

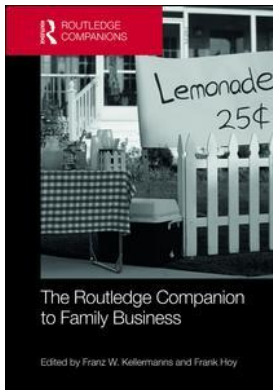
This article was downloaded by: 10.2.97.136

On: 27 Mar 2023

Access details: *subscription number*

Publisher: *Routledge*

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: 5 Howick Place, London SW1P 1WG, UK



The Routledge Companion to Family Business

Franz W. Kellermanns, Frank Hoy

Family Business Centers

Publication details

<https://test.routledgehandbooks.com/doi/10.4324/9781315688053.ch29>

Donna Boone Parsons, Cindy Clarke

Published online on: 29 Sep 2016

How to cite :- Donna Boone Parsons, Cindy Clarke. 29 Sep 2016, *Family Business Centers from: The Routledge Companion to Family Business* Routledge

Accessed on: 27 Mar 2023

<https://test.routledgehandbooks.com/doi/10.4324/9781315688053.ch29>

PLEASE SCROLL DOWN FOR DOCUMENT

Full terms and conditions of use: <https://test.routledgehandbooks.com/legal-notices/terms>

This Document PDF may be used for research, teaching and private study purposes. Any substantial or systematic reproductions, re-distribution, re-selling, loan or sub-licensing, systematic supply or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The publisher shall not be liable for an loss, actions, claims, proceedings, demand or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

29

FAMILY BUSINESS CENTERS

Donna Boone Parsons and Cindy Clarke

Introduction

Local family business centers (FBCs) serve to bring together a community of stakeholders interested in the ongoing success of family businesses. To varying degrees, FBCs bring together family business members, consulting and advising practitioners who work with family businesses, undergraduate and graduate students and family business scholars. Whether they focus on teaching, professional development, research or networking, local family business centers exist to strengthen and perpetuate the family-owned businesses in their areas.

Leon and Katie Danco created the first family business center in 1962 in Cleveland, Ohio. The Dancos' Center for Family Business was independent of any supporting organization (Sharma, Hoy, Astrachan, and Koiranen 2007). At present, only a few centers, like The Legacy Center in Knoxville, Tennessee operate as independent entities. The vast majority of family business centers are affiliated in some way with a college or university, although the nature of that affiliation and the location of the FBC within the university vary greatly. Most university-affiliated FBCs are housed in the school or college of business. Additionally, most of these university programs are professional development or executive education organizations specifically designed for members who identify themselves as participants in a family-owned business. However, more organizations that serve family business owners in the private sector, such as law practices, accounting firms, and investment advisors, are offering similar programming. This expansion in the private sector has led to an increase in the expectations of FBC participants for program quality and usefulness. (Sharma et al. 2007).

Following the Dancos, The Wharton School at the University of Pennsylvania started a university-based Family Business Center in 1979. For the next 20 years, the number of FBCs grew quickly from about 20 centers in 1988 (Sharma et al. 2007) to approximately 90 in 1995 (Carlock 1995). Sharma et al. (2007) reported 110 on the Family Firm Institute's (FFI) list of "Centers and Related Organizations" at the time of their review article. A current count of FFI's list of Education Centers reveals 139 centers worldwide. Of those, over ninety percent are affiliated with a college or university. This growth in the numbers of FBCs appears to be occurring outside of the United States and Canada. A panel presentation about Family Business Centers at the 2012 FFI Global Conference pointed to a vast reduction in the number of Centers based on declining membership of only 40 centers in the Family Business Alliance, an

association of directors of university-affiliated family business centers in the United States and Canada (Clark, Feth, Houden, and van der Vliet 2012).

