

# SPOTLIGHT ON HIGHER EDUCATION



## Survey Reveals Compensation Increases and Expanded Responsibilities Among MBA Graduates

late last year, the Executive MBA Council (EMBAC) shared results of the 2020 EMBAC Student Exit Survey, which revealed that Executive MBA (EMBA) graduates received a 14.1% increase in compensation – combined, both salary and bonuses – after program completion. The average salary and bonus package at program start for students in the 2020 survey was \$169,269 and by program end had rose to \$193,200. Additionally, the results show that 53% of students who completed the survey received new responsibilities, continuing to show the value of investment in an EMBA program.

“Despite a year of unprecedented challenges that have impacted the global economy and workforce, the investment in an Executive MBA continues to be valuable to both students and companies,” said Michael Desiderio, executive director of EMBAC. “EMBA programs enrich students with new ways of solving business problems and provide them with tools to adapt in the face of adversity. Companies recognize how important these skills are now more than ever and the increases in compensation and responsibilities given to professionals in these programs attest to that.”

Investment in an EMBA program remains one of the most beneficial decisions professionals can make to advance their

careers. In a rapidly changing global workforce, the need for professionals to be nimble and proficient in vital skills is at an all-time high. Program graduates credit their coursework with helping them improve leadership skills such as critical thinking, decision-making, teambuilding, understanding of new technologies and other immediately applicable proficiencies. Many graduates reported increased responsibilities thanks to these new skills, with 39% saying they received a promotion during the program.

EMBAC is the association of business schools that offer EMBA programs throughout the world, which currently includes more than 200 colleges and universities that administer 300 plus programs in more than 30 countries worldwide. The 2020 EMBAC Student Exit Survey included 2,922 graduates of primarily U.S. EMBA programs, was conducted by Percept Research, Inc. and fielded from programs between July 1, 2019, and Aug. 15, 2020.

The academic association that represents the Executive MBA industry, the Executive MBA Council works to advance the cause of EMBA Programs by serving as a facilitator of best practice sharing and knowledge dissemination and fostering an inclusive and diverse community among high-quality programs. EMBAC plays a thought leadership

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role by engaging in research that offers insights, by generating or packaging relevant content of importance and interest to the membership and industry, by advocating for the industry, and by nurturing an environment of inclusion that inspires all members and stakeholders.

To learn more about EMBAC, visit [embac.org](http://embac.org). Prospective Executive MBA students should visit [executivemba.org](http://executivemba.org) for more information.

## HIGHER EDUCATION

# As Doctors Face ‘Pandemic Burnout,’ CGU Researchers Aim to Help

Since the beginning of the coronavirus pandemic, there’s been a growing mental health crisis—and not just for COVID-19 patients. A recent Boston University study notes that depression rates have tripled since quarantine began last March. Still, that study misses one group that is getting hit especially hard: the medical residents who care for these patients.

## HIGHER EDUCATION SPOTLIGHT

What’s happening to them? Are they more vulnerable to depression during these

especially challenging times?

Yes, says a research team led by Jason Siegel, a professor in the Division of Behavioral and Organizational Sciences (DBOS) at Claremont Graduate University (CGU).

Siegel’s team is involved in an ongoing research project in partnership with the Hospital Corporation of America (HCA). This organization operates some 186 hospitals and thousands of other care sites in the U.S. and abroad.

Siegel and his graduate student researchers are developing strategies that hospitals can use to minimize stress and depression for this hard-hit segment of doctors.

### THE MEDICAL PROFESSION’S WORKHORSES

Medical residents are one of the profession’s workhorses: They face long hours and grueling schedules that can deprive them of sleep, affect their diets, and limit normal healthy social interactions (ABC’s *Grey’s Anatomy* makes their situation seem far more glamorous than it really is).

“Before COVID-19, residents were already struggling,” Siegel explained. “They’re a very resilient group, but you can’t take them for granted, especially now. Taking better steps to ensure their health and well-being is beneficial not only for them, either. It’s obviously important because of their patients.”

### WHAT CAUSES BURNOUT AMONG MANY MEDICAL RESIDENTS?

In pre-pandemic times, Siegel noted that residents faced a broad slate of causes, including long work hours, limited levels of autonomy, a lack of certainty about the future, worries over school debt, and the perception that their personal needs should be put aside to care for others.

To work under those conditions was hard enough before, but now “during COVID-19, it’s become even harder, and they’re feeling even more worn down,” he said.

