



THE COUNCIL OF  
INDEPENDENT COLLEGES

# BUSINESS AND THE LIBERAL ARTS: INTEGRATING PROFESSIONAL AND LIBERAL EDUCATION

*Report of a Symposium on the Liberal Arts and Business, May 2007*

By David C. Paris



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The Council of Independent Colleges is an association of more than 570 independent liberal arts colleges and universities and 50 higher education affiliates and organizations that work together to strengthen college and university leadership, sustain high-quality education, and enhance private higher education's contributions to society. To fulfill this mission, CIC provides its members with skills, tools, and knowledge that address aspects of leadership, financial management and performance, academic quality, and institutional visibility. The Council is headquartered at One Dupont Circle in Washington, DC.

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# ACKNOWLEDGEMENTS

The Council of Independent Colleges is grateful to the James S. Kemper Foundation for its generous support of the “Symposium on Business and the Liberal Arts: Integrating Professional and Liberal Education” that was held in Chicago in May 2007. Not only did the Foundation provide financial support, but its president, Ryan LaHurd, participated. His remarks were a valuable component of the symposium.

The 2007 symposium was the second in a series supported by Kemper and convened by CIC out of concern that the proportion of students graduating with degrees in the liberal arts has been declining as preprofessional and technical programs have expanded and the quality of one side or the other, or both, would suffer. During the meeting, faculty members and administrators from 24 colleges and universities came together to address issues such as: How should our institutions respond to these shifts? What innovative approaches to these challenges might work best? What can or should we do to combine liberal arts and preprofessional education? Based on those discussions, this report focuses on some programmatic examples of how studies in business and the liberal arts can be successfully combined, and it highlights some of the strategies that independent liberal arts colleges and universities are employing to respond to these concerns.

The first “Symposium on the Liberal Arts and Business” in 2003 brought together ten corporate leaders and ten college and university presidents to address the connections between liberal arts education and professional leadership, particularly in business. The discussions at the meeting were summarized in the volume, *Report of a Symposium on the Liberal Arts and Business*, edited by Thomas Flynn and published by CIC in 2004. Print copies of this publication are available free of charge and may be ordered from CIC. A PDF version is available on CIC’s website at [www.cic.edu/publications/books\\_reports/index.asp](http://www.cic.edu/publications/books_reports/index.asp).

Thanks should be given to CIC Senior Advisor David Paris, who is also the Leonard C. Ferguson Professor of Government at Hamilton College, for leading the 2007 symposium and preparing this report. CIC is grateful for the encouragement and support of Douglas Viehland, executive director of the Association of Collegiate Business Schools and Programs. For their work on the program and this publication, CIC also thanks Frederik Ohles, formerly CIC senior vice president and currently president of Nebraska Wesleyan University, Thomas Hellie, former president of the Kemper Foundation and now president of Linfield College, and CIC staff members Stephen Gibson, director of projects, and Laura Wilcox, vice president for communications.

Finally, we owe special thanks to the speakers, college administrators, and faculty members who participated in this symposium and shared their work and the ideas that made the event and this publication possible.

Richard Ekman  
President  
Council of Independent Colleges  
Washington, DC

# INTRODUCTION

With the pace of economic change and global competition constantly accelerating, the educational requirements for most jobs are increasing. The market is demanding ever-higher levels of problem-solving and communication skills, as well as the capacity for teamwork and adaptability to rapidly changing conditions. It is now widely recognized that some postsecondary education is becoming the minimum standard for entry into well-paying jobs, and the proportion of the population entering postsecondary programs is increasing worldwide.

As more students elect to attend college in response to these economic pressures, the kinds of programs they wish to pursue have shifted dramatically. Nationally, the proportion of students graduating with degrees in the liberal arts has been declining as programs offering preprofessional and technical degrees have expanded. These shifts reflect student demands for programs that are “practical” or “relevant” and degrees that have some clear instrumental value. Although employers continue to emphasize the importance of a well-rounded education and broad skill development, students also want access to more specific, job-oriented educational programs.

These changes represent a challenge to the country’s approximately 600 smaller private colleges and universities that view liberal education as the foundation or core of their mission. How should our institutions respond to these shifts? What innovative approaches to these challenges might work? What can or should we do to combine liberal and preprofessional education?

The Council of Independent Colleges (CIC), which is the national service organization for the country’s small and mid-sized private colleges and universities, first addressed these challenges in 2003. With support from the James S. Kemper Foundation, CIC invited corporate leaders and college and university presidents to a “Symposium on the Liberal Arts and Business.” The two-day meeting at Elmhurst College in Illinois involved intense discussions on the relationships of liberal education to business and how colleges and universities might view their role in responding to a changing economy.

CIC believed that the next step in addressing these issues was to look at specific programs that combine a sound liberal arts education with preparation for careers in business. In the fall of 2006, again with the generous support of the Kemper Foundation, CIC’s membership was solicited for proposals for a symposium on “Business and the Liberal Arts: Integrating Professional and Liberal Education.” Two-dozen institutions were selected to participate in the symposium, which was held in Chicago, May 3–5, 2007.

This report describes the programs of the schools participating in the symposium (through panel presentations and poster sessions) and speeches by invited guests. As can be seen from the table of contents, a number of colleges provided imaginative ways of “blending” liberal arts material (“Great Books”) or concerns (attention to writing skills) into their business programs. Others achieved integration through programs and practices that went beyond the business major including, in one case, abolishing the major altogether. Several programs have developed successful ways of reaching out on and off the campus (service learning, “contracting”) or some specific thematic focus (ethics, innovation) as a means of improving preprofessional education in business and achieving the goals of the liberal arts.

This typology is far less important than the overarching theme in all the presentations of integration. There is no single “right way” or “best practice” in integrating business and the liberal arts. Moreover, most, if not all, of the programs described in this report are doing various combinations of “blending” with outreach or themes or even alternatives to or within the business major. Indeed, one could imagine grouping these programs in entirely different ways or subdividing these or other categories—for example, the different pedagogical strategies (simulations, case studies, or actual consulting) or particular uses of external resources (internships, mentor programs). Perhaps the best way to sample this variety is to use the link that each school has provided to find the particular form or combination its program takes.

Thus, any scheme describing these programs is less important than the fact that each reflects a self-conscious effort at integrating business and the liberal arts. These efforts are constantly evolving. As indicated in the final section of this book, symposium participants also heard about several programs “in the making” that were developing their own approaches to integration.

Even the most casual perusal of this report shows that the discussions were wide-ranging, reflecting a variety of programmatic responses to integrating business and the liberal arts. Perhaps most important, there was a high degree of agreement and optimism among the participants that integration can and should be achieved. The three speeches by Ryan LaHurd, Rick Stephens, and Anne Colby provide variations on this theme. Their remarks highlight the importance of experiential learning in both the liberal arts and business and the desirability of combining the two. Although all participants noted the institutional inertia and “silos” that create tensions in bringing business faculty and programs together with their liberal arts counterparts, the range and success of the programs on display at the symposium demonstrated that integration can be achieved in a wide variety of ways. Indeed, the major accrediting organizations for business schools and programs—The Association of Collegiate Business Schools and Programs and the Association to Advance Collegiate Schools of Business—are strongly supportive of the liberal arts as part of professional preparation.

CIC hopes that this volume will provide all smaller colleges and universities with ideas for integrating preprofessional and liberal education. Our hope is to encourage ongoing conversation on campuses about these issues.

David C. Paris  
Senior Advisor  
Council of Independent Colleges

## OPENING REMARKS

*On the first day of the symposium, the participants were greeted by Ryan LaHurd, president of the James S. Kemper Foundation, which provided funding for the symposium. LaHurd is a former professor of English, dean, and president of Lenoir Rhyne College and of the Near East Foundation. He discussed the Kemper Scholars Program, illustrating why integrating business and the liberal arts is so important, particularly with respect to “the value of experiential learning.”*

More than 60 years ago, James Scott Kemper, founder of the Kemper Insurance Companies—at one time one of the nation’s largest and most diverse insurance companies—set up and funded the James S. Kemper Foundation. The main mission of the organization became to support the Kemper Scholars Program, an operational effort that responded to one of Mr. Kemper’s most strongly held beliefs: that liberally-educated persons are the best candidates for organizational leadership. In a comment that would warm the heart of many a liberal arts college dean or president, Mr. Kemper stated that he did not want to hire people who had all the answers, but preferred those who knew which questions to ask and possessed the intellectual ability and the skill to seek the answers. The Kemper Scholars Program each year supports 58 students on 15 college campuses through significant scholarship assistance, mentorship, and paid summer internships.

Today the Foundation, with the same commitment, continues the Kemper Scholars Program along with a grants program whose goal is to support efforts of smaller liberal arts colleges to advance the Foundation’s mission of encouraging and helping students with education in the liberal arts and sciences to make the transition to positions of leadership in American for-profit and nonprofit organizations. It is because of our shared mission that the Kemper Foundation has supported the work of CIC in this area and particularly this symposium.

For most of my career I was a part of small liberal arts colleges: as a professor of English, an academic

dean, and a president. I have spent much time and devised various ways to argue the value and importance of an education in the liberal arts and sciences. Despite pressure to accept a contrary view, I have always held and continue to hold that the liberal arts’ true value lies within them even though they may additionally have many applications to other things. I also know from these experiences that an often contentious conflict exists on many liberal arts college campuses between the so-called pure liberal arts and studies in the professions, including and perhaps especially business.

Assuming that at least some of you have had similar experiences to mine, I would like to use my few minutes to talk about some of the things we have learned from the James S. Kemper Foundation’s long experience with the Kemper Scholars Program that might prove helpful to you as you consider the relationships between professional and liberal arts education during this conference. While there are many things I could tell you, because I do not have much time, I will briefly list five of the things and elaborate on one other. From our experience with Kemper Scholars we have learned:

- First, like anyone else, students need to understand a profession before they can imagine doing it themselves. Few students have any experience of what it means to be a leader in an organization. When they experience the role through direct observation, they can see it as a possibility for their own future. Experiential professional internships thus broaden their choices and possibilities.