In general, university centers or institutes tend to be founded on the specific research interests of one or a small group of faculty members. Centers are created as a way to attract private and government funding and as a way for universities to interact with industry for research around specific topics or outcomes. Examples of university research centers exist across disciplines, although they tend to be clustered in the sciences and medicine (Bozeman and Boardman 2003; Stahler and Teish 1994). The creation of FBCs follows the patterns of other university centers in many ways. FBCs have often been created to increase university outreach and as a way to attract additional university funding. Additionally, the early formation of FBCs demonstrates university and industry collaboration. As an example, Mass Mutual Life Insurance initiated a family business survey to privately held companies which appears to be one of the cornerstones of family business centers. Mr. Richard Narva helped found the Northeastern University family business program in 1991 in partnership with Northeastern's Director of Executive Education. The initial funding was from Mass Mutual Life Insurance that subsequently went on to fund many university programs, as well as the inaugural 1992 conference of the Family Firm Institute. In other ways, however, the creation of FBCs tends to be unique. Early FBCs were, with a few exceptions, not organized around a research function. The early FBCs were created as entrepreneurial ventures based on the efforts of a champion for the idea. In several examples, this champion was someone serving in an advisory or support role outside of the research or teaching functions of the university. For example, Ken Austin, a successful alumnus, was the driving force in the creation of the Austin Family Business Program at Oregon State. At UNC Asheville, George Groome, the Chair of the Board of Trustees, championed the formation of the Family Business Forum. The focus on research has been a more recent phenomenon for FBCs as newer programs have become concerned with academics and practitioners have begun to be concerned with sharing insights about successful family enterprises (Bird, Welsch, Astrachan, and Pistrui 2002).

This chapter will investigate past and current issues facing family business centers. First, we will explore the types of family business centers and discuss the comparative strengths and weaknesses of each type. Next, the chapter will discuss challenges that family business centers face in integrating the work of the family business center with the mission and strategic direction of the supporting university or organization. The next section of this chapter will examine the issue of how the function of family business centers should be assessed. Finally, we will propose some future directions for local FBCs and research on FBCs.

About Family Business Centers

Sharma et al. (2007) suggested that all centers focus, to varying degrees of research, outreach and curriculum development. Birdthistle and Fleming (2003) identified two distinct operational models under which FBCs operate. The Forum Model or the Kennesaw Model, named after a pioneering program at Kennesaw State University, has many variations, but all centers operating under this model focus heavily on providing family business education as an outreach to the community. The vast majority of these programs are university-affiliated, but a few are associated with a local chamber of commerce. Programs operating in the Kennesaw Model offer executive education and programs for members who pay a yearly membership fee. Sponsors – typically professional service providers – contribute financial and other resources to the university, but are often forbidden from directly soliciting members. Kennesaw Model centers are member-based organizations that provide resources and programming to help businesses with issues specific

to family businesses such as transition planning for leadership succession, and also assist members in maximizing the overall well-being of their company in traditional terms of finance and management. Under this model, the director is often *not* a faculty member. Thus involvement in curriculum and research is not inherently part of this model (McCann 2003). The Forum Model creates a tie between the university and local businesses. The thinking is that, because most donors to universities are family businesses, a natural reciprocity exists. The family business center helps sustain local family businesses and, in return, they help sustain the university.

The advantages of the Forum Model are many and are the foundation for the proliferation of this model. Anecdotal evidence suggests that the majority of family business centers continue to operate in this way. University advancement and development offices are charged with finding links between the university and the community because they know that donors with a connection are more likely to give. Because a large percentage of donors to most colleges and universities are business owners, family business centers present the opportunity to engage that group of stakeholders in a meaningful way. Secondly, the Forum Model includes the financial support of sponsors who allow programs to run with minimal cost burden to the university. Sponsors usually represent industries that benefit from the success of family businesses. Sponsor annual dues range from \$2,500 to \$10,000 (USD). Finally, many university-based centers operate outside of academic affairs with a staff director (McCann 2003). This structure allows Forum Model centers to operate with fewer constraints and less accountability. This means that center directors may make more timely decisions and, in many cases, operate autonomously.

