority matrix for implementing key measures will go a long way - not to mention, helping the team to understand the “what’s in it for me?”

As the leader facilitating the accreditation process, remember aligning and engaging key stakeholders plays a critical role in the sustaining of operational excellence. Garnering support by enlisting a core team will be helpful for leading the work ahead.

Here’s a mini action plan to get you started:

**Step One:** Analyze Your Organizational Profile

**Step Two:** Identify Gaps in Assignments or Information related to the Organizational Profile

**Step Three:** Align Key Stakeholders and Define the Core Team

**Step Four:** Reflect On The Organizational Culture

**Step Five:** Prepare for Strategic Planning

**Now Build in Efficiency!**
It is important to note, you are establishing an organizational framework for leading academic and operational excellence. To that end, accreditation is a process by which senior leadership can formally assess their organization environment and relationships by analyzing the competition, identifying the strengths and weaknesses of the organization, and evaluating the opportunities for improvement. Creating a logic framework for producing and optimizing organizational activities into clearly defined workflows, stakeholder-connected activities to performance and data quality objectives, and established output requirements for illustrating sustained outcomes is a great tool for visualizing long-term leadership, sustained productivity, and a well-designed performance management strategy.

If you need help or have questions about Standard One, feel free to email me at CEWTate@gmail.com.
Southeast Community College: Articulation At Work

Southeast Community College students who transfer to Nebraska Wesleyan will soon be able to get an annual $15,000 scholarship or a lower tuition rate under a partnership between the two institutions.

Called the Pathways Partnership, the program will allow full-time students enrolled in Southeast Community College’s academic transfer program to get the scholarship for up to two years. Adult students working part-time to complete a degree will get a $15 reduction per credit hour.

Students must have earned between 18 and 64 credit hours at SCC to be eligible for the program, and can get the scholarship or tuition break for up to eight semesters.

Members of Phi Theta Kappa, a national honor society for students at two-year colleges, or Kappa Beta Delta, a national honor society for business students, will be eligible for $17,000 scholarships.

Bill Motzer, Wesleyan’s vice president for enrollment management, said SCC President Paul Illich was interested in establishing partnerships with public and private institutions, and Wesleyan officials wanted to encourage students to attend their school.

Since 2013, 386 full-time students with SCC credits have enrolled at Wesleyan and 231 students have enrolled in the adult degree completion program, Motzer said. The average grade-point average of those students is 3.4.

“We want SCC students,” Motzer said. “We have a track record of their success here and we would like to see more of them enrolled. We can offer them an excellent atmosphere to complete their bachelor’s degree.”

Bob Morgan, SCC’s vice president for program development and director of the Beatrice campus, said the agreement makes earning a four-year degree more affordable, one of the goals set out in the state’s statewide education plan. And it matches SCC’s efforts to improve students’ transitions to four-year institutions.

SCC has transfer agreements with other colleges, which stipulate what courses will transfer and make the process run smoothly, but none have a financial incentive like Wesleyan’s, Morgan said.

The partnership will bring tuition at Wesleyan, a private college, closer to in-state tuition at the University of Nebraska-Lincoln.

Full-time students at Wesleyan pay a flat tuition rate of $31,974, which is based on 18 credit hours per semester. Adult students working toward credit completion pay $295 per credit hour; students earning a bachelor of science in nursing pay $310 per credit hour.

The scholarship program would bring annual tuition down to $16,974 and per-credit-hour costs to $280 and $294 respectively.

Instate tuition for UNL students is $237.50 per credit hour, though it’s higher for both business ($294.50) and engineering students ($340.25). A student taking 18 credit hours at UNL would pay $8,551 a year for tuition alone.

The credit break is similar to agreements Wesleyan has with some corporations for employees seeking four-year degrees, Motzer said.

Wesleyan has about 2,100 students; about 1,500 of them are traditional students.

The partnership became effective on Oct. 10, when the two schools signed the agreement.

Interested students can apply for free online at nebrwesleyan.edu/apply.

The business programs at Southeast Community College, located in Lincoln, Nebraska, have been accredited by ACBSP since 2003.

From: Lincoln Journal Star | 10.4.17 | By: Margaret Reist
Simone Cummings, the new dean of the Walker School of Business and Technology at Webster University, took control of the school that awards more Master’s in Business Administration (MBA) degrees to African Americans than any other university in the nation. But she wants to see more undergraduate business majors.

“A lot of people think of the Walker School as a graduate institution,” she said. “And we do have very large graduate programs. We are the largest provider of MBA degrees in the St. Louis region and of MBA degrees to African Americans in the United States.”

“We are not as well known for our undergraduate education, but we are very strong in that area,” she noted.

Cummings will be rolling out initiatives this year to increase undergraduate enrollment including more direct communication from the business school to high school counselors in the metro area, as well as social media marketing.

“As a part of that social media plan, we’re sending little pillows and asking students to take a selfie with the pillows, then post that on social media,” Cummings said. “We really want to build up some awareness of our undergraduate programs, as well as a lot of buzz about the cool things that we’re doing at Webster.”

Aside from those recruitment efforts, Cummings noted that “the other side of recruitment is retention. So once you get students in, you have to make sure that they stay.” She plans to “change the culture” of the business school to make it more engaging to new students, and work with teachers on curricula in anticipation of Webster’s upcoming accreditation site visit from ACBSP.