- Second, on the basis of many things, probably, but certainly in part what they have experienced on campus, many students from liberal arts colleges are prejudiced against business and business people. They often have the attitude that if one is going to do something to benefit humanity he or she could not work in business where everyone is greedy and purely self-interested. To me it is disappointing that such a bias is allowed to exist on campuses which would never allow students to express biases based on sex, race, sexual orientation, or disability. This is the United States. No one will be a truly effective and contributing citizen here with this false prejudice.
- Third, even students with very high grade point averages and with genuine success in the academic environment express great excitement and satisfaction and an enhanced sense of self-confidence and motivation when they are told by their internship supervisors that they have accomplished a task with professionalism. Experiential internships can give students renewed energy for and satisfaction with their education.
- Fourth, most CEOs of organizations express an appreciation of and preference for employees with broad liberal arts backgrounds because they are curious and analytical, good at communicating and solving problems, adaptable, and ethically aware. At the same time, it is clear that these CEOs (unlike James S. Kemper) most often apparently do not transmit these values to those in their human resource departments who hire recent college graduates and who value specific technical skills over broad educational background. This is an area of discrepancy it would do all of us well to work at revealing and changing.
- Fifth, demanding that students be reflective about how their experience in internship placements relates to and draws upon their college academic work, about what they are learning about themselves and others, and about what they have yet to learn turns out to be a most valuable pedagogical and developmental technique.

Students learn to apply, analyze, and synthesize using their experience as the subject. They make astute observations about their college work.

But beyond these things and many other specific observations I could make about what we have learned from the Kemper Scholars Program's insistence on experiential education in the professional environment, I consider one other to be most valuable to your considerations in this symposium. In fact, colleges have already demonstrated the value of experiential education on campus in majors like biology, chemistry, physics, theatre, and music. No one thinks students have completed a major in these fields unless they have been in the laboratory, on stage, or in the practice room or studio having done the things which professionals working in those fields in the nonacademic world actually do. In many majors of the humanities and social sciences, however, rarely do students experience what professionals other than academic professionals do. Their experience is often limited to writing papers and making scholarly arguments akin to those in academic journals. It is difficult or impossible for these students to see the connection between their education and some future career unless they plan to be a professor.

What I have seen is this: experiential education in a professional environment is not a threat to the liberal arts but a strong argument for their value. Experiential education does not become a demonstration of a liberal arts education's incompleteness or its ivory tower uselessness. In fact, I have observed that efforts to argue abstract correspondences of usefulness between liberal arts courses or majors and professional skills are demeaning to both the liberal arts and the professions. I mean, for example, something like telling students: "English majors are educated to be good writers and many jobs require communication skills. An English major could help you get a job." What I have discovered—a revelation to me though perhaps not to others—is that experiential education in the professional environment turns out to be a testing, shaping, and proving not of the liberal arts education but of the liberally-educated person.

In the professional workplace with challenging work and a helpful mentor, students experience what they can do and cannot do (usually much more of the former), and what they know and do not know. In their reflections they come to see how much they have learned in school and, in a Socratic revelation, how much they yet need to learn. They are often surprised by the skills they actually need and use as opposed to those they had imagined they would need and use. Perhaps the best illustration I can think of occurred last September at our Kemper Scholars Conference during which scholars make public presentations on their reflections about what they learned in their internships the previous summer. One of our Kemper Scholars from Xavier University in New Orleans, a communications major who worked at a Chicago public television station, told his fellow scholars that before the experience he had thought he would most use what he had learned in his communication courses. In fact, he said, the course he used most turned out to be one in theology because it had taught him to be a critical thinker, and he had been called upon to solve many complex situations in his job.

As his comment illustrates, our Kemper Scholars come to know experientially that their liberal arts education is valuable because they themselves—the products of such an education—are valuable to their supervisors and organizations; and they can articulate exactly how their education has developed them so far. They experience the gaps in their education and make plans to fill the gaps when they get back to campus. They apply their education well beyond the tasks of the job into such areas as analyzing organizational mission, ethical behavior, and human interactions in the workplace. Based on this experience, I would argue that the most valuable integration between professional and liberal education will happen in experience rather than in the classroom.

I once overheard a college professor answering the question of parents of a prospective student about whether their son who wanted to be a history major would learn anything that would help him in a career after college. “Well,” said the professor with a grin, “he will have a lot to talk about at cocktail parties.” I am here to tell you that the students I have worked with as Kemper Scholars would offer a much more astute answer.



“I have observed that efforts to argue abstract correspondences of usefulness between liberal arts courses or majors and professional skills are demeaning to both the liberal arts and the professions . . . for example, telling students: “English majors are educated to be good writers and many jobs require communication skills. An English major could help you get a job.” What I have discovered—a revelation to me though perhaps not to others—is that experiential education in the professional environment turns out to be a testing, shaping, and proving not of the liberal arts education but of the liberally-educated person.”

—Ryan LaHurd

## PROGRAM PROFILES: “BLENDING” THE LIBERAL ARTS INTO BUSINESS PROGRAMS

*In her remarks before the closing session of the symposium Anne Colby, Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, noted that there are several ways of achieving integration between preprofessional education in business and the liberal arts. One straightforward way she called “blending” introduces elements of the traditional liberal arts into a business program or major. Almost all of the 24 programs that were presented at the symposium engaged in some “blending.” The programs below provide particularly promising ways of doing so.*

### **Birmingham-Southern College: The Great Writers and Business**

Stephen Craft, Dean of Business Programs and Elton B. Stephens Professor of Marketing

[www.bsc.edu/academics/business/index.htm](http://www.bsc.edu/academics/business/index.htm)

A liberal arts education typically involves some encounter with classic works of philosophy and literature. Whether through a prescribed “Great Books” curriculum or some form of distribution requirements, a liberal arts curriculum includes the “best that has been thought and written.”

The “introduction to business” course is a common feature of academic business programs in many institutions. At Birmingham-Southern College, Foundations of Business Thought, a prerequisite for all upper-level courses in business, has been transformed to link students’ forthcoming professional preparation in business with traditional education in the liberal arts by examining the views of classic authors on business topics.

For each area of the business curriculum, the Foundations of Business Thought course links traditional business topics to writers from across eras and genres of philosophy and social thought. For example, students

are offered a traditional introduction to investments and credit markets while reading Saint Thomas Aquinas on the practice of usury. Similarly, students examine international trade and culture while reading Christopher Columbus, technology in light of readings from Gandhi and Mark Twain, and business ethics through the writings of Plato and Aristotle.

The goal of the introductory course, Professor Craft noted, is to create the “habit of integration” in putting business endeavors in the “context of a person’s life.” Through these readings students are asked to address fundamental questions regarding the role of business entities in the culture, the value of consumption as an end unto itself, the role of entrepreneurship as a means to building community assets, the appropriate role for public policy in a “winner-take-all” economic system, and how to reconcile a career in business with an ethical and socially aware life. Not surprisingly, the course attracts many nonmajors as well.

“The goal of the business program at Birmingham-Southern is to create people better qualified to make human decisions in leadership positions in business.”  
—*Stephen Craft*



**Syllabus for the Foundations of Business Thought class at Birmingham-Southern College**

| TUES | THUR | TOPIC  |
|------|------|--|
| 2/06 |      | Syllabus   |
|      | 2/08 | Introductions and Discuss Class Format   |
| 2/13 |      | Defining Business—US Business Environment  |
|      | 2/15 | Bacon, Thoreau, DuBois   |
| 2/20 |      | Conducting Business Ethically and Responsibly (Paper I Assigned)                                     |
|      | 2/22 | Business Fundamentals: Plato, Aristotle  |
| 2/27 |      | Understanding Entrepreneurship and Business Ownership  |
|      | 3/01 | Business Fundamentals: Rand, Confucius, Smith  |
| 3/06 |      | Understanding the Global Context of Business (Paper I Due)   |
|      | 3/08 | Business Development: Columbus   |
| 3/13 |      | Exam I   |
|      | 3/15 | Exam Results   |
| 3/20 |      | SPRING BREAK   |
|      | 3/22 | SPRING BREAK   |
| 3/27 |      | Managing & Organizing the Business Enterprise  |
|      | 3/29 | Business Fundamentals: Rockefeller & Thoreau   |
| 4/03 |      | Managing Human Resources/ Motivating & Leading Employees   |
|      | 4/05 | To Be Announced  |
| 4/10 |      | Understanding Marketing Processes and Consumer Behavior Pricing, Distributing and Promoting Products |
|      | 4/12 | Marketing: Aquinas & Darwin & Veblen   |
| 4/17 |      | Principles of Accounting   |
|      | 4/19 | Accounting: Littleton & Defoe  |
| 4/24 |      | Technology: Gandhi & Twain   |
|      | 4/26 | HONORS DAY – NO CLASS  |
| 5/01 |      | Understanding Money and Banking  |
|      | 5/03 | Finance: Aquinas, Bacon  |
| 5/08 |      | Understanding Securities and Investment / Exam Prep  |

When students complete the program, Professor Craft notes, they are poised “to change the world for the better.” With this liberal arts emphasis, the business program at Birmingham-Southern is positioned to create leaders who aim to “transform an unexamined life of bottom-line-driven money-taking into the comparatively richer experience of an examined life with full appreciation for each individual’s role as a participant and driver of markets.” Although, he notes, “You don’t have to be liberally educated to be rich,” the goal of the program is to create “people better qualified to make human decisions in leadership positions” in business.

**Dominican University: Liberal Arts and Sciences Seminars**

Daniel Condon, Professor of Economics

[http://domin.dom.edu/depts/RCAS/LAS\\_seminars/index.htm](http://domin.dom.edu/depts/RCAS/LAS_seminars/index.htm)

Dominican University provides a model of “blending” liberal arts and business through common courses that is similar to Birmingham-Southern College. All students at Dominican University, including business majors, are required to enroll, according to their class standing, in a Liberal Arts and Sciences (LA&S) seminar. There is a specific theme for each class level:

- Freshman Seminar: Dimensions of the Self
- Sophomore Seminar: Diversity, Culture, and Community
- Junior Seminar: Technology, Work, and Leisure
- Senior Seminar: Virtues and Values

Each of these themes in turn has specific questions around which the seminar is organized. For example, the questions for the junior seminar include: What is work? What is leisure? What is technology? What is the place of work and leisure in the life of the individual in society? What impact does technology have on work and leisure?