There are also potential disadvantages to the Forum Model. One is the probable lack of a champion for the center other than the director. If there is no integration with the other parts of the university, specifically in academic affairs, the return on investment to the university may be seen as limited to donations received rather than viewed as a significant facet of the university's community involvement. If the director is not a faculty member, there may be restricted access to university resources (e.g., faculty, students, funding) and limited research. Few connections to the core of a university's mission can result in less or no perceived ownership by administrators, putting the center at risk in terms of longevity (McCann 2003).

The Holistic Model was proposed by McCann and Upton (2000) from Stetson University. The Holistic Model is a strategic approach to integrating the FBC with the affiliated university. In theory, programs operating under the Holistic Model focus on the three basic elements of the academy – teaching, research, and outreach. The FBC is aligned with the academic side of the university, not merely an external extension of it. In practice, these FBCs, such as the one at Stetson, are geared toward students in degree programs and are focused on curriculum. At Stetson, the world's first family business major and minor degrees were developed as part of their business curriculum (McCann 2000). Since Stetson graduated its first majors in 2006, a few other universities have developed majors or minors in family business, and many other universities have begun offering undergraduate family business courses (Marklein 2013). A few others offer graduate-level family business courses.

The Holistic Model analyzes the impact that students might have on their family and business systems. During the start-up phase of their own family business center, a Stetson University survey of students found that 42 percent of business majors self-identified as coming from families that own businesses (DeMoss 1999). Similarly, the course in the MBA curriculum at the Kenan-Flagler School of Business at the University of North Carolina-Chapel Hill includes a family enterprise course that requires students to interview their own families about their businesses and business strategies. Another example of this academic programming specifically for family business members is the EMBA for Families in Business program at Kennesaw State University. This objective learning opportunity can have a profound effect on family businesses,

bringing faculty, students, and business families together in mutually beneficial and meaningful ways (McCann 2003).

Potential challenges for centers based on the Holistic Model are largely based on internal competition from other academic programs for financial support or other resources. Another challenge is that, often, the center is very dependent on the passion and energy of the director. That leaves centers vulnerable to the possibility that a center director is recruited to another university or leaves under other circumstances (McCann 2003). This is a risk especially for those centers that focus primarily on research. Because the field of family business research is so small and individual research interests are narrow, the departure of a family business researcher can potentially be difficult to overcome. Lastly, for centers to focus on curriculum, they must be associated with a university that has significant student interest and needs in this area. Public universities or smaller, private universities with higher percentages of first-generation college students might have much lesser demand for family business curriculum than the large number of students with family business backgrounds supporting the curricular programs at Stetson, for example.

Executive directors, hired by sponsors or the affiliated organization are responsible for maintaining direction, program planning, recruiting and maintaining members, membership services and the overall direction and focus of the center. Directors are housed in many different locations within supporting universities or organizations. In the cases of the UNC Asheville Family Business Forum and the Elizabethtown College High Center for Family Business, the director is housed within the Advancement Division of the University. In many university settings (e.g., Northeastern University, California State University Fullerton), the director is housed as part of the school of business. The Family Business Center at Wake Forest University is part of the Career Center. Two FBCs, the Institute for Family Business in Fresno, California, and the Family Business Alliance in Grand Valley, Michigan, are housed in local universities but are supported entirely by local chambers of commerce and sponsors.

Integration

Regardless of the form, an FBC takes, the best way to protect and to increase perceived significance of family business centers is through balancing sustained cooperation among the stakeholders in research, teaching and outreach. The outcome of cooperation develops credibility and mutually perceived value for each area. The Holistic Model of FBC operation is based on a program that integrates focus and activities in all three areas. Much of the literature warns of the risks of focusing on one area to the exclusion of others. This is particularly true if the primary focus is on outreach for the reasons outlined above.

McCann (2003) suggested that an FBC must be built on an “academic base of either teaching or research” (p. 125) whichever is more consistent with the mission and strategic focus of the university. At Stetson University, the Family Business Center was structured around teaching and curriculum because of the University’s stated focus on the “primacy of teaching” (McCann p. 129). However, the Family Business Center balanced that focus by organizing research conferences and by becoming a founding member of the STEP project, a global collaboration in applied family business research (Sharma et al. 2007; Babson).