Siegel said that finding value and meaning in one’s work is a critical part of one’s sense of well-being. Without that, “burnout can lead to depression, and that depression can lead to even deeper depression. It’s also possible that residents will be less likely to seek help for themselves or go the extra mile for patients.”

So, the CGU team’s research highlights the plight of medical residents in these especially stressful times to show hospital systems how to take a more humane approach in supporting them. This research becomes especially crucial when it comes to schedules and the number of hours they’re logging—and helping residents keep their psychological capital as intact as possible.



Claremont Graduate University’s Harper Hall

### A TEAM WITH DIVERSE SKILLS, EXPERIENCE

The genesis of the project was a partnership between Gregory Guldner, a doctor and program director of Riverside Community Hospital/University of California Riverside, and DBOS graduate student Anne Brafford, who worked with Guldner on a project for one of Siegel’s classes.

Siegel credits their work together (which resulted in two previous smaller HCA contracts) for resulting in a new contract and partnership that has enlisted Siegel and his students (including Brafford). That team includes Gabrielle Riazzi, Brendon Ellis, and Stephanie Ramirez. Without the initial work conducted by Guldner and Brafford and the support from HCA, Siegel said this project would not exist.

Brafford, a lawyer who authored a book about lawyers and well-being before enrolling at CGU, is about to write her dissertation. Ellis is close to beginning his dissertation work. Riazzi is a second-year psychology doctoral student who’s also completing her MPH. And Ramirez is starting her second year in a dual public health and psychology master’s degree program and plans to go to medical school.

“It’s never too soon to plunge into fieldwork. That’s what I tell all of my students,” Siegel said. “You shouldn’t have to wait until after graduation to conduct important, helpful work that’s going to improve someone’s life.”

### RESEARCH RESULTS

The team surveyed medical residents (most from the U.S. with some participants from abroad) and received data from 366 respondents. The average age of survey

participants was 31, and the survey looked at a range of factors that contribute to their sustained experiences of stress.

Some of these factors shouldn’t be surprising to anyone: Residents reported that an increased workload and work schedule directly translated into a much greater degree of burnout. The team’s current survey fits into a larger effort that is also recording levels of resident stress pre-pandemic.

Over time, Siegel said, the team plans to look at the differences in these sets of data and come up with a set of recommendations and wellness interventions that hospitals can use to protect their residents’ health. The team’s work also includes co-authoring a paper about their research results.

### CREATE IMPACT NOW THROUGH THE CGU EXPERIENCE

All of the team’s work captures the essence of the CGU academic experience. At CGU, students work closely with leading faculty on a variety of meaningful research projects that help people and give them chances to publish in scholarly journals while they’re still in their programs.

Siegel said the team is pleased to be working on this with HCA, which “cares greatly not only about their patients but their medical professionals, too.”

“No one’s immune to stress, not even doctors,” he added. “It’s very critical to protect their well-being because it has widespread consequences. Not only does their ability to take care of themselves decline, but it can also impact the quality of the care that they’re providing, too.”

For more information, visit [cgu.edu](http://cgu.edu).



Division of Behavioral & Organizational Sciences Professor Jason Siegel

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**TOM HSIEH**  
EMBA, '04

# Ignite: opportunity

## On a Wing and a Prayer

Tom Hsieh pivoted quickly. His new aero-commuter company would avoid Southern California gridlock by flying over it. As the company was poised to launch last March, the pandemic hit. No one was commuting. At least not in California. Tom quickly moved his operation to Alaska, where commuting is not a luxury but a critical necessity. And once the pandemic is in the rearview mirror, Tom's company will return to SoCal stronger than ever. In the face of adversity, Tom sees opportunity.

Ignite Opportunity: Explore CGU..



*To read more about Tom and other CGU success stories, go to [cgu.edu/ignite](https://cgu.edu/ignite)*



**Claremont Graduate University**

*#carrytheflame*

## HIGHER EDUCATION

# University of La Verne Recognized Nationally for Online Programs

Online learning has become a vital tool since the emergence of COVID-19, providing a safe and effective way for students to achieve their educational goals. Long-distance education has helped educators and learners stay ahead of the learning curve, while flattening the curve of the pandemic.

As the growing need for online education soars, the University of La Verne has risen to the occasion. La Verne Online has continued to provide top-ranked online programming for students looking to pursue associate's, bachelor's, and master's degrees. These robust programs have been meeting students' needs for flexibility and are taught by the University of La Verne's experienced faculty in a way that ensures quality and convenience.