These seminars have at least one or two common texts and assignments around a specific theme. Limited to 18 students, the LA&S seminars are taught by instructors from various disciplines, who provide other materials and represent alternative approaches to these general topics. The emphasis for all students, from whatever major, is on developing critical skills, integrating knowledge from several courses, and reflecting on fundamental intellectual, moral, and spiritual questions.

At the symposium Professor Condon described his own junior seminar, which had five business majors and a range of other students. The seminar used the shared texts of *The Tempest* and the encyclical *On Human Work* by Pope John Paul II as well as texts he chose, including several novels, *The Worldly Philosophers* and *The Man in the Grey Flannel Suit*. Professor Condon was particularly interested in having students answer the question, “Why do you work?” and explore the impact of technology and the relationship of “making a living” and “making a life.”

One key to the integrative aspect of the LA&S seminars is the Common Assignment, completion of which is required of all students in all seminars each year. Students turn in two copies of the essay written in response to the assignment. One copy is graded by the individual instructor and incorporated in the student’s final grade. The other copy is reviewed by a committee of seminar instructors from all levels. The committee assesses how much and what kind of progress toward meeting the goals of the LA&S students appear to be making as they move through the seminar sequence. This in turn helps the seminar faculty adjust the seminars to make them more effective.

The LA&S seminars provide a wonderful opportunity for having conversations among students, whatever their major, and for faculty

members who work together in agreeing on common texts and assignments. As Professor Condon noted, students end up talking “to each other continually about why we do this, why we do that...it enhances all of our majors.” For faculty, “It certainly gives you a very different perspective. I bring back some of my seminar to my business classes,” and his nonbusiness colleagues do likewise.

### **Franklin Pierce University: Bringing Business into the Liberal Arts**

Kelly Kilcrease, Associate Professor of Management and Chair, Business Administration Division

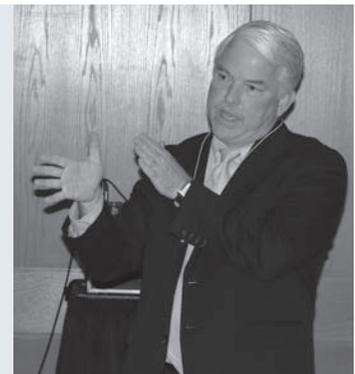
[www.fpc.edu/pages/academics/business/index.htm](http://www.fpc.edu/pages/academics/business/index.htm)

Franklin Pierce University has achieved “blending” business and the liberal arts through two different elements. The first is having a business course within the college core curriculum. The Challenge of Business in Society aims to better prepare all students, regardless of major, for participation in the work world. The second is a co-curricular activity in which students from all majors participate in a national program, Students In Free Enterprise (SIFE). SIFE allows students who specialize in various areas of study to apply what they learn in any organizational setting.

The required, sophomore-level core course, The Challenge of Business in Society, has three units. The first is business and the individual. It introduces the key concepts of business and management—work

“At Dominican University, the emphasis in the Liberal Arts and Sciences seminar for all students, from whatever major, is on developing critical skills, integrating knowledge from several courses, and reflecting on fundamental intellectual, moral, and spiritual questions.”

—Daniel Condon



productivity, hiring, effective decision-making, leadership skills, ethical decision-making, employing innovation, and creating a learning environment within the organizational setting. The second unit, business and the nation, shows students how economic factors will affect their organizations and their careers. Specific areas of study include supply and demand, the role of inflation in terms of purchasing power, the relationship of unemployment and price setting, determining price elasticity, measuring gross domestic product, and how productivity affects product availability. The final unit is business and the world, and it addresses the issue of globalization and its national and international effects on the organizational environment. Students examine both the positive and negative aspects of globalization, the factors and products that play the largest role in globalization, and how technology and communication define globalization.

In all units students are reminded that in their careers they will work for an organization (profit or nonprofit) and that they need to be prepared to manage and deal with business elements that will affect them. In terms of a typical class session a variety of case studies from different organizations are used. This allows students to consider different forms of businesses (such as a large manufacturing firm, an art gallery, a law firm, or a college) and how each requires managerial decision-making. Through class discussions students see how various academic disciplines prepare them for their careers in an organizational setting (such as psychology majors and workforce motivation or fine arts and creativity).

By the end of the course, students are preparing a term paper that allows them to take a topic from the course and apply it to their major or potential career. Many of these projects are interdisciplinary, such as how the biological system of an animal is similar to an organizational system or running a business and running a political campaign for example. Although

required core courses are often not well received by students, Professor Kilcrease noted that 83 percent of students strongly agree that the content of the course was a valuable experience and 91 percent strongly agreed that the course helped them to think for themselves.

The second element of Franklin Pierce's approach to integration is the SIFE program. SIFE is one of the largest university-based organizations, active in more than 1,800 campuses in 42 countries around the world. Working together as a team and through the mentoring of a faculty advisor, SIFE students apply their classroom experiences to develop and implement educational outreach programs that teach individuals in their communities the principles of market economics, entrepreneurship, personal financial success skills, and business ethics. SIFE members come from all majors at Franklin Pierce and complete a variety of projects together.

Over the past seven years, Franklin Pierce University's SIFE team has completed projects such as educating 4th graders about the exchange rates, helping those in financial need to become more self sufficient, creating marketing plans for small to mid-sized firms, creating business plans for individuals in developing nations, and providing speakers on campus who discuss topics such as global warming and business ethics. Students track the impact their projects have on society and then present these results in a formal presentation at a regional competition. If the institution scores at a certain level its team advances on to a national competition against other regional winners. Franklin Pierce University has won its region three times and has been competitive at national events. The SIFE teams that do consistently well are those teams that have a good mix of business majors and liberal arts majors, a sign that business and the liberal arts are well integrated at Franklin Pierce University.

## Mars Hill College: “Commons” Courses

Paul Smith, Associate Professor of Business Administration and Chair, Department of Business Administration

[www.mhc.edu/business/index.asp](http://www.mhc.edu/business/index.asp)

Mars Hill College is an academic community rooted in the Christian faith. Because of its commitment to character development, to service, and to responsible citizenship, the college’s Liberal Arts in Action (LAA) curriculum emphasizes common requirements for business and nonbusiness students alike.

There are six “Commons” courses taken by all students. These include:

- Challenges (a freshmen orientation course)
- Character (what constitutes a “good person”)
- Civic Life (what constitutes a healthy society)
- Critique: Faith and Reason (balancing tensions between personal belief and empirical data, religion, and science)
- Creativity (accessing sources of innovation within oneself and others)
- Capstone Experience (a concluding experience that is either within the student’s major or as a course option suitable for all students)

These Commons courses are complemented by “Connector” courses that provide an opportunity for students to connect their work to areas of interest including American diversity, arts, college composition, foreign language, health and wellness, literature, mathematics, natural science, and social/behavioral science. There are a variety of course options within each of these Connector categories, and these rotate from semester to semester. Since all students encounter faculty and subjects from nearly all college departments during the Commons and Connector courses, some students who decide to become business majors complement their business degree with a minor in other areas, including history, music, or Spanish. Similarly, Commons courses offered

within the Business Administration curriculum, such as Group Dynamics, Leadership, Communication, and Information Technology attract students majoring in other departments. A broad range of students gravitate to these courses due to their perceived practical value and their being “user friendly” to nonbusiness students.

Despite these connections, Professor Smith noted, the business faculty believes that more can be done to integrate business and the liberal arts and better pursue the college’s distinctive mission. In January 2007, he initiated a conversation among business faculty members concerning establishing entrepreneurship and sustainability as themes that could be threaded through nearly all courses within the business curriculum. The intent would be to highlight the importance of innovation in business/organizational designs and help students become responsive to sustainability issues and the value of natural ecology. Also, students would learn the costs of indifference to these issues and become informed about the benefits of seeing business opportunities, including alternative energy, which will surface in the future. The current structure of the Mars Hill curriculum provides a great deal of integration, and this new thematic focus will do so as well.

## Shenandoah University: An Individualized Bachelor’s in Business Administration (iBBA)

John Winn, Associate Professor of Business Law

[www.su.edu/bsb/academic\\_programs.asp](http://www.su.edu/bsb/academic_programs.asp)

The examples of “blending” liberal arts and business already mentioned involve specific curricular requirements. The Individualized Bachelor’s in Business Administration (iBBA) program at the Harry F. Byrd, Jr. School of Business at Shenandoah University goes in the opposite direction. As an undergraduate degree program in business administration, it provides a broad-based study in the liberal arts through an individualized and carefully tailored program of study within AACSB accreditation standards.

The major is self-designed, an individualized program of up to 27 semester hours, with a variety of ways of fulfilling requirements, that provides the student the flexibility needed to pursue career and life goals. Each student is paired with a designated “mentor” from his or her discipline who ensures students are counseled at least twice per semester on developing and maintaining a specific program of study. Students in the iBBA program may structure their own series of courses corresponding with their interests, goals, strengths, and career aspirations.

In developing the iBBA program, Professor Winn noted, faculty members and administrators felt strongly that future business leaders must engage in a broad-based study in the liberal arts. Although the iBBA typically involves the standard business fields of accounting, finance, and the like, the individualization and careful mentoring in the iBBA ensures that students will consider the connection of their coursework in business to the larger concerns of the liberal arts. Other courses are selected with this in mind. The iBBA thus takes into consideration that hundreds of job titles may fall under the “business” heading yet may actually be in fields as diverse as biological and life sciences, criminal justice, English language and literature, history, political science and government, psychology, and sociology.

The iBBA takes other aspects of the liberal arts into consideration as well. Regardless of discipline, all graduates will have experienced an academic preparation strongly linked with communications skills and ethical decision making. In addition, each student is strongly encouraged to participate in one or more study-abroad experiences. Experiential learning abroad may be for academic credit or be part of Shenandoah University’s remarkable (and cost-free) Global Citizenship Program which takes place during spring and fall breaks. Although study abroad has historically been most often associated with liberal arts degree programs, it aligns perfectly with the Byrd School’s mission to encompass “leadership with a global perspective.” Although iBBA is one of Shenandoah’s newest degree programs, Professor Winn reported that it has been very well received by students and faculty members alike.