Cummings is excited to take on her new role as dean, and also recognizes her own hiring as symbolic of broader changes within the city that she loves.

“I think everything that happened in Ferguson and everything that’s happened since, has really caused people to think about issues relating to diversity in this region,” she said. “And a lot of what occurred during Ferguson has caused a real awakening in the population here – and the population that has the capacity to hire, for example, people like me, to work in positions of leadership.”

Cummings, is deeply connected to St. Louis. A Lutheran North graduate, she attended Washington University. After getting her degree in Business, with minors in Sociology and African American studies, she “lived in D.C., lived in Boston, lived in Chapel Hill, lived in Durham,” she said, working in Health Administration and as a professor at various institutions. “I’ve lived in other places,” Cummings said, “but none of them really compare to St. Louis.”

So when she was given an opportunity to return to St. Louis and work in the Health Administration program at Washington University, she “jumped at the chance,” says Cummings. When the Health Administration program at Wash U. was shut down in 2008, she began to look for other career opportunities. Among those opportunities was teaching, as an adjunct professor at Webster University.

“After I had taught my first class there, they called me and asked if I’d be interested in interviewing for a full-time position and I said I would,” she said.

“I started working there in January 2013 and served with our interim dean at the time, Dr. Tom Johnson,” Cummings said. “Tom is a wonderful, wonderful person, and really gave me the opportunity to share that role with him.”

Practice in the role of interim dean gave Cummings the confidence needed to be sure she was the best possible candidate for the position, when it became available last year upon the resignation of Benjamin Ola Akande.

The business programs offered through the Walker School of Business and Technology at Webster University have been accredited by ACBSP since 2008.

From The St. Louis American | 8.10.17 | by: Sophie Hurwitz
Safe spaces. Trigger warnings. Micro-aggressions. Today’s American student may not be viewed as resilient as their predecessor. According to the article *Declining Student Resilience: A Serious Problem for Colleges*, by Dr. Peter Gray, declining student resilience is a “serious problem” for today’s universities. What past generation students would call the bumps of everyday life, today’s students call a crisis. Declining student resilience has reshaped the university landscape wherein faculty are spending more time handholding and counseling, lowering their academic standards because they are fed up with student complaints, are concerned about being dinged on teacher evaluations, are not challenging their students as much as they would like, and are seeing students taking less academic risks. These issues are even more problematic for newer faculty who have little experience dealing with today’s college students. According to Gray, this lack of resilience is “thwarting the emotional and personal development of students.”

One potential correlator to reduced student resiliency is society’s perception of competition. According to the Fox News article, *Unhealthy Competition*, a school district in Indiana eliminated its valedictorian system because it felt that it promoted unhealthy competition. Instead of honoring the achievements of a few, it plans to honor the many. School districts in North Carolina and Kentucky have shifted from the traditional valedictorian system to a Latin honor system, but some say the new system discourages academic achievement. Such decisions seem to perpetuate the belief that students are living in a trophy society, and attempt to cushion the feelings of students when they do not come in first place. “Helicopter parenting, coupled with the belief that we should never let our children fail, have given rise to kids who are ill-prepared to cope with life’s challenges,” according to CNN Health. Attempting to minimize the pain of failure is one thing; teaching mediocrity and training students to believe that everyone comes in first place is another. What ever happened to the adage that failure is the great life teacher?

Dr. Everett Piper, President of Oklahoma Wesleyan University, discussed the pervasiveness of American culture’s willingness to teach young people self-absorption and narcissism, rather than introspection and humility. Today’s students seem to be experts at playing the victim card. When someone dares to challenge or question them, the narcissistic ‘me-monsters’ label that person a victimizer, oppressor, hater, or bigot. Unfortunately, “We are grooming our students to be sensitive crybabies when we need to be showing students how to deal with world situations and how to be adults.” A number of students were upset at the outcome of the 2016 presidential election. Universities became incubators for safe spaces where faculty cancelled exams due to the fragile emotional state of students, hosted cry-in sessions and therapeutic sessions with puppies, and had students playing with teddy bears, Play-Doh and coloring books. Mark Perry of the American Enterprise Institute (AEI) said that academic institutions are no longer intellectual boot camps, but rather kindergartens for adults, where students are “treated as fragile, intellectual children and coddled with a ‘safe space’ response to anything challenging or unsettling.” How do such responses and activities adequately prepare soon-to-be graduates for the real world? Ironically, universities are trying to avoid the marginalization of students, and yet the very nature of indoctrinating students into feeling uncomfortable when exposed to unfamiliar or uncomfortable matters is creating a marginalized mindset that will carry over into employment.

“In our book *Emotional Resilience*, Geetu Bharwaney said “Resilience is now recognized as an important factor in the workplace. In the...turbulent context of today’s working...”

“Helicopter parenting, coupled with the belief that we should never let our children fail, have given rise to kids who are ill-prepared to cope with life’s challenges.”