U.S. News & World Report, which ranks higher education programs, recognized the quality of University of La Verne online programs in four categories of its 2021 rankings released January 26.

Among California colleges and universities offering online bachelor's degree programs, the University of La Verne ranked fourth. It also ranked fourth in bachelor's programs for veterans and third for undergraduate business degrees in the state. The online MBA program ranked sixth among California institutions.

"The key to successful online teaching is proactive engagement from the faculty member and clear expectations from the get-go," said

Issam Ghazzawi, a professor of management who teaches online courses at the University of La Verne. Ghazzawi sends out a welcome message with the course syllabus before classes start in order to build enthusiasm and to help alleviate fear and isolation. He also responds to all student emails. "Keeping the engagement makes students feel they are not alone," he said.

**'The key to successful online teaching is proactive engagement from the faculty member and clear expectations from the get-go.'**

U.S. News & World Report rankings draw on both statistical information provided by colleges and universities and a peer reputational survey. Ranking scores are based on a formula giving weight to major factors viewed as important to student success. Among these are graduation rate, class size, student indebtedness, technological infrastructure, and student support services. Faculty preparedness to teach distance learners is also part of an institution's score.



#### THE UNIVERSITY OF LA VERNE'S ONLINE PROGRAMS INCLUDE:

- Associate of Arts in General Studies
- Bachelor of Arts in Business Administration
- Bachelor of Science in Criminal Justice & Criminology
- Bachelor of Arts in Educational Studies
- Bachelor of Science in Information Technology
- Bachelor of Science in Organizational Management
- Bachelor of Science in Public Administration
- Master of Business Administration for

- Experienced Professionals (MBAX)
- Master of Science in Child and Adolescent Development
- Master of Science in Leadership and Management

*Founded in 1891, the University of La Verne is a private, nonprofit, comprehensive institution founded on four core values: lifelong learning, ethical reasoning, civic and community engagement, and diversity and inclusivity. The university serves nearly 7,000 students on the historic La Verne central campus as well as across nine regional campuses and online. To learn more about the University of La Verne's online programs, visit [laverne.edu/online](http://laverne.edu/online).*

## Ranked Nationally for Best Online Programs



- Bachelor's Programs
- Bachelor's Business Programs
- Bachelor's Programs for Veterans
- MBA Program

*-U.S. News & World Report, January 2021*

University of  
**La Verne**

For more information, visit  
**[go.laverne.edu](http://go.laverne.edu)**

# Redefining and Expanding Online Legal Education: Master of Studies in Law

In all organizations, leadership is not only important, it is essential. And in today's ever-changing workplace, effective leaders offer a broad, well-rounded skillset — able to adapt to new challenges and set the strategies for success.

Through the online Master of Studies in Law (MSL) program at the USC Gould School of Law, non-lawyer professionals — who come from a variety of career backgrounds and roles — are able to expand their knowledge of legal concepts, while building the analytical skills to examine problems and solutions in innovative ways. The MSL degree enables practitioners

and leaders to enhance their business expertise with an essential legal education.

## ABOUT THE MSL PROGRAM

Offered through the University of Southern California's Gould School of Law, ranked among the top 20 law schools nationwide, the MSL program helps students better understand the range of legal matters they encounter on a daily basis in their work — from contracts and compliance, to finance and mergers, to cybersecurity and intellectual property. Through an interdisciplinary curriculum, MSL students gain a foundational understanding of the law,

combining their career experiences with added expertise in legal and regulatory frameworks, which they apply to their roles and ultimately improve their organizations.

In addition, students have the opportunity to tailor their educational experience, specializing in an industry-specific area that is relevant to their career and personal goals.

## INTERACTIVE, ONLINE FORMAT

The MSL program draws students from across the country. Each student has the convenience of completing the degree 100% online, and the flexibility to study part-time — making the MSL an ideal format to balance the demands of working professionals. No LSAT or GRE test is required; no prior law degree is required either. Generous scholarships are available and considered for all applicants.

The benefits extend far beyond the classroom. Graduates of the MSL program gain access to the global Trojan Family network, which includes connections to nearly 14,000 USC Gould alumni.