## Thomas College: E-Portfolio Model and Internship Program

James Libby, Associate Professor of Business Administration

[www.thomas.edu/career/e-portfolio.asp](http://www.thomas.edu/career/e-portfolio.asp)

A number of programs presented at the symposium approached integration of business and the liberal arts through an emphasis on skills common to both. Thomas College approaches “blending” of business and the liberal arts through core competencies demonstrated in an E-Portfolio. In 2004, Thomas College adopted a set of “Core Competencies” in four areas for all graduates:

- Communications
- Leadership and service
- Critical thinking, analytical reasoning, and problem-solving
- Community and interpersonal relationships

The college’s two divisions, Arts and Sciences and Business Administration, began the task of aligning courses with the Core Competencies and developing assessment mechanisms that reflected learning outcomes. The establishment of the Core Competencies and their alignment with assessment at the college raised a further question, “How could the model cause a student to reflect on the value of a liberal education?” The answer, Professor Libby reported, was to create a learning environment where common outcomes, demonstrated in E-Portfolios, were shared by all disciplines.

All students at Thomas are immediately introduced to the concept of, and required to create, an E-Portfolio. The early stages of an E-Portfolio can be described as a “rough-draft” collection of artifacts representing various academic and professional accomplishments. During the senior year, students prepare their draft for evaluation against a rubric created to rate and refine E-Portfolio contents. A committee of faculty members and administrators form an evaluation team that judges the final product and explores ways to improve the process.

One of the key elements in many student portfolios is internship work. The Internship Program, open to all majors at the College, emphasizes defined learning objectives that link the Core Competencies, work in the major, and practical application in the field. Thus the Core Competencies reach across all disciplines and encourage students to view all their course work—both in the major and liberal arts—in a broader context. This model encourages students to integrate the theoretical and the practical aspects of their undergraduate education, to apply those skills in a real-world experience, and to document and reflect upon their learning in E-Portfolios.

The combination of well-defined liberal arts competencies and assessment through E-Portfolios, including internships, Professor Libby noted, provides all students—business and nonbusiness majors alike—with visible and self-conscious integration of liberal arts and preprofessional education.

### **Ursinus College: Business as Part of a Liberal Arts Major with an Emphasis on Writing**

Andrew Economopoulos, Professor of Business and Economics

<http://academic.ursinus.edu/be>

Ursinus College unites business and economics in a single department with an emphasis on fundamental liberal arts skills, particularly writing. The eight faculty members in the program include five economists and three business faculty members. The aim of the program, according to Professor Economopoulos, is that students will “enter the program thinking they will be business majors but leave thinking like economists. And they do.”

The course offerings in the “BE” major are a blend of courses in business such as Introduction to Management with those found in any economics department such as Principles of Macroeconomics. Students also take three electives drawn from departmental offerings. However, the success of this combination depends upon the “research orientation”

of the department in which students are constantly writing and presenting their research.

The writing component is integral to the curriculum. There are 16 different points of writing embedded in different courses. The department has identified the key elements of writing that each student must engage and the core courses that will cover them. The elements are:

- Descriptive/reporting essay
- Independent formulation of a research question and a thesis statement
- Persuasive argumentation on an assigned topic
- Persuasive argumentation and how to deal with opposing views on independent research
- Synthesizing several sources
- Cogent and concise writing
- Critical analysis—pointing out strengths and weaknesses of arguments and author’s works
- Presenting statistical, financial, and econometric information, including creating and describing charts and tables
- Using MPA or APA form or Chicago style
- Formatting papers using available technology
- Proper paper structure in terms of organization and use of headings
- Good mechanics and proper grammar
- Writing to the audience
- Poster-making capabilities
- Requiring multiple drafts of some papers
- Requiring paper parts to be completed in stages

Students’ writing develops in complexity as they progress through the requirements, from simple short papers/reports to more theoretical and empirical papers.

The culmination of these efforts occurs through an independent learning experience and a research-based capstone course. All students must complete an independent learning experience that can be fulfilled

by doing independent study, an internship, or study abroad. Each student must also take a capstone course that poses and answers a research question. Students then create a poster or give a formal presentation of their research at the Ursinus Undergraduate Business and Economic Research Conference or the Ursinus Student Achievement Day. At the regional research conferences where they present their work, Professor Economopoulos observed that the best Ursinus students end up “comparing their education to others, usually favorably.”

According to Professor Economopoulos, students in the BE major realize that “We are not divided . . . we all participate from different disciplines” but are united through writing as well the public presentation of research.

### **Southwestern University: A Liberal Arts Model**

Mary Grace Neville, Assistant Professor of Economics and Business

[www.southwestern.edu/laab](http://www.southwestern.edu/laab)

Southwestern University has a premier liberal arts-oriented business program and faculty with unusually wide-ranging skill sets and experiences. It has structured its business program with an intentional focus on the liberal arts rather than a “trade school” approach. The emphasis, Professor Neville reported, is on liberal arts skills such as analytical reasoning, understanding of human nature and society, and versatility, and the curriculum integrates many offerings from the liberal arts. The program is highly regarded, and Southwestern has sought to take the lead in working with other institutions in integrating business and the liberal arts.



The Business Program resides in the department of economics and business. The department offers majors in economics, accounting, and business. Students choosing to major or minor in business elect to work towards a Bachelor of Arts degree like other Southwestern students, including fulfilling common general education requirements. Business majors are required to integrate a range of topics at many levels of their business curriculum, including issues related to psychology, sociology, math (calculus and statistics), science, philosophy (including ethics), and others. This liberal arts approach to business builds students’ ability to learn, think critically about business, analyze environments, and communicate in the language of organizations.

The two-course Foundations of Business sequence features in-depth incorporation of applied ethics, team effectiveness, critical analysis and research, and focuses on refining written, oral, and web-based communication and skills in the process. The first semester integrates accounting and economics with basic business concepts, exercises, and class discussion and links these concepts to students’ own business and organizational experiences. In the second semester, students continue to enhance their skills and extend these concepts in research projects and synthesis of others’ ideas.

In 2006, Southwestern hosted a Liberal Arts and Business Summit, “To explore further what business education in liberal arts institutions could and should look like.” The summit proceedings may be found on the Southwestern website at [www.southwestern.edu/laab](http://www.southwestern.edu/laab).

“The emphasis of Southwestern’s liberal arts-oriented business program is on liberal arts skills such as analytical reasoning, understanding of human nature and society, and versatility, and the curriculum integrates many offerings from the liberal arts.”

—Mary Grace Neville

## PROGRAM PROFILES: PREPARATION FOR BUSINESS BEYOND THE BUSINESS MAJOR

*Several programs at the symposium provided examples of how students could get sound preparation for business careers without majoring in business or a related subject. Many of the participants were impressed by the creativity of these efforts and their ability to break down the institutional barriers that separate the liberal arts and business.*

### **Hanover College: “Camp 3”—Abolishing the Business Major (and Living to Tell the Story)**

Robyne Hart, Director, Center for Business Preparation  
<http://cbp.hanover.edu>

Like many faculty members teaching business courses at a liberal arts college, Professor Hart felt torn between two camps. On the one hand, encouraging students to pursue the “pure liberal arts” seemed to ignore their legitimate desire for professional preparation. On the other hand, the business major at a liberal arts college became a default major and also led to competition and antagonism between liberal arts and business faculty members.

Several years ago, as part of a curricular review at Hanover College, Professor Hart decided to create what she calls “Camp 3.” She and her colleagues abolished the business major in favor of creating a program through the Center for Business Preparation (CBP). Not only have she and her colleagues lived to tell the tale, the program has thrived with the support and endorsement of colleagues across the college,

alumni, and business and community leaders.

The first step in this process, Professor Hart told the symposium, was the decision by the Hanover faculty to “recommit to the liberal arts.” All students would graduate from Hanover with a liberal arts major. Majors such as business and education were eliminated. At the same time, critically, the college agreed to maintain positions addressing these preprofessional subjects and offerings.

Although this decision was initially met with a “gasp from alumni,” Professor Hart reported it turned out to be liberating. Instead of focusing on the usual issues of curricular structure and course content, she and her colleagues were free to explore which activities and experiences, including coursework, would best prepare liberal arts students to be competitive and productive as they entered the workforce.

To answer this question, Professor Hart and her colleagues conducted focus groups with students and colleagues, and community and business leaders. They also did “R&D”—“rob and duplicate”—examinations of other programs. Finally, they created an Alumni Leadership Council that has come to play a major role in developing and administering the program.

After grandfathering the existing major for three years, Professor Hart and her colleagues started an admissions-only (students apply for the program during their sophomore year at



“The Center for Business Preparation certificate program answers the ‘return on investment’ question often asked by parents of students at liberal arts colleges by demonstrating that liberal arts and preprofessional education can be combined to the advantage of both.”

—*Robyne Hart*

Hanover) certificate program: the Center for Business Preparation. As a testament to the success of the program, the class of 2010 was the last class eligible to declare business as a major. From the admissions process through the completion of the required senior project, the program emphasizes experiential and project-based learning and contact with individuals outside the college.

Admissions applications are read by four people: two faculty members not in the CBP and two members of the Alumni Leadership Council. As part of the admissions process, students must also participate in an exercise in which they are required to work (while being observed) in teams on a business dilemma. They then must present their reaction to the problem to a panel and be questioned about their views. Thus the admissions process not only gives the students a feel for the kind of work they will be doing, it helps build support from faculty and alumni.

Once admitted—so far the program has been able to take almost all those who have applied—students' specific course requirements in business-related courses are relatively modest, about the equivalent of a minor. In each course there must be five “touches”—five business-related contacts involving individuals not in the program, either through in-class activities or projects or internships. Workshops on certain business skills, especially in conjunction with the college's Career Center, are required, as is the development of an E-Portfolio of a student's work and activities. There is an annual Leadership Series comprised of lectures that expose students to issues and individuals in business. Finally, each student is required, as part of the capstone course, to work on a consulting project with a business or nonprofit organization on a specific, real-world problem.