MEMBERS ON THE MOVE

From Academia to Industry — Combating Negative Career Effects

By Christopher Davis, Ph.D., 2017 ACBSP International Best of Regions Award Recipient, Associate Professor of Business Administration Graduate School of Business at Harding University

“Helicopter parenting, coupled with the belief that we should never let our children fail, have given rise to kids who are ill-prepared to cope with life’s challenges”
world, the resilience of both individuals and organizations becomes paramount in order to survive and thrive.” In 2014 Gallup’s inaugural national report, Great Jobs Great Lives, found that life during college was important for life after college. The odds of being engaged at work, which was operationally defined as being intellectually and emotionally connected with colleagues, was higher if students felt emotionally supported during college, had professors who cared about their well-being, and felt that their school prepared them well for life after college. Unfortunately, of the graduates who were surveyed in the report, 49% reported that they were not engaged in their workplaces and 12% said that they were actively disengaged in their workplaces.

A 2006 study conducted by The Conference Board, Inc., underscored the importance of workforce readiness in the 21st century and targeted the business community and institutions of higher learning, found that college graduates who lacked applied skills like teamwork/collaboration and leadership were creating a burden to their organizations and society. The operational definition of teamwork/collaboration was the ability to effectively build relationships, and the operational definition of leadership was the ability to leverage others and involved interpersonal skills.

According to Daniel Goleman, psychologist and author of the best-selling book Emotional Intelligence, effectively building relationships is about relationship management, which is a central tenet of emotional intelligence (EI). Leveraging others requires the ability to understand other people and to work cooperatively with them. People with higher EI tend to desire outcomes that benefit others and self. In his book Unequaled: Tips for Building a Successful Career Through Emotional Intelligence, Runde discussed the importance of skills like adaptability, collaboration, empathy, and relationship management; unfortunately, these skills are rarely discussed, yet alone practiced, in business curriculum, especially in technical majors like accounting, finance and economics. Teamwork, collaboration, leadership, critical thinking, innovation, and problem solving skills are in demand for all students regardless of future plans or academic major. Unfortunately, as Runde states, these so-called “soft skills” are lacking in a majority of students when they leave college. Businesses screen for things like cognitive skills (e.g., IQ), grade point averages and work ethic, but fail to realize that soft skills are the real differentiators. In fact, Goleman said that IQ only accounts for approximately 20% of individual success; the other 80% comes from other sources like EI.

Though Bharwaney says that when it comes to individual careers, “it is not technical skills or knowledge that is the gap between where they are and where they want to be. It is the understanding of how emotion in us and others affects everything we think and do.” Technical skills should be viewed as baseline competencies or threshold capabilities. Latif’s research, which focused on pharmacy curriculum, found cognitive and technical skills important and necessary, but were insufficient without EI, especially in a patient-focused paradigm. Esmond-Kiger’s, Tucker’s and Yost’s research found the accounting literature void of behavioral concepts, but discovered that accounting faculty should focus on the emotional aspects of the profession, especially when it comes to the early employment of graduates. EI helped provide the missing link between academic and professional success. Moncada’s and Sanders’ research published in The CPA Journal found that employability could increase when EI traits like emotional maturity and interpersonal skills were emphasized in the accounting curriculum. Because too few accounting programs were focusing on EI, it left the burden of EI training on employers, slowing the professional learning curve of college graduates.

Colleges and universities seem to be experiencing hyper-emotionalism, as showcased through safe spaces, trigger warnings and micro-aggressions. When it comes to emotional support, faculty and administrators must advocate for emotional expressiveness rather than hyper-emotionalism. After all, emotions make great servants, but terrible masters! Academic institutions must support students, but must fully challenge them in an environment sacrosanct and absent of stigmatic processes and activities that perpetuate the marginalization of the mind. The only authentic safe space is a classroom promoting free speech and honest discourse. And the only trigger warning should be a syllabus statement that says “Placating of the mind stops at the door.” Faculty should never lower its standards for fear of offending students or making them angry; as if challenging the mind creates an academic dystopia. The reality is that the very nature of learning is unsettling and chaotic; it should not be viewed as utopian.

Producing solid technical experts is only part of the puzzle. If research has shown that 80% of individual success comes from sources other than IQ, “institutions of higher learning have a responsibility to train students beyond mere academics.” If life during college is important for life after college, one can deduce that “Academic life stretches well beyond the classroom, and personal and professional success is predicated on more than traditional IQ measurements (e.g., tests).” Academic institutions must focus on the cognitive, social, physical, and emotional well-being of its students. By moving beyond technical skills and adopting a more holistic educational framework that integrates EI competencies into curriculum, classrooms, and teaching styles, academic institutions can help combat negative career effects and accelerate the learning curve between college and career, and meet the workforce readiness needs of tomorrow.
The Practical Side of Standard One: A Focus on Students & Faculty
STANDARD #1. Leadership

Administrators and the faculty must personally lead and be involved in creating and sustaining values, business program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business program’s leadership system; and the business programs must continuously learn, improve, and address societal responsibilities and community involvement.

When one reads the above standard, two words leap off the page: values and expectations. One cannot possibly know, understand, promote, and sustain values and expectations without significant interaction with two key stakeholders, arguably the two most significant stakeholders for the day-to-day operation of the business unit. First consider these general guidelines before launching into specifics regarding student and faculty interaction to explore, instill and sustain values; additionally, one should determine the expectations of the business unit and how those expectations will be realized.