Exemplar programs at the University of Alberta have balanced the FBC functions by creating two centers that work together. The University of Alberta’s Center for Entrepreneurship and Family Enterprise focuses on teaching and research and the Alberta Business Family Institute provides the outreach component. The two programs share an academic director and work together to provide value to the stakeholders. Although Kennesaw State was the foundation for the Forum Model of FBC operation and its original focus was on outreach, it has strived for

integration by providing, at one time, an academic home for the *Family Business Review*, coordination of large research studies on family business and classroom materials for family business courses (Sharma et al. 2007). While the argument is strong for the integration of FBCs with their academic homes, it is this integration that makes the assessment of FBCs particularly difficult.

Assessment of Family Business Centers

Several searches on the topic of *family business centers* produced only one article in the academic literature about assessment of family business centers. Kaplan, George, and Rimler (2000) studied member perceptions and satisfaction in twenty-one university-based family business centers. The study surveyed 333 family business member firms and twenty-one directors. Their instrument was aimed at Forum Model programs. This survey measured center members' perception of the usefulness of center programming in terms of how much value the center programs provided for educating family members and for aiding in family business decision making around major business issues and succession. The survey also examined program performance, operationalized as program quality, program satisfaction, and service quality. Most FBCs utilize some form of assessment of program quality for individual programs. Often, they include questions about the usefulness of speaker content. It stands to reason that because FBCs often operate as a university outreach function, that community perceptions of that outreach would be assessed as measures of program success. McCann et al. (2004) suggest that any assessment of FBCs must include perceptions of all key stakeholders.

The lack of existing literature on FBC assessment is, perhaps, an indication of the lack of integration of FBCs into their affiliated universities. Much of the direction of assessment of the academic endeavors of teaching and research are driven by university accrediting bodies who are urging colleges and universities to create a "real culture of assessment" where every curricular and co-curricular program is assessed to ensure outcomes and to build continuous improvement (Wehlburg 2014). This culture of assessment is also driven by organizations such as AACSB International, an external accrediting agency for schools of business. Since 2003, AACSB standards have "placed emphasis on direct measures of student learning" (Wehlburg) to assess progress on achieving Student Learning Outcome goals.

AACSB has also completed an exploratory study to investigate how AACSB-accredited schools of business assess the impact of research. This study was driven by recognition of the increasing demands for universities to measure return on research investment. University stakeholders, particularly donors, granting foundations and governments are asking for universities to measure the outcomes of research because of the large investment in it (AACSB 2012). In practice, large research-based institutions have always measured the impact of faculty research in some way. With the new AACSB standards, it is likely that all colleges and universities will have increasing pressure to measure research impact.

What this increasing culture of assessment means for FBCs is that centers will likely be asked to assess their ability to reach desired outcomes. As discussed above, it is likely that the teaching and research components of FBCs are already being evaluated, but likely as part of an evaluation of degree programs, departments or colleges in which these functions reside. It is also likely that the outreach function of FBCs is evaluated as part of the evaluation of university outreach or development. As FBCs move toward integration of these three areas, the challenge will be to create assessment programs that measure the synergy and integration of these areas and measure specific outcomes related to the FBC. As any assessment should be based on program goals, FBCs could begin by developing program goals that go beyond outreach and include goals for integration. For example, goals could include simple target numbers for FBC staff member

involvement in classroom activities or research or student participation in FBC programming. Additionally, these goals could involve quantity and impact of action research done in conjunction with the FBC or its members. Once goals for integration are developed, assessment is a matter of measuring progress toward the goal.

Future Direction of Family Business Centers

In 1998, Frishkoff outlined the key questions facing FBCs at the time. She suggested that the core question was, "Why should this college or university have a family business program"? Other key questions that should be addressed, according to Frishkoff were:

- Where is the program located within the University?
- Who are the clients?
- Who heads the program?
- What services are provided?
- How is the program funded?