The results of these changes have been extremely gratifying. The program has grown from 19 to 97 students in three years. The Hanover faculty and alumni are strongly supportive of the program, and, most important, student feedback has been very positive. As Professor Hart noted, the program also answers the “return on investment” question often

asked by parents of students at liberal arts colleges by demonstrating that liberal arts and preprofessional education can be combined to the advantage of both.

### **Ripon College: “Collaboration, not Conflict” —Building a Business Program through the Liberal Arts**

Mary Avery, Associate Professor of Business  
Administration

[www.ripon.edu/academics/businessadm/index.html](http://www.ripon.edu/academics/businessadm/index.html)

Professor Avery introduced Ripon's program as a story of “collaboration, not conflict” that illustrates the value of integrating business and the liberal arts without necessarily having a regular department. She began teaching as an adjunct while running her own consulting business at Ripon. After a couple of years of occasional teaching, she went to full time. Despite the fact that her dean had told her that there would “never be a full-time director of the business program again, ever,” she gradually convinced the faculty, one person at a time, that a commitment to a business program made sense. A liberal education, she argued, gives students the problem-solving, critical thinking, and reasoning skills necessary for the fast-paced, ever-changing contemporary world of business.

As program coordinator, Professor Avery now oversees an interdisciplinary business major—there is no separate department—and the major has grown rapidly under her guidance. The business major continues to have economics at its core, but required and elective courses come from various disciplines including communication, psychology, philosophy, sociology, and mathematics. Business administration majors' transcripts are populated with more “nonbusiness” classes than those with a business studies label. The entire faculty works together to relate their own disciplines to the global business world. As Professor Avery clarified, business administration is not a “necessary evil” at Ripon, but rather a true expression of the liberal education.

The program has several tracks, including an individualized track that draws almost exclusively from nonbusiness courses. Courses in the self-designed track can “literally be selected from anywhere in the curriculum.” Students construct such a program only after substantial advising, but it leads to some interesting combinations.

Coming from the private sector, Professor Avery reflected, brought “good news and bad news.” The dean’s previous, now defunct, prohibition had arisen because of antagonism between faculty members “choosing up sides” between business and the liberal arts. The approach she adopted is, “What can we do for each other?” The result has been considerable integration. She cited a philosopher developing the business ethics course, a psychologist teaching organizational behavior and human resources, among other examples, and students routinely have advisors who are not business faculty. She provided a number of other examples where the previous gaps between business and the liberal arts are now being bridged. Most important, students feel very strongly that they are both business and liberal arts students whose work has significant connections to the real world.

### **University of Evansville: “iBASE”—A Certificate without a Major**

Ray Lutgring, Associate Professor, Department of Chemistry and Director, Honors Program

<http://ibase.evansville.edu>

The University of Evansville has developed a certificate program that combines a strong liberal arts education with preparation for careers in business or organizational leadership. The Integrating Business with Arts and Sciences Education (iBASE) program was developed by a team of faculty members from the School of Business Administration and the College of Arts and Sciences and was supported by a grant from the James S. Kemper Foundation.

The iBASE program combines course work and practical work experience. The certificate requires nine credit hours of course work which introduces the three building blocks of business training: accounting, marketing, and management. A required internship gives students exposure to the inner workings of the operation and management of an actual business, educational, or service organization. Students also participate in a course that focuses on professional advancement and career exploration and includes resume preparation, job interviewing, and other professional development exercises. Additionally, students are encouraged to attend seminars sponsored by the School of Business Administration which allow for opportunities to interact with leading experts in a variety of fields.

The faculty at University of Evansville, Professor Lutgring stated, consciously designed the iBASE program to offer nonbusiness students an opportunity to earn a certificate in business fundamentals and experience and to provide marketing, management, and finance skills that are essential for many careers. The program supplements study in a traditional arts and sciences discipline with hands-on business experiences that improve students’ marketability and potential for career success.

Overall, the iBASE program has had a number of benefits: development of business skills that enhance students’ valuable liberal arts skills in the workplace; exposure to marketing, fundraising, and assessment fundamentals; opportunity for professional development experiences; creation of mentoring relationships with successful business and organizational leaders with liberal arts backgrounds; and work experience that integrates the student’s primary discipline with business and leadership applications. As one of the few nonbusiness faculty members attending the symposium, Professor Lutgring noted that this program had the additional benefit of bringing together his colleagues in the liberal arts and sciences with their business counterparts in the design and implementation of the program—to the common benefit of their students.

## REMARKS: KEYNOTE ADDRESS BY RICK STEPHENS

*Rick Stephens, vice president for human resources of the Boeing Corporation, gave the keynote address at the opening dinner of the symposium. Stephens, a member of the Secretary of Education Spellings' Commission on the Future of Higher Education, offered a view from the business community about the state of education and the economy and what needs to be done for the United States to remain competitive in the rapidly changing global economy. What follows are excerpts from his remarks beginning with his view of the shifting skills demanded by the new economy and how education has not responded accordingly.*

Think about the jobs that we have today and the jobs that our parents had, particularly if they were in an industrial job. There were a few who had technical talent, but most had the hands-on capability and capacity to build things, whether in a mill or in a factory. Most had a high school education, then went off to a job, and picked up the necessary skills to be successful. The job market was a kind of pyramid, with many high school graduates and a few college graduates.

Now if you think about the job market as that pyramid, as a triangle, what has happened to that triangle? The lower elements of that triangle on the left- and right-hand side got lopped off through outsourcing. Businesspeople started taking jobs overseas, because they found the capacity to do that efficiently. And what did we do in our high schools? We removed vocational and technical education. This is a problem for businesses such as the Boeing Company, which needs high school graduates with vocational and technical skills. I would contend those skills are still needed today in the service industry that will never be outsourced in America. We still need people to fix computers and cars. We still need medical technicians. The health care and other industries are all hands-on.

We have another challenge. In this diamond that I've described—the triangle with the sides lopped off—the top is now going to increase in size. That creates a tremendous need for everyone to go to college so that America can remain competitive. We're going to need lots of knowledge workers with technical

competencies, skills, and the capability to innovate and create value in the world.

So what are we doing to prepare students to meet these challenges? Today, how much real practical application do our youngsters in the urban environment—particularly at the high school level—receive in terms of being able to apply what they're learning in the classroom? Not an awful lot. And as we all know about the learning process: if we don't apply it, we're not going to learn it. That's why we find that SAT scores are going up but the number of high school dropouts also continues to rise.

The challenge we face is that we've got a lot of brilliant kids coming out of college, but they are not really good at solving problems. And so it's not unusual for a bright young engineer to come in with a 4.0 out of college saying, "I'm ready to go to work, put me to work."

"Okay, great, sit down and design this for me."

"Where's the computer program?"

"No, no, no, no, I want you to design it. This is something new that no one has created yet. There's no computer program. Go establish the requirements, go talk to customers, go work that out, come back, pull the engineers—design this box please." That's what we're looking for.

But without practical, problem-solving experiences through life, it's no wonder a lot of our youngsters struggle in application of the things that we want in industry, which is about solving problems and creating value.

*Stephens also suggested that preparation for the new economy is not the only, or even most important, goal of education. There are broader skill sets that are needed for economic life and life generally.*

Because I come from the Boeing Company, most people think what I want are engineers. Actually, first and foremost, we've got to create citizens. If I get the right citizens, I know I'll get good engineers. Also I need more than engineers. I need people in the sales force, people who understand finance, people in human resources. They all must have the skill sets necessary to be successful as citizens and as productive contributors to the economy.

So I contend that there are five fundamental capabilities we want our citizens to have when they come out of school:

First and foremost, we want them to be economically self-sufficient—they need to be able to take care of themselves economically and not be a burden on society. How they choose to do that is up to them.

Second, I believe that democracy can only be successful when citizens are engaged. People need to participate in governance and be able to work and interact together. Many of our students do not do this today.

Third, they need be able to communicate and interact well with others, both in oral and written communication. It is critically important for individuals to be able to express themselves, to carry on a dialogue, and to exchange views.

Fourth, citizens must recognize that this is a competitive global marketplace and they've got to understand that life-long learning is a necessity. There's always something new coming out—new information, new data to learn, unlearn, and relearn.

And finally, our citizens must recognize that what has happened in the past may be interesting, but they must focus on and think about the future.

Certainly, in the airplane industry, we want people with some technical competencies. We need people who understand composites, to make sure planes don't crash. But to make that technical capacity a reality we also need these five social skills and capacities.

Beyond these capacities and understandings that all citizens need, there's another subset of skills involving critical thinking that is vitally important. People need to be able to define problems. We need people to be able to take a problem, crystallize it, understand it, write it down, define it. Then we need to gather relevant data—the internet is replete with data—and to do some inductive and deductive reasoning with it. What's the data telling us about the problem in such a way that I can go to the next step?

Then you must be able to ask some hard questions and have people ask hard questions of you, to really understand and help you jell and synthesize some of the potential solutions and data around this particular problem. Finally, you need to be able to develop core solutions and you must be able to “sell” this to both those people who are going to work on the problem and those who are going to produce it—those who will be the “customers” as you implement it.

Now, if you think back to the five characteristics that I talked about, if you have people coming out of the educational system who are economically self-sufficient, engaged, good communicators, life-long learners, and future-oriented, then you can begin to develop this problem-solving capability and capacity. This is what the future demands and it presents opportunities for those of us involved in education.

To me that's what a liberal arts education is all about. It provides the fundamental foundation and skills necessary for everyone to be successful in society.

This demands a dramatic change in terms of what's going on in education at all levels. Many of the educational institutions at the symposium here are doing exactly that. You're beginning to look at the things you can do to create an environment where students begin to see some of the applied work they will do, developing the social skills, the social

“Because I come from the Boeing company, most people think what I want are engineers. Actually, first and foremost, we’ve got to create citizens. If I get the right citizens, I know I’ll get good engineers.”

—Rick Stephens



interaction, and the capacity for problem solving and practical application.

Again, that’s what we’re looking for when they come into business. We’re really looking for those who have technical competencies, but also social and problem-solving skills. And so as you think about educational institutions, the more you can do to have students interacting with the real world in the academic environment, then the better prepared they’re going to be for society.