## SPECIALIZED TO MEET YOUR INTERESTS

Students can tailor their educational experience with an industry-specific certificate, which can be completed at no additional cost, as part of the MSL program. Certificate programs include:

- Business Law

- Compliance
- Entertainment Law and Industry
- Financial Compliance
- Human Resources Law and Compliance
- Privacy Law and Cybersecurity
- Health Care Compliance

The certificate programs — which may be earned in as few as three semesters online — help students maximize their impact within their workplace.

For more information about the MSL degree, visit [bit.ly/usclaw2021](http://bit.ly/usclaw2021).



## CORPORATE PARTNERSHIP OPPORTUNITIES

The USC Gould School of Law partners with numerous organizations that offer scholarship savings for employees. Additional benefits for corporate partners and their employees include personalized application support and individual academic advising, among many others.

To explore corporate partnerships, visit <http://bit.ly/usc-corporate-ed> or email [corporatcustomed@law.usc.edu](mailto:corporatcustomed@law.usc.edu).

## Master of Studies in Law

A master's degree for non-lawyer professionals

- > No GMAT, GRE or LSAT required
- > Flexible and online
- > Partner scholarships available
- > No prior law degree required

Essential legal education to expand your expertise and strengthen your organization.

**Specialize In:** Business Law - HR Law and Compliance - Entertainment Law - Financial Compliance - Health Care Compliance - Compliance - Privacy Law and Cybersecurity

To find out more, visit [bit.ly/usclaw2021](http://bit.ly/usclaw2021)

**USC Gould**  
School of Law

## HIGHER EDUCATION

# AACSB Announces 2021 Class of Influential Leaders

**A**ACSB International (AACSB)—the world's largest business education alliance—announces today its 2021 Class of Influential Leaders, a group of 25 business school alumni whose inspiring work serves as a model for the next generation of business leaders.

Building on AACSB's recently approved 2020 business accreditation standards and a renewed focus on creating positive societal change, the organization is honoring business school graduates who are using their business education for impact in unique ways. This year's honorees include diversity and inclusion advocates, social entrepreneurs, economic development experts, and healthcare executives—showcasing the variety of career paths supported by business education. The Influential Leaders initiative is one example of how business education is Connected for Better.

"These honorees are a perfect example of business education in action," said Caryn L. Beck-Dudley, AACSB president and CEO. "AACSB-accredited business schools are committed to creating positive societal impact in a variety of ways—and these alumni are demonstrating that business education is indeed a force for good. We are inspired by their efforts and honored to recognize them."

Now in its sixth year, AACSB's Influential Leaders honorees include nearly 250 business

school graduates who have created lasting impact in business and society. All honorees have earned an undergraduate, graduate, or doctoral degree from one of the more than 880 AACSB-accredited business schools worldwide. Support for the 2021 Influential Leaders initiative is provided by Barco.

Each Influential Leader was nominated by their alma mater with inspiring stories, demonstrating how the honorees lead and innovate within their industries, contribute to their communities, and encourage future business leaders. This year's class represents AACSB-accredited business schools in 15 countries, and the honorees have impacted many industries including education, healthcare, technology, and sustainability. The unique stories of each honoree, and how they are creating meaningful, lasting impact in the world, are available at [aacsb.edu/influential-leaders](https://aacsb.edu/influential-leaders).

*Established in 1916, AACSB is the world's largest business education alliance, connecting educators, learners, and business to create the next generation of great leaders. With a presence in more than 100 countries and territories, AACSB fosters engagement, accelerates innovation, and amplifies impact in business education.*

*Learn how AACSB is transforming business education for a better society at [aacsb.edu](https://aacsb.edu).*