DeMoss (2002) argued that the key question no longer remains unanswered. She suggested that it is clear that, for many colleges and universities, family business programming is an important element of university outreach. We agree that the core question and many of the other questions Frishkoff posed about FBCs have been answered. The question of long-term funding remains, as it likely always will. Additionally, the questions facing FBCs in the future are those about alignment, integration, and assessment.

Alignment

While the literature presents the models of FBCs as existing neatly in one of two categories, in reality, family business centers seem to operate on a continuum from pure Forum Model to entirely Holistic. Based on our interaction with most of the university-based centers in North America, we suggest that even centers that tend more toward the Holistic end of the continuum do not fully integrate the functions of teaching, research, and outreach. Centers tend to focus heavily on one area. A majority of centers operate closer to the Forum Model end of the spectrum, and many do not focus on activities not directly related to outreach. Therefore, a future direction for FBCs is to consider increasing integration across the three functions.

The literature clearly suggests that to survive, the mission of a Family Business Center needs to be closely aligned with the mission or core activities (DeMoss 2002) of the university with which it is affiliated (Sharma et. al, 2007). This means that mission and goals of the FBC must be aligned with those of the university. Although we are not aware of any examples of this practice, the FBC should be a stakeholder in strategic planning for the academic area in which it resides and for the university.

Integration

Centers should position themselves as legitimate participants in academic activities (McCann 2000). FBCs that operate purely as outreach functions of the affiliated university risk being evaluated only in terms of money raised and are likely to be undervalued by the university (McCann et al. 2004). Any center affiliated with a college or university cannot base long-term survival on an outreach-only model. Because institutions of higher learning exist to teach and conduct

research (to varying degrees), affiliated centers must be built, at least in part on this academic base (McCann 2003). McCann's plea that each FBC needs a champion still resounds. To fully integrate with the academic side of a university, that champion likely needs to come from faculty or academic affairs administration.

To do this, FBCs, particularly those with a primary outreach mission, should explore integration with the academic side of the university with which they are affiliated. For example, the Family Business Forum at the University of North Carolina Asheville recognizes that, at a teaching institution, activities should be more aligned with the curriculum. The Family Business Forum gave financial support for faculty development for the creation of a family business course. Another example is at Cornell where FBC members regularly volunteer to participate in curricular activities as guest speakers, panelists or reviewers in classrooms. FBCs at teaching-centered universities also involve students with the programming of the FBC. Many FBCs offer students of the affiliated university (and often their parents) the opportunity to attend center programs without charge. For example, Tulane Family Business Center at the Levy-Rosenblum Institute offers free memberships to family businesses who have offspring attending Tulane University. As another case in point, at Wilkes University, the Family Business Alliance launched a program that offers tuition discounts to members and sponsors, their employees, spouses, domestic partners and dependent children as a way to support the University's goal of enrollment growth.

According to McCann's (2003) argument, FBCs at research-centered institutions should integrate with and support the research activities of the university's family business scholars. Research originating in universities with strong family business research faculty (e.g., Mississippi State University, the Brigham Young University Marriott School of Business, Belk College of Business at UNC Charlotte, University of Vermont) is at the core of developing the body of knowledge about family business. FBCs in these research institutions could further support these efforts in several ways. Because family businesses tend to closely hold information about the family and the business, the FBC could facilitate researcher access to members for research studies. Also, the FBC could be involved in developing and providing funding for faculty members doing research in family business.

Another example of integration is from the University of Toledo. Filbeck (1999) described a program of faculty internships at the university. This program places faculty members in on-site internships with local family businesses for a minimum of 160 hours. This allows faculty members to experience the issues in family businesses and to incorporate that into their teaching. This idea might be especially valuable now in the family business field that is calling for increased interdisciplinarity to give experience to those faculty members with little or no business experience. It is also valuable for increasing the scope of business school curricula which is often based on large, corporate examples and cases.

For most FBCs, integration likely means increased focus on teaching and research. However, fully integrated programs cannot ignore the outreach or service function. The work of the FBC must apply to the practice of family business to serve the family business stakeholders. From a systems perspective, a fully integrated program values the input of the parts (teaching, research, outreach) to the whole and the value of the whole to the parts. To do this, FBCs must bring students, scholars, and business-owning families together in meaningful ways (McCann 2003).