Being prepared is about capability and capacity to be citizens, capability and capacity to develop relationships, and capability and capacity to solve problems to create value. It’s not what we’re used to, but that’s what the future requires.

*Stephens then suggested the need for greater interaction and clearer communication among all the stakeholders in society, but particularly among those in government, business, and education.*

Who are all the stakeholders involved here? It’s the government, business, and educational institutions.

But I’ll also tell you the three of us don’t understand each other worth a darn. We use a completely different language. I would suggest in all the interactions that you have with business people that you have a dialogue back and forth where you ask questions: “What did you mean by what you said on that?” Ask, because a lot of the interaction between business and institutions of higher learning are now: “Just tell us what you need and we’ll deliver it.” That is not sufficient; we need better mechanisms for interacting and dialogue.

Some of the best programs around, like the ones we’ve talked about at this meeting and others abroad, tend to be the collaborative ones, where businesses actually engage with the institutions in having this discussion. For example, I spent time over in the United Arab Emirates working with the Higher Colleges of Technology. They established a relationship between a college they created and businesses, and the businesses actually have labs in the colleges. They have 18 campuses, and the Higher Colleges of Technology are now larger than the University of Abu Dhabi. As they forged that relationship, they have come to understand that there’s a need for educational institutions to interact with business.

In forging these relationships, other countries are preparing their people to be competitive globally. Margaret Spellings was in India six months ago, and someone asked her “So, Madam Secretary, what do you think some of the challenges are with American education?” She said, “Well, I have a 13-year-old son. He has a TV, he has a computer, he has a cell phone, life’s pretty nice.” Those of you who have been to India or China have seen that people there are hungry for knowledge and skills. They’re going to work their tailbones off, and they’re going to pass us unless we do something differently.

We need to create a culture and an environment where our students see the opportunity and the need to be productive problem-solvers in all aspects of life. We need to pull our stakeholders together around a set of common values for the knowledge, capabilities,

and skills of our citizens. Given those, we then must ask, “What are the responsibilities, accountabilities, authorities, and the inner relationships among us?” We need a plan that spells out “Here’s how we march forward together with the resources necessary to succeed.”

Now, this is easier said than done. Again, it sets different expectations, different alignments, different awards, but I contend it’s the way to go forward. All the stakeholders need to work with their own organizations and the other stakeholders to do this.

As a business partner, the Boeing Company will be happy to help and participate in any way we can. It’s about our self-interest as a business, and it’s about our self-interest as a nation as well.



Participants at the symposium discussed issues such as: How should our institutions respond to these shifts? What innovative approaches to these challenges might work best? What can or should we do to combine liberal arts and preprofessional education?

## PROGRAM PROFILES: “OUTREACH” WITHIN AND BEYOND THE CAMPUS

*Rick Stephens’ discussion of bringing stakeholders together around common values suggests the importance of business programs reaching out both on the campus and beyond. All of the participants at the symposium had elements in their programs that involved reaching out to colleagues on campus and communities beyond the campus. The following programs provide some thought-provoking illustrations of outreach.*

### **University of Puget Sound: Recruiting Students and Building Ties to the Business Community—The Business Leadership Program**

Jim McCullough, George Frederick Jewett Professor of Business and Leadership and Director, School of Business Leadership

[www.ups.edu/x9635.xml](http://www.ups.edu/x9635.xml)

One of the “lessons” that participants in the symposium agreed upon was that many local factors—the institution’s particular history or the attitudes of specific faculty members and administrators—affected how, and how well, integrating business and the liberal arts could be achieved. This is especially true with respect to issues of outreach, of how business programs can work with various groups.

At the University of Puget Sound, the shift in the institution’s mission suggested certain possibilities for outreach. Although business courses and programs often expand into separate departments, majors, and even schools, the story at Puget Sound, Professor McCullough told symposium participants, involves “going the other way.” For the last 20 years, the University of Puget Sound has sought to become a school recognized for undergraduate education in the liberal arts. It eliminated its law school and satellite operations, as well as preprofessional graduate degrees such as the MBA.

The result for the business school has been a refocusing of its efforts on “innovative business education that prepares undergraduates for success as leaders in a complex and dynamic global

environment.” In addition to teaching the usual complement of business courses in three majors the 11 business faculty (down from a high of 26) have been recruited with this mission in mind and from beyond the usual business categories, including PhDs in liberal arts disciplines. As a result, Professor McCullough has observed that faculty members are constantly “looking outside the school for opportunities for integration.” There are shared majors (with music and computer science) and a number of overlapping minors, as well as general education courses specifically designed to support business students. Business faculty members also teach new “Connections”: general education courses that link with other departments (such as arts and entrepreneurship, business, and African-America history) to fulfill general education requirements.

Perhaps the most innovative form of outreach in the program, what Professor McCullough called its “flagship,” is the Business Leadership Program. Twenty-five students are recruited each year for this selective program. This requires careful work with admissions and considerable planning with students both before and during the program. The students take their business courses together and form a kind of honors cohort. Each of the students in the program is required to have an internship, attend a weekly seminar with a local businessperson (all other majors can also attend), and have a business mentor for all four years. The mentor advises and assists the student with class projects, for example by commenting on a student’s proposal for developing a response to an unmet need in the market.

Through its course offerings, in and beyond the department, the sharing of majors and minors, an

open attitude toward the degrees of its faculty, and, finally, in its flagship leadership program, the program at Puget Sound has reached out to communities both on and off-campus. Professor McCullough notes that they have been so “successful at reaching out to the community” that the president “thinks it’s an asset to have a business school in a liberal arts college.”

### Sweet Briar College: Contacting and Contracting On and Off Campus

Thomas Loftus, Associate Professor of Business and Economics

[www.business.sbc.edu](http://www.business.sbc.edu)

Responding to financial pressures and growing interest in business among students and prospective applicants, Sweet Briar College approved a new Business Program in the spring of 2003. Previously, the college had offered a limited number of business courses within its department of economics, and students had been able to earn a certificate in business management. The renamed “Department of Economics and Business” offers a Bachelor of Arts degree in business and the major is now the largest on campus, graduating approximately 20 majors each year.

The department’s faculty members, Professor Loftus reported, were deeply aware of the need to not isolate themselves from the rest of the college. Therefore, Sweet Briar’s business program has been designed to reflect both the college’s strengths as a women’s college

and its philosophy of integrating academics with the development of professional skills and intentional “real world” experiences. The business program therefore places strong emphasis on three key areas:

- In-class and inter-class simulations of business practices and culture
- Experience in the business world through on-campus and off-campus internships
- A structured focus and analysis of ethics and its application to business

Group projects and case studies have been used to give Sweet Briar students experience with business practices. For example, the Fundamentals of Management class, acting as contractor to one of the college’s staff offices, develops and manages a combined educational and fundraising event on campus each semester. Similarly, for the last two years, the chaplain’s office has served as the client for projects supporting Oxfam and Habitat for Humanity.

However, class exercises and projects that simulate business activities and culture can never replicate the experiences students gain from actually working for a company. Students are therefore required to complete at least one internship as part of the business major and are strongly encouraged to do more. Faculty members in the business program work closely with students and with the staff of Sweet Briar’s award-winning career services center to arrange academic year and full-time summer internships.

In addition to outreach through internships, the

business program has built strong new ties with a wide range of local, regional, and national businesses. Support from the James S. Kemper Foundation led to the establishment of the Business Advisory Council (BAC) in fall 2004. The Business Advisory Council meets



“Sweet Briar’s business program has been designed to reflect both the college’s strengths as a woman’s college and its philosophy of integrating academics with the development of professional skills and intentional ‘real world’ experiences.”

—Thomas Loftus

once or twice a year talking with staff, suggesting improvements to the business program, conducting classroom visits, and networking with students.

More recently the business program and the BAC served as one of four pilot programs in Sweet Briar's innovative Team Advising Project. This web-based project broadens advising by giving students the opportunity to draw on the knowledge of members of the BAC, other alumnae, parents, professional staff, and additional faculty members for career-related suggestions and real-world insights that will supplement the students' in-class experiences. The college is now in the process of forming Advisory Councils for each academic department.

Finally, Sweet Briar believes that these outreach efforts will only succeed if ethics in business is addressed clearly and effectively. The business program provides an innovative series of five required short courses in business ethics, closely tied to the five required business core courses. The short-course format, focusing on case studies, allows continuous exploration of ethical issues in the core offerings. Short-course instructors work closely with the respective core-course faculty members to ensure that each case study is relevant to the co-requisite course. Students learn how organizational decisions are made and the effects of those decisions on business and society, and they are asked to consider ways to promote ethical behavior within an organization.

### **University of St. Thomas: Business Faculty Teaching in Liberal Arts Programs**

Michele Simms, Associate Professor, Cameron School of Business

[www.stthom.edu/Schools\\_Centers\\_of\\_Excellence/Schools\\_of\\_Study/Cameron\\_School\\_of\\_Business/Index.aqf](http://www.stthom.edu/Schools_Centers_of_Excellence/Schools_of_Study/Cameron_School_of_Business/Index.aqf)

Although the Cameron School of Business (CSB) at the University of St. Thomas offers an extensive program that includes graduate and undergraduate majors in several business areas, the business school

faculty reaches out to the liberal arts program at the university in a variety of ways. These include:

- The *Odyssey* Course, created for freshmen, uses Homer's *Odyssey* as a framework for an integrated first-year experience. Business faculty members participate as panelists as part of the course lecture series and serve as first-year experience advisors.
- The Honors Program provides an interdisciplinary liberal arts curriculum with focus on the intellectual, cultural, and spiritual foundations of student education. Business faculty members have team-taught in the program, serve on the Honors Program Committee, participate as annual evaluators for prospective students applying to the Program, and advise senior research projects.
- The Service Learning Program connects classroom theory with practical experience through student involvement in community projects. The Volunteer Income Tax Assistance program, offered through the Accounting Department, enrolls students for credit each spring to provide free tax assistance and preparation to the Houston community. Two courses, one undergraduate and one MBA, are offered as service-learning classes.
- The Rev. William Young Social Justice Institute hosts an annual conference on key political, social, and economic issues in light of Catholic social teaching. A new minor in social justice was approved in 2006. Business faculty members from accounting, economics and finance, and management teach courses in the minor, serve on the Social Justice Committee, and support Institute efforts.
- The Catholic Studies Program offers an interdisciplinary academic program to all students who desire a deeper understanding of Catholic thought and life upon cultures, the arts and sciences, education, and business. Business faculty members are part of a multi-disciplinary group of administrators and faculty members who serve on the Catholic Studies Advisory Committee. Management faculty members also serve as guest lecturers in the program.