There are some baseline assumptions or requirements. For example, the cliché of “have an open door” seems hardly adequate, well because it is a cliché; however, you simply will not hear from your stakeholders without an open door. Clearly, you must protect your time but be as available for requests from students and faculty to meet with you. The environment must be conducive to conversation; students aren’t likely to talk to you if you make it difficult, nor will faculty. Another baseline assumption, wipe the frown off your face and fake it until you can make it! Several years ago authors Minirith and Meyer wrote Happiness is a Choice; therefore, if happiness is a choice, so is being accepting of students and professors. Appear inviting and friendly until you really are inviting and friendly! An additional baseline requirement is, try not to show favoritism. I say “try” because we all have our favorites—those who get the job done with a positive attitude will rise to the top; however, try not to let this impact your decision making and be fair. A strong corollary, treat everyone with respect.

If you want feedback and input, you will need to create a hospitable environment. Allow students and faculty to share negative comments without fear of retribution. It is insincere and ineffective leadership not to allow honesty just so you aren’t offended. You, the leader, must invite all honest input from these two immediate stakeholders. If they fear retribution for providing you honest feedback that happens to include constructive criticism, you will miss out on some of the most valuable information needed for improvement.

So, remember:
1. Open door policy
2. Be inviting and friendly
3. Avoid favoritism
4. Treat everyone with respect
5. Create a hospitable environment
6. Allow negative feedback as well as positive

While I don’t accept the paradigm that students are our customers, I do accept that they are an important part of the multidimensional aspect of the “academic customer.” Let’s look specifically at the relationship of Standard #1 to students. Students, the primary consumer of academic knowledge in the classroom experience, must have input. Schools who take teaching and learning seriously will ask students for feedback regarding a faculty member’s performance. In our environment, this collected input comes via a standardized form with open-ended question included.

The quantitative scores, while valuable, will yield less useful information than will open-ended questions allowing students to verbalize and flesh out the context of the quantitative scores. If the college or university culture permits following a classroom observation, the observer could request the faculty member leave the room and ask students if the day’s lecture was typical. Many times students report that the particular observation was a “show” and plainly prepped for the occasion; moreover, in one case, students indicated the lecture was rehearsed the previous class to prepare for the official observation. A word of caution: interpret results loosely until there is a triangulation of data or one observes a pattern. Not allowed in some environments, unannounced observations may provide data closer to actual performance than announced observations.

As a firm believer in student feedback, the leader of the business unit might solicit informal student input through intentional and guided conversations with students. You might call these Chat with the Chair or Donuts with the Dean. In my case, I invite graduating seniors with
the premise that at the end of their academic career their information is more complete, and their assessment of the business program more accurate. They are encouraged to discuss anything relevant to the School of Business. I take notes but do not record who is in attendance to protect their anonymity. Certainly I trust them to tell the truth and they trust me not to share with their professors unflattering details of their classroom, advising, or general performance as a representative of the School of Business. Frankly, the most valuable information I receive comes through these conversations; moreover, this data has initiated more improvements in our program than any other type of assessment.

Faculty, the most valuable resource in any business program, is a wealth of information. Following the same guidelines as above, it is important that you provide multiple opportunities for faculty input. While I have an open door policy and faculty do stop by, there are a number of official and unofficial meetings throughout the semester. As a School of Business we meet once per month, but the Associate Dean and I meet with the various discipline leaders each week. This provides ample input as described in Standard #1; additionally, there are beginning of semester meetings of three to four hours. These meetings provide the opportunity for input and ensure that everyone understands the School of Business objectives; furthermore, the meetings afford time to set and assess student performance and faculty performance. However creating and sustaining values related to the business unit takes time. In our School of Business, we take time away from campus, about a day and a half, to discuss such philosophical topics, with frequent reinforcement in scheduled meetings. Additionally, we formalize this a bit more and individual faculty goals are aligned with our values and expectations as a School of Business.

Other face-to-face meetings with faculty to discuss personal performance, student performance, values, and expectations occur formally three times per year. In the fall, faculty meet with me to establish professional goals during a meeting dubbed the Professional Activities Contract meeting. Related to their professional obligations, goals could focus on teaching performance, quality of advising, values integration in the classroom, or research. A mid-year meeting occurs to evaluate performance toward accomplishing the goals and resetting goals if necessary. At the end of the academic year, a Professional Activities Report, completed by the professor, identifies performance toward accomplishing preset goals. This represents the final meeting of the year between the professor and myself. The information from that meeting helps determine goals for the subsequent year.

The School of Business leadership convenes to build the strategic plan and includes information from students and faculty as a significant source to shape the strategic plan. Values, expectations, and program objectives must be the foundation of the strategic plan. When the leadership and faculty convene, the plan is revised with this input in mind. ACBSP is committed to excellence, thus the business unit’s leadership must take input from students and faculty into consideration to make program improvements. When that happens Standard #1 then comes full circle.

Have questions or comments? Email Dewayne at: dthompson@LeeUniversity.edu.
Access a network of 13,000 plus via ACBSP’s Career Center

Visit us at careers.acbsp.org

Employers:

• EMAIL your job directly to job seekers
• PLACE your job in front of our highly qualified members
• SEARCH our resume database of qualified candidates
• MANAGE jobs and applicant activity right on our site
• LIMIT applicants only to those who are qualified
• FILL your jobs more quickly with great talent

Job Seekers:

• POST multiple resumes and cover letters or choose an anonymous career profile that leads employers to you
• SEARCH and apply to hundreds of fresh jobs on the spot with robust filters
• SET UP efficient job alerts to deliver the latest jobs right to your inbox
• ASK the experts advice, get resume writing tips, utilize career assessment test services, and more

Post your job on our Career Center today, by visiting:
careers.acbsp.org
Kappa Beta Delta: Marking the End of a Productive Year

NEW KBD AWARDS

Kappa Beta Delta has created two new awards for 2018. These awards will recognize the hard work and dedication of Kappa Beta Delta Chapter Faculty Advisors and the outstanding service and leadership of Kappa Beta Delta student members.