Assessment

Jaffe suggested that to provide sustained benefits to members, FBCs must offer programming that creates opportunities for deep learning. According to Jaffe, deep learning or what he calls

double-loop learning happens when FBC programming goes beyond providing content through lectures to create a shift in how people see things (Jaffe 1998). Likewise, Kaplan et al. (2000) found that members had a higher perception of program usefulness in a learning workshop environment rather than a lecture format. This is consistent with work about learning in college which suggests that deep learning occurs when assumptions are challenged and when learners are asked to synthesize information to solve problems (Bain 2012). McCann (2003) proposed that one of the pressing questions is how to measure or assess this deep, value-providing learning in center members/participants. He suggests that assessment should measure financial sustainability as well.

FBCs that are successful in the future will not only move toward the Holistic end of the spectrum but will see their mission as being a long-term one. McCann et al. (2004) use the analogy of health care to describe an ideal perspective for FBCs. Using this analogy, long-term FBCs are those that are concerned with preventive medicine and wellness rather than critical or acute care. In other words, centers should focus on preparing family businesses to deal with difficult issues before they occur rather than on crisis intervention (McCann et al. 2004). In order to do this, FBCs need to build ongoing and lasting relationships with family business members. Many FBCs have long-tenured members, and this should be another key measure of FBC performance. This long-term perspective will also aid FBCs in integrating research and teaching and in bridging the gap between family businesses and academia. Academic timelines tend to be longer than those in the business world for several reasons. Research by its nature requires a long-term perspective and requires time to complete a full cycle. Likewise, student learning occurs over a period of years and in a sequence of courses.

Funding

Long-term funding for FBCs remains as central an issue as it was in 1998 (Frishkoff). Clark, Feth, Houden, and van der Vliet (2012) reported that 30 percent of FBCs in the Family Business Alliance are experiencing financial difficulty while another 11 percent report breaking even consistently. It seems evident that FBCs must look beyond annual recurring income from member dues and sponsorships (Sharma et al. 2007). Long-term sustainability will depend on funding from research grants, sponsored research and endowments. The Family Business Alliance reports only 10 percent of FBC funding comes from endowments. As FBCs move toward greater alignment with university missions and increased integration with academic functions, it should increase the centers' ability to attract research funding.

Collaborative research efforts, like the STEP project, focus the research of many different centers. STEP (Successful Transgenerational Entrepreneurship Practices) was founded in 2005 by six university partners as a way to produce research collaboration on family business research. The STEP project now has over 40 affiliate universities who are involved in this global research project. The STEP project has produced case studies and, in 2015, released the STEP Survey, a quantitative comparison of family businesses across the six continents represented by STEP (Babson). The large scale and visibility of projects such as STEP will likely attract larger, more consistent financing for research.

Future Research

Future research in the area of family business centers should focus on three areas. First, qualitative case studies could examine the issue of integration. Such studies could examine the degree to which centers are integrating teaching, research and outreach. Additionally, case studies could

highlight best practices of and outcomes from integration. Finally, case studies would be useful in determining what organizational, and structural factors might contribute to success in integrating.

Another area of future research should focus on assessment of FBCs. This work could examine how FBCs are currently assessing their outcomes. Also, existing research on how different kinds of university centers and institutes (e.g., university medical research centers, technology transfer centers) are assessed could be reviewed. Ultimately, models for assessing synergy and outcomes of fully integrated programs should be proposed.

Lastly, research could examine the level of applicability of research produced by FBCs. If family business research is to be valued for its usefulness in practice, it must be measured by metrics other than (or in addition to) standard metrics for academic research such as impact or citation usage. Researchers could suggest instruments for evaluating the level of dissemination of research findings and the application of those findings by family business practitioners.

Conclusion

The future of family business centers is promising. The family business community is a very supportive and collaborative one. Family business centers work together through their directors and the Family Business Alliance to share best practices. The small, but growing group of family business researchers collaborates at conferences like FERC (Family Enterprise Research Conference). This culture of collaboration allows new ideas to grow quickly as successes, and new knowledge is shared easily.