Cameron School of Business faculty members are involved in many more ways as well, including study abroad, the Presidents Seminar Series, and undergraduate research. As Professor Simms noted, the integration of business and the liberal arts at the University of St. Thomas is achieved through the institutional support given to CSB faculty and their involvement with the Centers for Faith and Culture, Thomistic Studies, International Studies, and Business Ethics.

### **Emory & Henry College: Reaching Out on Campus and Through Service Learning**

Scott Ambrose, Chair and Assistant Professor of Business

<http://admissions.ehc.edu/cgi-bin/PPlus?VIEW=/public/academics/view.txt&currentdept=1004>

Emory & Henry's approach to integrating business and the liberal arts, Professor Ambrose reported, begins with the department's philosophy that the values of a liberal education, such as communication and quantitative skills, critical thinking, citizenship, and aesthetic appreciation provide a solid foundation for any career and, in fact, for life. The department's faculty members routinely dedicate their time beyond the business department to teach core courses in the liberal arts for the college, including an ethical inquiry course, a general studies course, and a Western traditions course. These endeavors solidify the importance of a liberal arts education to business students and provide contact and continuity for students who ultimately choose business as their major.

Business and liberal arts curricula are also integrated through major requirements. Each of the four business department majors have components drawn from the liberal arts. Close integration with the international studies department has produced a track in international studies and business that helps prepare students for the challenges of competing in a global economy. Also, in conjunction with the department of education, the department offers the business

courses needed for students to obtain the Business-Teacher Preparation designation so that students can go on to be effective teachers in secondary schools while retaining the option of employment in business. Similarly, business students can choose a multidisciplinary contextual and support area that contains six courses from college offerings that draw upon the liberal arts foundation.

A liberal arts education, Professor Ambrose suggested, should instill a commitment to service. Emory & Henry has a community development center dedicated to service, and the business department routinely gets involved in service projects for the larger community. For example, accounting students in the income taxation course assist lower-income and elderly citizens with federal and state income tax return preparation. The connection between service and ethics is highlighted through a business department sponsored annual conference, Ethics in Business Decisions, to which all students are welcome and can earn credits toward graduation. The department is also in the process of launching a Students in Free Enterprise (SIFE) group on campus that will draw students from multiple disciplines and have a strong service component. SIFE's potential plans include drawing up business plans for a struggling homeless shelter in the area and teaching business topics in local area high schools. In every aspect of its program, Professor Ambrose reported, the business department at Emory & Henry seeks to make connections on the campus and to serve the wider community.

Emory & Henry is in the process of reviewing its general studies program to strengthen it for the next generation. Realizing that having structures in place does not always ensure a smooth transition to the major, the business department is investigating further ways to build on its strengths and more seamlessly integrate business and the liberal arts.

# PROGRAM PROFILES: USING A THEMATIC FOCUS TO INTEGRATE BUSINESS AND THE LIBERAL ARTS

*One way of integrating studies in business and the liberal arts is to build programs around thematic elements that are related to both. A number of programs presented at the symposium placed special emphasis on certain themes, including ethics, entrepreneurship, innovation, and globalization. These themes provide a conceptual framework for either organizing or going beyond (or both) the standard business areas of study in ways that bring the concerns of the liberal arts to the forefront and integrate them with business studies.*

## **Christian Brothers University: Ethics, Service, and Personal Development as the Core of the Program**

Bevalee Pray, Associate Professor of Business  
[www.cbu.edu/mael](http://www.cbu.edu/mael)

Throughout its history Christian Brothers University (CBU) has sought to develop ethically grounded leaders. To that end, the university founded the Center for Ethical Leadership to house educational and

community service programs dedicated to the training and support of ethical leaders.

The flagship program of the Center is an interdisciplinary degree that brings together the disciplines of business, sociology, psychology, literature, religion, and philosophy in order to educate future leaders in the art and science of ethical leadership. The Master of Arts in Executive Leadership (MAEL) consists of ten linked courses, only two of which are “true business courses.” This sequence, Professor Pray said, moves from “the inside out,” starting with

| Course                      | Objective  | Disciplines  | Role in Service Plans   |
|-----------------------------|--|--|---|
| Executive Leadership        | Students learn how they lead, discover the strengths and limitations of their leadership style, learn to celebrate their uniqueness, and gain first exposure to ethical leaders. | Psychology, Business, Organization Development, Moral Philosophy | Personal leadership philosophy and action plan for continuous improvement. Will serve as groundwork for team leadership in the project. |
| Ethics and Moral Philosophy | Investigate how decisions and actions relate to moral philosophy and world views. Develop a personal code of ethics.   | Ethical Theory<br>Cultural Diversity<br>Business Ethics          | Develop code of ethics and standards of conduct, additional groundwork for team leadership.   |
| Service to Society          | Study of servant leadership and the role of a personal mission statement in living out their fundamental values. (completion of Certificate in Ethical Leadership)               | Religion<br>Spirituality<br>Servant Leadership<br>Psychology     | Develop personal mission statement and formal Service Plan proposal.  |

**The first three courses in the sequence leading to the Certificate in Ethical Leadership at Christian Brothers University**

a student's personal leadership style and leading to practical skills ultimately applied in a service plan. The overarching goals of the program are to:

- Train individuals in both the enduring and emerging principles that characterize strong leadership
- Guide students through the process of articulating their own ethical code of conduct grounded in sound principles while honoring the diverse perspectives of individual students
- Provide graduates with practical tools for applying those skills within their own organizations or work teams
- Challenge students to look beyond their organizational setting by developing and implementing a Service Plan, with individual components of the plan built into each course

The course sequence has as its guiding principle a Service Plan that is constructed in the first nine courses and implemented in the capstone course. Two certificates, in Ethical Leadership and Team Leadership, are awarded at the end of the third and eighth courses. Each course in the program emphasizes interdisciplinary study and ethics as part of the design and implementation of a major service project.

Although the Center is focused on building the ethical character of leadership in the Memphis area, Professor Pray notes, the program has the potential to make a significant contribution to any institution that shares the goals of CBU.

### **College of St. Catherine: "Sales" and Ethics as a Focus for Business/Liberal Arts Study**

Lynn Schleeter, Director, Center for Sales Innovation,  
Business Administration Department

*www.stkate.edu/sales*

In 1998, in collaboration with 3M and several other companies, the College of St. Catherine (a women's college in Minnesota) launched an undergraduate sales

discipline through the Center for Sales Innovation. For a new college graduate, sales is often the entry point into a long-term business career. Collaborating with 3M and other industry-leading companies, a list of entry-level sales competencies was initially developed, a business-to-business sales curriculum was launched, and two additional industry-specific concentrations in healthcare sales and financial services were added in 2001.

The sales curriculum as it has developed at CSC is supported and strengthened by education in the liberal arts that emphasizes writing, speaking, critical thinking and communication, "soft" interactive skills, and a respect for difference and the value of diversity in the business environment. The program is directed by Executive and Operational Boards that include faculty members and business and community leaders, and the Center for Sales Innovation's programming is regularly assessed by corporate partner members of the Industry Consortium. To ensure graduates' success, the Boards and faculty collaborate on curriculum development, research topics, and other projects. In addition to corporate benchmarking, data gathered from alumnae and hiring managers is a critical element in developing strong preprofessional candidates.

A critical aspect of the program, Professor Schleeter suggested, is the intentional infusion of ethics across the Business Administration Department's curriculum. Beyond two required multi-disciplinary and writing-intensive courses in the liberal arts core—"The Reflective Woman," a gateway common experience to critical inquiry for all entering students and "Global Search for Justice," a capstone senior-level course—the sales curriculum offers an additional core course, "Ethics and Integrity in Sales," specifically designed for sales majors. To the best of her knowledge, Professor Schleeter suggested, this course is the only one of its specific topic in the country. More broadly, faculty members have written 25 ethics cases that are available with teaching notes and background material for colleagues to integrate into business courses. Exposing students to a case in an introductory course and later in other courses and a capstone course



“A critical aspect of College of St. Catherine’s sales discipline is the intentional fusion of ethics across the Business Administration Department’s curriculum. The ‘Ethics and Integrity in Sales’ course is the only one of its specific topic in the country.”  
—Lynn Schleeter (right)

provides a perspective on their growth in reasoning and critical thinking.

The Center for Sales Innovation continues active collaboration with other departments on campus, with an ever-widening group of local and national corporations, with local high schools and community colleges, and with professional trade organizations. Corporations recruiting from the program cite its depth (eight sales-specific courses, together with supporting coursework in business, communications, psychology or sociology, economics, and for healthcare sales majors, biology) and breadth (three sales concentrations) as well as the value of the liberal arts core curriculum as reasons for targeting St. Catherine’s graduates. For hiring organizations, the liberal arts core develops what the college calls “the St. Catherine leader”—a future organizational leader who “lives a commitment to justice; acts from a strong self-concept; thinks critically and creatively; communicates effectively; exercises power appropriately; cultivates a positive sense of direction, and evokes hope.”

### **Hendrix College: Entrepreneurship as a Focus**

S. Keith Berry, Professor of Economics and Business

[www.hendrix.edu/ces](http://www.hendrix.edu/ces)

Faculty members at Hendrix College were concerned that many of their students graduated unaware of their own potential for innovation in business,

public service, the arts, and community leadership. In order to address this concern Hendrix established the Center for Entrepreneurial Studies in 2001. The Center exposes students to the many facets of entrepreneurship, including its role in a free market economy, and the impact of entrepreneurship on society. Consistent with the liberal arts tradition, the Center aims to produce citizens with broad knowledge and leadership skills. The Center facilitates entrepreneurial thinking in undergraduate students from a variety of academic disciplines through close interaction with professors in the classroom and engaging in hands-on projects, such as undergraduate research, professional internships, service work, and study-abroad programs.