The Distinguished Advisor Award will be awarded to the advisor who demonstrates excellence in four categories: Chapter Growth, Mentorship and Inspiration, Leadership and Service, and Community Commitment. Advisors of active KBD chapters in good standing with the organization and their institution with at least a two (2) year tenure are eligible for this award.

The Chapter of the Year Award will recognize the outstanding accomplishments of an individual Kappa Beta Delta Chapter. Accomplishments are, but not limited to: exceptional membership growth, leadership and community service (200 hours or more with verifiable impacts), and evidence of activities accomplished by the chapter that promotes Kappa Beta Delta and ACBSP at the institution or in the community. All Kappa Beta Delta Chapters in good standing with the organization and their institutions, with at least two (2) years of continuous activity. The chapter candidate must be active at the time of the award decision.

More information and applications for these awards can be found in the Scholarships and Awards section of the new Kappa Beta Delta website: kbdhs.org.

Have questions? Email them to KBD@acbsp.org.

INTRODUCING KBDHS.ORG

The KBD Board of Directors is proud to announce the launch of the new Kappa Beta Delta website. The new site will serve as a resource for KBD advisors and students. Visit kbdhs.org to view the new website.

You’ll be able to access information about KBD scholarships and awards, download scholarship and award applications, browse graduation regalia and merchandise in the KBD e-store, read about KBD news and events in our new blog, update your information, request a new certificate, and view pictures from other KBD Chapters in the photo gallery.

The new site is the first of many improvements aimed at making KBD more accessible to students and advisors. The board is also looking at ways to improve the KBD scholarship application process and hopes to transition to an online submission process.

Visit the new website today and let us know what you think!

NOW ACCEPTING APPLICATIONS

Kappa Beta Delta is now accepting applications for the 2018 Andrew V. Stephenson Merit Scholarship. The honor society will award 12 Andrew V. Stephenson Scholarships, each in the amount of $1,000. Additional scholarships will be designated for students in ACBSP Regions that range from $500 to $1,000. These scholarships are funded by ACBSP Regions. Scholarship applications will be accepted through March 1, 2018. Scholarship winners will be notified by April 15, 2018.

For application and additional information, please visit the new KBD website. KBD chapter advisors, please pass this information along to all your Kappa Beta Delta students.

Have questions? Email them to KBD@acbsp.org.
Delta Mu Delta: An Open Letter to Our ACBSP Friends

The Board of Directors of Delta Mu Delta (DMD) would like to take this opportunity to share with the ACBSP community two major changes that were approved at our June 2017 Board meeting in Anaheim, CA and are being implemented in our Society over the next few months.

In order to offer the best service and member experience possible, as well as to adhere to our mission, DMD’s Board is continually reviewing our financial priorities and the efficiency of our operations. Therefore, the DMD Board is implementing two significant changes:

Two Changes to Delta Mu Delta’s Fees and Operations

1. Membership Fees DMD is the only honor society that has not had a fee increase in the last thirteen years. Growth of membership has helped us maintain low fees. However, all of our staff and overhead costs have increased, and it is no longer possible to continue with the $50 fee. The Board is implementing an increase in our membership fee to $65, beginning on January 1st, 2018. Please note that an induction ceremony held prior to January 1, 2018 would incur the $50 fee.

2. Biennial Conferences DMD has held biennial/triennial conferences for our chapters and alums for many years. We will be holding our next conference in Baltimore, November 3 – 5, 2017. With rising travel, hotel, and food costs, the Board realizes that these conferences were a wonderful opportunity to get together with a small number of our community; however, are not a cost-effective use of our resources. In the past two years, DMD has been holding a series of networking receptions around the U.S. – beginning with Kansas City, Baltimore, New York, Chicago, and Los Angeles. These receptions have proven to be a more effective way for DMD to have face-to-face interactions with our members. Additionally, the Board is now committed to employing social media to maintain our lifetime relationship with our members.

In the past few years, the Board has almost doubled DMD’s scholarship awards to over $70,000. The Board is committed to improved financial stewardship of our endowment and efficiency in our operations that will continue to grow our scholarship awards and add value to the Delta Mu Delta experience.

DMD is now in its 104th year of operation, and we know that the next century is very bright for our members, as well as for our relationship with ACBSP. We simply could not be this successful without the energy and commitment of our own members, leadership and the ACBSP organization too. Thank you.

Charles Finn
President

Joni Adkins
Vice President
Sigma Beta Delta, international honor society for business, management, and administration, currently honors students at over 40 ACBSP candidacy programs and ACBSP educational member programs. ACBSP Regions 2, 4, and 6 recognize and support Sigma Beta Delta’s mission to encourage and recognize scholarship and accomplishment among students of business, by contributing to Sigma Beta Delta’s Fellowship Award program. Sigma Beta Delta is very thankful for the Regions’ support and selects a Fellowship winner from the supporting regions, in their name.

