

THE CURRENT BUSINESS SCHOOL MODEL AND LEARNING PHILOSOPHY

In broader sense education is more than some instructional experience, it is about ensuring personal growth. Educating business students is no exception. Since the founding of the first Business school in 1881 (Wharton of University of Pennsylvania) business schools have been at the fore of facilitating personal advancement and attainment of managerial prowess. Indeed, the impact of school experience for managers shapes their personal and career advancement, their contribution to the company entrusted to them, and to the society in which they dwell.

Many factors contribute to the success of a business school, particularly I will cover those related to validating mission distinctiveness, the revised faculty qualification model, and the ability to demonstrate impact on a variety of dimensions. Additionally, other dimensions such as teaching effectiveness, developing professional staff, and engagement with practice will occupy the forefront. In short, my focus will be on the U.S. paradigm.

The current U.S. model is based on three pillars: strategic creativity, engagement, along with impact and learning. These main directives cover lower level targets. Those are defined in four categories as below:

Strategic Issues: Strategic issues, Intellectual contributions, Financials and Allocation of Resources.

Learning and Teaching: Curricula Management and Assurance of Learning, Curriculum Content, Student Faculty Functions, Student faculty interactions, Degree Level, Structure and Equivalence, Teaching Effectiveness.

Academic and Professional Engagement: Student Academic and Professional Engagement, Executive Education, Faculty Qualifications and Engagement.

Participants: Student Admissions, Career Development, Faculty Sufficiency and Deployment, Faculty Management and Support, Professional Staff Sufficiency and Support.

To ensure excellence at a school, it is necessary to maintain rigorous monitoring of the school's strategic direction, faculty qualifications, and curricula. This process includes self-evaluations, peer-reviews, committee reviews, and the development of in-depth strategic plans. The quest for excellence ensures that students learn the most relevant to their field of study. Also, it is critical that students are prepared to be effective managers upon graduation.

In the second half of the meeting, I will focus on the learning philosophy in the current business school model. I will delve into the specifics of the classroom experience. Additionally, I will demonstrate living anecdotes from our meetings.

The purpose of this seminar is not to glorify a specific model. Education is idiosyncratic experience that is defined by multitude of factors. However, I am hoping that the participants of this seminar will find rigor in our discussion, which can be projected to enrich their own

model.

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