# New Study Examines How Teaching and Learning Must Evolve by 2025

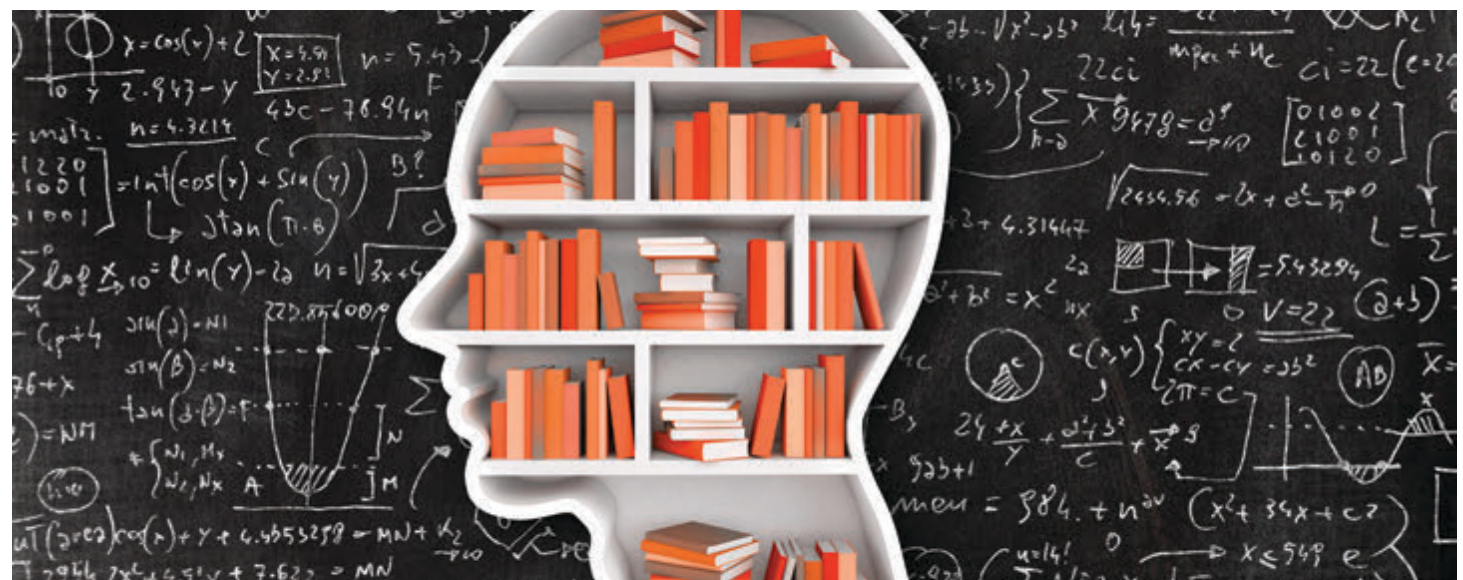
**T**he Executive MBA Council (EMBAC) late last year announced the publication of its A New Way of Learning and Working report. The research addresses how business education needs to evolve to keep pace with changing demands and expectations about professional development from both students and their employers over the next five years and beyond.

The study, conducted on behalf of EMBAC by higher education consultancy Carrington Crisp, draws on new original qualitative research from in-depth interviews with relevant decision makers at international business schools and within major employers who invest in working professional development. It also involved a survey of over 300 individual learners who were looking to take business school courses in the next five years.

"The relationship between employees and employers has been evolving for some time, and this study opens up what that means for the future of working professional education," said Michael Desiderio, executive director of EMBAC. "Economic uncertainty, online learning, lifelong development, remote working, and digital transformation in business schools and other organizations are not new. However, the global pandemic is accelerating these trends. Our sector will benefit from a healthy and honest debate about how future ways of learning and work can help leaders in business and business education find new answers to the problems of our time."

Key findings from the report include:

- Less than four in ten (38%) of individual learners said they rated blended learning (face to face and online) as their ideal skills development path for the next five years.



- When choosing a business school, the top requirements are flexibility in how learning is delivered (45%), how much the school embraces digital transformation (42%) and how much the program will accelerate career prospects (37%).

- More than three quarters of employer respondents believe that business schools need to develop short, inexpensive programs that deliver relevant skills for those working and be clear about how their offer positively impacts our wider society, not just the business industry.

- While employers agree that leadership remains an important skill for development, new leadership models are emerging that have

stronger roots in "soft skills" such as emotional intelligence, more agility and conscious, continuous learning.

- Employers also point out that as the workforce ages, one of the most frequently sought-after development programs is how to manage effectively across generations since attitudes and lifestyles can vary significantly.

While the pandemic may have accelerated change in the workforce, fundamental shifts were already taking place. There is no one-size fits all solution with the different circumstances – economic, political and social – having a significant impact on the approach that a school decides to take. However, it is clear

that institutions will need to evolve from the focus on quantity of degrees awarded to becoming a learning partner to companies and organizations; keenly understanding the needs of both the workforce and individual industries.

*The academic association that represents the Executive MBA (EMBA) industry, the Executive MBA Council (EMBAC) advances the cause of EMBA Programs by serving as a facilitator of best practice sharing and knowledge dissemination and fostering an inclusive and diverse community among high-quality programs. To learn more about the Council and its members, or for the full report described in this article, visit [embac.org](https://embac.org).*