The Sigma Beta Delta 2017 ACBSP Region 2 Fellowship Award winner is Rhiannon Avvisato. Rhiannon is a senior at East Stroudsburg University majoring in Business Management and Spanish. She is a member of many societies on campus. Rhiannon stated on her Fellowship Award application that, “My involvement in these different societies has helped me to develop better leadership skills, learn how to work with several of my fellow students, and I have extended my networking opportunities for my post graduate plan, which is to attend law school.” Rhiannon has been able to achieve her goals through her internal drive and support from her family, friends, and the Chair of the Department of Business Management, Sheila A. Handy, Ph. D., CPA. “It should be noted that she accomplished this high level of engagement in her classes despite the fact that she holds majors in Business Management, Spanish, and is completing courses towards a minor in Pre-Law.” Rhiannon received a $1,000 award from Sigma Beta Delta in the name of ACBSP Region 2. East Stroudsburg University is a candidate for ACBSP Accreditation.

The winner of the Sigma Beta Delta 2017 ACBSP Region 4 Fellowship Award is Christopher Acton. Christopher is a senior at Siena Heights University majoring in Sport Management. Christopher has used his time in college to find himself and his career goals. Chris has set his sights on a career in Community Relations, “because I would rather be ingrained in the community I work for. I feel this will allow me the opportunity to make differences in the lives around me on both a professional and personal level,” he said in his Fellowship Award application. His faculty recommender, Peggy Reuss-McCann, Ph.D. said that, “He is a creative thinker and recently was part of a team that won a contest working with Michigan International Speedway to develop a marketing plan for the organization.” Christopher has played on the university’s lacrosse team and is Academic All-Conference. Chris plans to go to graduate school upon graduating in the spring of 2018. Chris received a $1,000 award from Sigma Beta Delta in the name of ACBSP Region 4.

The Sigma Beta Delta 2017 ACBSP Region 6 Fellowship Award winner is James Crow. James is a senior at Howard Payne University majoring in Business Management and minoring in Mathematics. James has had to fight Leukemia while in college. He wrote in his Fellowship Award application, “Classes are a large part of what gave me a purpose so that I pushed to move forward with my education.” James has used his challenges to give back to the hospital at which he received treatments at and used his drive to sharpen his career goal of becoming a bank president. James’ recommender, Dr. Debra Powell, describes him as “an excellent student and an extraordinary example of a person who strives and overcomes many obstacles.” James will graduate in the fall of 2017 and plans to pursue an MBA degree. James received a $1,000 award from Sigma Beta Delta in the name of ACBSP Region 6.

A HEARTFELT CONGRATULATIONS FROM ACBSP TO THE SBD FELLOWSHIP AWARD WINNERS!
“There is not a business school out there that has not been challenged to deal with significant amounts of change,” says Tim Westerbeck, president of Eduvantis, the market-leading strategic consulting firm to business schools and ACBSP’s newest corporate member. “Our mission is to be the best place they can possibly go for data, analysis, best-practice ideas, and proven solutions to help them respond to and thrive in a highly disrupted environment.”

Eduvantis has now worked with more than 60 business schools around the world to help them better understand, with rigorous data analysis, where they can find opportunities for enrollment growth, better align their product design and delivery with market demands, and establish sophisticated marketing and selling systems to win in their markets.

The company uses its proven “Four Box Model” to analyze and make specific recommendations to optimize four key areas of business school success.

This approach involves careful analysis and definition of growth opportunities, as well as assessment of program design and market positioning, consumer preferences, marketing and selling performance, and other factors to identify opportunities to capture market share and drive greater institutional standing. “If there is a best practice out there related to virtually every aspect of institutional success, we have likely studied it and know how to reflect it at our client institutions,” says Westerbeck.

Specifically, Eduvantis offers the following services.

**Enrollment Growth Strategy.** Eduvantis uses a proven methodology that considers the trends and priorities of prospective student markets and an unbiased, research-driven look at how a program’s value proposition aligns with these trends and priorities. Eduvantis provides a specific roadmap for what needs to be done to unlock schools’ potential, including specific recommendations on how marketing and sales functions must be designed and perform in order to drive growth.

**New Program Opportunity Assessment.** Leveraging our deep market experience in every business school product category, Eduvantis helps schools determine if the new programs they are considering launching are likely to succeed, and, if so, how best to position them for success given the realities of target market preferences, competition, and marketing costs.

“It’s a common experience for us to encounter a business school that has launched, say, a specialized degree program in a hot area, such as data analytics, only to find that some aspect of how they have gone to market is keeping the program from being as successful as expected,” says Westerbeck.

**Primary Market Research.** Listening to the market is fundamental to the success of every institution. Eduvantis has conducted primary market research with large samples of prospects and other stakeholders – from current students to alumni to prospective students to employers – to gain a level of actionable, high-confidence insights that schools can use to make critical decisions. When done longitudinally and benchmarked against the Eduvantis database of responses from markets across the industry, institutions can understand how their particular markets are changing and stay ahead of emerging trends.

**Pay Per Click (PPC) and Social Media Advertising.** Eduvantis is also the nation’s largest digital marketing agency serving business schools. Our conversion-driven approach is designed to not only fill the top of the funnel, but to identify prospects that will convert. We target, reach, and capture high-quality prospects with more precision than competitors through highly targeted PPC and social media (Facebook, LinkedIn, etc.) digital marketing campaigns.