Outreach, education, and research all contribute to a continuous cycle of improvement and sustenance for family-owned businesses. (Sharma et al. 2007). It is likely that new funding resources for family business research will dictate research that is practical and applicable. The ideal future is that research will be providing practical answers that, in turn, will have a greater impact on students, feeding the cycle of family business education, and stimulating a change in mindset about family businesses from a public perspective and for family businesses themselves. As more and more understand that the legacy of family businesses is worth protecting, the importance of family business centers will become increasingly apparent, and the success of the family business center will become self-perpetuating.

References

- 'AACSB assurance of learning standards: An interpretation, [White Paper]' *AACSB.edu*, 2003, <http://www.aacsb.edu/~media/AACSB/Publications/white-papers/wp-assurance-of-learning-standards.ashx>.
- 'Successful transgenerational entrepreneurship practices (STEP)' *Babson.edu*, accessed October 1, 2015, <http://www.babson.edu/Academics/centers/blank-center/global-research/step/Pages/home.aspx>.
- Bain, K. (2012) *What the Best College Students Do*, Cambridge, MA: Harvard University Press.
- Bird, B., Welsch, H., Astrachan, J.H., Pistrui, D. (2002) 'Family business research: The evolution of an academic field,' *Family Business Review* 15(4): 337–350.
- Bozeman, B. and Boardman, C. (2003) *Managing the New Multipurpose, Multidiscipline University Research Center: Institutional Innovation in the Academic Community*, Washington, DC: IBM Endowment for the Business of Government.
- Clark, T., Feth, S., Houden, D., and van der Vliet, D. 'Lessons learned from the frontlines: Navigating the challenging waters where academia meets business.' Presentation at the Family Firm Institute Global Conference, Brussels, October, 2012.
- DeMoss, M. (2002) 'Developing consumer-driven services in university-based family business programs,' *Family Business Review* 15(2): 119–129.

Family Business Centers

- Filbeck, G., Skutch, D., & Dwyer, D. (1999) 'Faculty internships in family business,' *American Journal of Business* 14(12): 47–56.
- Frishkoff, P.A. (1998) 'Strategic questions for university-based family business programs,' *Family Business Review* 11(4): 355–362.
- Jaffe, D.T. (1998) 'Building communities of learning in family business programs,' *Family Business Review* 11(4): 363.
- Kaplan, T. E., George, G., and Rimler, G.W. (2000) 'University-sponsored family business programs: Program characteristics, perceived quality and member satisfaction,' *Entrepreneurship Theory and Practice* 24(3): 65–75.
- Marklein, M.B. 'College courses enlighten family businesses.' *USA Today*, Feb. 25, 2013.
- McCann, G. (2003) 'Where do we go from here? Strategic answers for university-based family business programs,' *Family Business Review* 16(2): 125–144.
- McCann, G., DeMoss, M., Dascher, P., and Barnett, S. (2003) 'Educational needs of family businesses: Perceptions of university directors,' *Family Business Review* 16(4): 283–291.
- McCann, G., Hammond, C., Keyt, A., Schrank, H., and Fujiuchi, K. (2004) 'A view from afar: Rethinking the director's role in university-based family business programs,' *Family Business Review* 17(3): 203–219.
- McCann, G., Upton, N. (2000) *Rethinking the Role of the University-Based Family Business Center*, DeLand, FL: Stetson University.
- Sharma, P., Hoy, F., Astrachan, J.H., and Koiranen, M. (2007), 'The practice-driven evolution of family business education,' *Journal of Business Research* 60: 1012–1021.
- Stahler, G.J. and Tash, W.R. (1994) 'Centers and institutes in the research university: Issues, problems and prospects,' *Journal of Higher Education* 65(5): 540–554.
- Wehlburg, C. 'Transformative assessment and student learning.' Presentation at the SACSCOC Summer Institute, New Orleans, LA, July, 2014.

This page intentionally left blank