“It’s just not enough to get clicks, you must engage the right students across platforms, in the right way, if you want results,” says Westerbeck.

**Search Engine Optimization (SEO).** Eduvantis SEO strategy combines a mix of tried-and-true best practices with new sophisticated practices. Our work, which includes audits, strategy, campaign management, and team training sessions, lead our clients to consistently rank in top positions for some of the most competitive keywords in the world.

**CONTACT US**
Eduvantis would welcome an opportunity share how its approaches, knowledge base, and experience can be leveraged to help a business school grow. For more information please visit our website, or email tim@eduvantis.com.
Travel Easy With Tech

By Giles Rafol, IT Systems Administrator, ACBSP

The end of the year means the holidays, and the holidays often mean travel. Whether you’re driving over the river and through the woods or flying over the ocean in a 787 to get to grandmother’s house, travel can be quite a pain. Luckily, several apps and services have been created to help ease travel stress.

Flying
You’ve found the perfect flight. No layovers, not a “red-eye,” and you arrive just in time to fix yourself a plate for Thanksgiving! Except you’re sitting next to the lavatories, and the odors are unpleasant, to say the least. Next time, use SeatGuru.com. Plug in your airline, flight number, and date, and SeatGuru will give you a map of your plane, along with comments for each seat from others who’ve flown that route previously. SeatGuru can also tell you if there are USB or power outlets or if in-flight entertainment is available. This is especially important for long overseas flights.

If you fly often, there’s a good chance you already have the app for your favorite or most-used airline. You may even have a couple of apps from different airlines. But wouldn’t it be nice to have a single app show you all your flights, no matter the airline? Use CheckMyTrip. Email your itinerary to CheckMyTrip and it will automatically add it to your apps. From there, you can see flight or gate changes, local weather, and exchange rates. It also keeps a list of your past flights so you can see where you’ve been and how often. CheckMyTrip works with most major international airlines and is available for Android and iOS.

While modern air travel means getting places fast, it also means jet lag. According to the American Sleep Association (ASA), most people start to experience jet lag when crossing one or more time zones. JetLagRooster.com helps minimize jetlag through a sleeping schedule. Plug in your flight details and normal sleeping times and it’ll give advice on when you should sleep. It even suggests light exposure levels to properly “reset” your biological clock.

Driving
Aside from your built-in GPS and Map apps, another you should have is Waze. Available on both Android and iOS, Waze is a “community-based” tool that shows live local traffic, areas with road construction or closures, and even police speed traps. Users like yourself report what they see on the roads, helping to inform other drivers of what they can expect up ahead or to reroute completely. In addition, Waze tracks locally-reported gasoline prices to help you save money.

Not keen on driving or don’t want to rent a car? Try Uber or Lyft. Both operate across the world in various cities and towns. Either is great if you don’t tend to carry cash since the system is completely cashless. However, be aware of Uber’s “Surge Pricing” and Lyft’s “Prime Time.” During times of high demand, rates can skyrocket in order to entice more drivers to the area. You’ll always be told upfront about the costs, so it’s up to you whether or not the price is worth it.

Lodging
As with airlines, it’s always helpful to have the app for your favorite or most used hotel. Some of the major brands are beginning to use “mobile check-in.” Through the app, you tell the hotel what time you’re arriving and the hotel will attempt to have a room ready for you by that time. This is great if you’re arriving before the traditional 3:00 p.m. check-in time.

If hotels are too expensive, you’re looking for something last minute, or you’re looking for something “unique,” check AirBNB. This service connects you with homeowners who are renting out their houses or apartments. You can rent out the entire place, a room, or even just a couch. Especially in cities, you can net significant savings by renting someone’s studio versus staying in a hotel, even if both are in the same neighborhood. As far as unique, you can sometimes find tiny houses, treehouses, and other unusual abodes. I once stayed on a docked sailboat in Berkeley, California through AirBNB. That’s not an experience you can get through a hotel.

I’d love to hear about apps you’ve found helpful, email me at grafol@acbsp.org.
ONE EVENT.
TWO OPTIONS.

Global Collaboration: Reducing the Distance Through Innovation

A 2-Day Intensive Workshop

Experience Innovation in one of the most culturally diverse cities in the world.

JOIN OUR KEYNOTES

JOHN BAKER
NARENDRA RUSTAGI
BENJAMIN OLA AKANDE

REGISTER ON SITE
*Online registration closed.
acbsp.org/global

November 8-11, 2017 | Toronto, Ontario, Canada | Toronto Marriott Downtown
ACBSP Events

NovEMbeR 8-11
Global Conference & Accreditation Forum
Toronto, Canada

JuNE 8-11
ACBSP Conference 2018
Kansas City, Missouri

NEW! FebruARy 2018
ACBSP ASSOCIATE Degree FORUM
Coming to Dallas, TX!

Fall Regional Meetings

NOvEMbeR 1-4
ACBSP Region 8 - International Council
Marrakech, Morocco

NOvEMbeR 3-4
ACBSP Region 2 - Eastern Council
Wilkes-Barre, Pennsylvania

NOvEMbeR 15-16
ACBSP Region 10 - South Asia Council
Mysore, India
What was your childhood ambition?
I wanted to be an astronaut! I was obsessed with space and astronomy for the longest time. At the library, I was always checking out books that dealt with space exploration. At one point, my parents gave me a telescope and even considered sending me to Space Camp. Computers eventually captured more and more of my attention. After all, when you're stuck to the ground, it's much easier to "explore" the inner workings of a computer than it is to explore space. Astronomy and the sciences in general are still huge interests of mine.

What was your first job?
My first job was at a department store called The Jones Store – better known as Macy’s today. I worked after school and on the weekends in the Men’s Furnishings Department. If you needed dress shirts, ties, and belts, you’d come to me. I was hired initially as a holiday seasonal employee, but was asked to stay on permanently after the season ended. From there, I worked in various menswear areas and would occasionally “float” around the store as needed. Altogether, I was at Jones for about a year and a half.

What do you do at ACBSP?
Earlier this year, I was promoted and given a new title: IT Systems Administrator. In this position, I oversee all the technology needs of the association. This is everything from daily tech-support to purchasing new equipment to maintaining web properties and domains. In this day and age, security is a big concern, so I work with staff to ensure that everyone is doing their part in safeguarding data – ours and yours. I still work closely with the Marketing & Communications Department to ensure our website is updated and to sending email marketing campaigns with informational messages to the membership.

What is your favorite perk of the job?
The ability to travel. While I’ve traveled plenty during past family vacations, there are many cities I’ve visited for work that I probably wouldn’t have visited otherwise. In the last couple of years, I’ve been given the opportunity to assist with our Global Conference; my passport is finally being put to good use!

What is one thing you’re epically bad at?
Remembering names. I can remember faces for a long time, but if you introduce yourself to me, I almost immediately forget your name. It’s not intentional, I promise! I’m just glad that everyone has a nametag at our events.

Where would you most like to live?
It’s hard to say exactly, when there are so many places I’ve yet to visit! But Chicago is always a good candidate. I’m a city dweller at heart. I like the busyness and constant movement in the city, the sounds and the sights. Even though I’m an introvert, I like being surrounded by people. Perhaps “hiding in the crowd” is more apt. Practically speaking, it’s great having anything & everything relatively close by. The variety of food, shopping, and entertainment is unrivaled anywhere else. Some people prefer the jungle or nature; I prefer the concrete jungle.

What is one of your hobbies?
To round out the whole computer geek or nerd vibe, I’ll share that I’m a gamer. I play all sorts of games, from simulation/management games like Sim City to shooters like Call of Duty to more story-driven games like the Final Fantasy series. You’ll even catch me playing Minecraft and Pokemon GO. I’m currently playing “The Legend of Zelda: Breath of the Wild” and “Stardew Valley” on the new Nintendo Switch. Though I’m typically more of a PC gamer than a console gamer.

Video and computer games are to me what books or movies are for other people. Most of the time it’s relaxing, but other times it can be stressful and competitive (against other players or even “against” myself). It’s all still fun. For some games though, winning isn’t that important. It’s about honing problem solving and strategic thinking skills. Not all games “rot your brain!”

What is something that you find annoying?
Talking about myself.

EMAIL: grafol@acbsp.org
THE DEFINITION OF A LEADER

Across
5. Steadfast adherence to a strict ethical code.
6. A leading accrediting body that accredits business programs that produce great leaders.
8. To engage into doing something difficult or impossible.
10. To make feasible or possible.
11. An elaborate and systematic plan.

Down
1. The quality of being trusted and believed in.
2. To inspire with confidence.
3. Boundless enthusiasm.
4. A person who takes responsibility for moving the team forward and commits to a clear set of values.
5. To encourage action or to motivate.
7. Someone who works tirelessly toward a goal.

Workshops Coming Early 2018: acbsp.org/access

FALL 2017 | ACBSP.ORG | 38
YOUR THOUGHT-PARTNER IN HIGHER EDUCATION

BUSINESS ADMINISTRATION ASSESSMENT
Nationally normed, summative assessments designed to address accreditation requirements by ACBSP, IACBE, and AACSB for measurement of student learning outcomes, internal and external academic benchmarking, and student retained knowledge.

B-SCHOOL CONNECTION
Includes a subscription to the digital version of *Bloomberg Businessweek* and online student/instructional resources that provide weekly article reviews, quizzes, short case studies, and engaging classroom lessons, all written by academic professionals from twelve business disciplines and covering seven academic competencies.

EXPLORING YOUR POTENTIAL
Career Readiness Courses designed for initial career planning for undergraduate students and subsequent career development of returning graduate students. The globally-focused service transforms participants through applied online learning, self-reflection, and competency-based critical thinking.

ACADEMIC LEVELING COURSES
Provide a comprehensive review of the business curriculum for business and non-business majors pursuing undergraduate or post-graduate degrees. The courses are used by higher education institutions for academic leveling and assurance of learning.

WRITE & CITE
An Academic Writing Readiness Course used to develop the student’s scholarly writing competencies and teach the skills and knowledge needed to write, format, and properly cite academic papers, theses, and dissertations. Can be customized to teach APA, MLA, or CMS citation and writing style guides.

Phone: +1 307-685-1555  
Email: Info@PeregrineAcademics.com  
Website: PeregrineAcademics.com  
PeregrineLeadership.com