Beyond these curricular initiatives, the Center provides on-campus opportunities for students to learn the importance and diverse meaning of entrepreneurship through engagement with entrepreneurs. The Center offers public lectures by preeminent entrepreneurs and public policy experts. Past presenters include Jack Kemp, former New York congressman and secretary of Housing and Urban Development; Donald L. Evans, secretary of the U.S. Department of Commerce; Dr. R. Glenn Hubbard, former chair of the White House Council of Economic Advisers; and Debbi Fields, founder of Mrs. Fields’ Cookies.

In addition to inviting prominent speakers to campus, the Center also provides a variety of opportunities for students to become better

acquainted with entrepreneurship through business roundtables, discussion groups, and business competitions. The roundtables involve three local business leaders meeting with students for dinner followed by individual presentations and question and answer sessions. Students also participate in two competitions: an Arkansas Governors Cup Business Plan Competition, supported through workshops on business plans provided by the center, and an Entrepreneurial Essay Competition. Finally, this year the Center will add a study-abroad experience in China led by Hendrix faculty members. This new program will expose students to U.S. businesses with active interests in the Asian market, and participants will also examine the role of Asian culture on domestic and foreign businesses.

Through the programs of the Center for Entrepreneurial Studies, students are able to internalize the entrepreneurial spirit, develop skills and understanding typical of the liberal arts student, and become agents of change in business, education, government, and service.

### **Manchester College: “Innovation” as a Theme on Campus and Beyond**

James Falkiner, Mark E. Johnston Professor of Entrepreneurship

*[www.manchester.edu/academics/departments/entrepreneurship/index.htm](http://www.manchester.edu/academics/departments/entrepreneurship/index.htm)*

Manchester College recently created an endowed chair in entrepreneurship with an eye toward helping the college enhance its position through an emphasis on innovation. Professor Falkiner, the holder of the new chair, has developed a two-pronged approach to “teach innovation to nonbusiness and business students” and “to live innovation” in the life of the college.

In teaching, the aim is to use the idea of building a business case as a pedagogical approach across the curriculum. All students have the opportunity to learn how to write a cogent and persuasive business case

proposal that is appropriate for all avenues of endeavor. Innovation, social science theory and research, critical thinking, strategic analysis, and business plan writing are being combined in creating a template that produces a business case proposal in any context. The idea of building a case will help integrate the work of faculty members and students in business and the liberal arts.

The development of cases and problem solving is the focus of a college-wide, bi-weekly pilot program, the “Innovation Coffee House.” This program involves students and faculty members from an entrepreneurship class, from a class housed in the arts, sciences, or professional studies, along with administrators, staff, and other faculty members and students. A meeting of the Innovation Coffee House either examines a societal problem or current college challenge in need of an innovative solution or highlights an existing “Pocket of Innovation” already existing within the college. A discussion leader or moderator presents the problem, or exemplar of innovation, to the group. Discussion of possible innovative solutions can include observations based on fresh viewpoints or experience in other fields, perceptive questions from those with different backgrounds, alternative solution floating, and constructive analysis and critique—all to develop an appreciation of the innovation process.

Professor Falkiner explained that beyond the benefit of the practical and innovative solutions being provided, the Coffee House provided the opportunity for various groups in different disciplines to appreciate and learn from each other and create experiential learning opportunities in which students observe the results of their work. College challenges or opportunities can result in a business case proposal for institutional use, and the use of a business case approach helps integrate business and the liberal arts around the theme of innovation.

## Oklahoma City University: Globalization and the Liberal Arts

Hossein S. Shafa, James Burwell Endowed Chair of Management and Professor of International Business Finance

[www.okcu.edu/business/global/](http://www.okcu.edu/business/global/)

In 2003, the Meinders School of Business at Oklahoma City University (OCU) placed a new emphasis on developing an understanding of and expertise in global business issues through “international experience and exposure.” Consistent with the liberal arts goals of diversity and cultural understanding, the Global Business Institute seeks to prepare students to manage effectively in a global business environment.

The new global business curriculum now provides five international business courses for every graduate student and four international business courses for every undergraduate student. Foreign language proficiency is required for undergraduate students and encouraged for graduate students. The senior thesis requirement typically involves on-site study of different global industries, the financial markets of different countries, or globalization strategies of various multinational firms.

In addition, undergraduate and graduate students can take individual courses or even a whole degree program in foreign countries through the GBI. Students can study in China, Singapore, Malaysia, and Canada with OCU professors who routinely go abroad to teach and study current global business developments. Similarly, there are travel study groups to, and research opportunities with, the European Union. These offerings typically involve networking and internships with alumni and business leaders abroad.

At the symposium, Professor Shafa (and Dean Vince Orza) made a presentation highlighting the “Great Wall” MBA program. The Great Wall MBA program is a degree program taught by OCU professors in China. American students (and students from the EU, Japan, Korea, and other countries) live in China for 18 months as they complete their degree requirements. The program emphasizes the importance of language competence and cultural sensitivity in business transactions with China. It puts together American students with their Chinese counterparts in the program as a means to these ends. Professor Shafa foresees this program as being the model for a global future in which business programs will become more international and mix the cultural and linguistic concerns of the liberal arts with business training.



“Oklahoma City’s Great Wall MBA program emphasizes the importance of language competence and cultural sensitivity in business transactions with China.”

—*Hossein Shafa* (left)

## PROGRAM PROFILES: PROGRAMS IN THE MAKING

*Several of the programs represented at the symposium were in the process of being developed. These are of particular interest because they illustrate some current thinking about integrating business and the liberal arts and the institutional dynamics of change.*

### **The College of Idaho: A Paradigm for Integration**

Jason Schweizer, Director, Department of Business and Accounting

[www.collegeofidaho.edu/media/catalog/DptBUS2.asp?ID=catalog](http://www.collegeofidaho.edu/media/catalog/DptBUS2.asp?ID=catalog)

Although the College's business program has long been its largest major, some of the nonbusiness faculty members felt strongly about reconsidering how a business program in a liberal arts setting could be integrated with liberal arts courses. A small college like the College of Idaho (previously called Albertson College), Professor Schweizer suggested, would have difficulty in competing in terms of specialized offerings and faculty members of larger universities, as well as the University of Phoenix and others. At the same time, the faculty increasingly heard from employers that they were not looking at the college for graduates with highly specialized courses in finance or marketing (with the exception of accounting). Rather, they were most interested in students who are well-educated, who can think through problems using various types of data from different perspectives, who understand the context in which any business functions both nationally and internationally, who understand how every part of a business integrates with the other constituent parts, who have thought deeply about the ethical issues in business, and who are able to communicate effectively, both verbally and in writing.

In order to address these issues, the college created an advisory board of business leaders and academics and asked them to help re-form the department and curriculum to offer what employers are seeking in ways

that capitalize on the college's strengths. The advisory board assisted in hiring a new director, Professor Schweizer, who would revise the curriculum.

At the symposium Professor Schweizer described the several elements of this revision, now in its first year. There is now a common ethics requirement for all students, a three-year leadership program shared by business and liberal arts majors, a "writing across the business curriculum" requirement, and a capstone course that involves both business and nonbusiness faculty members. The underlying idea in the program is that while business courses and majors might provide technical expertise, an integrated business and liberal arts program provides the skills, competencies, and abilities to solve problems and function in organizations, including businesses.

As Professor Schweizer put it, the new major "emphasizes integration of the critical thinking skills and knowledge nurtured in the liberal arts with excellence in technical knowledge and applied behavioral skills." He also notes, "These changes have generated much interest in the local business community, and much enthusiasm on campus, drawing the business department more deeply into the core liberal arts identity of our college. As a small liberal arts college, we may not be able to compete with others in terms of specialization, but we believe that nobody else can compete with us in terms of integration."

## Augustana College: Devising a New Curriculum, Bringing Together the Two “Sides”

Craig VanSandt, Assistant Professor of Business Administration

[www.augustana.edu/academics/business/department/](http://www.augustana.edu/academics/business/department/)

Although Augustana College has a long history of preparing its undergraduate students for careers in business, Professor VanSandt’s colleagues in the business program often felt like second-class citizens. Colleagues in the traditional liberal arts disciplines, they felt, did not see how the business major fit into the liberal arts mission of Augustana. This problem was compounded by a recent, rapid expansion in the number of students majoring in business.

Two years ago the administration asked the business department to reexamine its place in, and its integration with, the rest of the college. After some initial conflicts concerning governance, both “sides” realized that they shared a common aim. As Professor VanSandt put it, “we don’t want people camping out in the business department for four years.” They have since developed a proposal, due for approval soon, that requires all business majors to do something in the liberal arts beyond the college’s general education requirements and they have aligned the business capstone course to parallel that in other majors.

Under the proposal, business students will be required to do one of three things beyond the major: major or minor in a traditional liberal arts discipline, participate in a term-long foreign experience, or complete a “liberal arts concentration.” The goal is to assure that business students have gained knowledge in certain areas that will enhance their abilities in both the practice of business and their abilities to reflect on the implications of those practices. Students in another major or minor must master the liberal arts material with an eye toward using it in new ways in a business course. For example, an organizational behavior class that addresses corporate culture would benefit greatly by having students take an anthropology or ethnography course beforehand. Alternatively, students could use material for foreign study in the same way to the same ends. Finally, a “liberal arts concentration” would require students to complete at least six courses from a menu in one of three “concentrations” currently being designed—arts and society, ethics and society, and environment and globalization.

The department is also preparing to participate in a campus-wide focus on Senior Inquiry (SI) student research programs at the department level. SI is envisioned, Professor VanSandt stated, as “the culminating experience of an inquiry-based curriculum that will ask students to bring synthesis, analysis, and reflection to their college years.” Thus, a business major at Augustana must prepare himself

“The curricular design process, as difficult as it has been, was as important as the result in that it revealed that we all want our students to have a better exposure to the liberal arts to develop those critical thinking skills and problem-solving techniques.”

—Craig VanSandt



or herself for SI throughout the college experience, within and outside the business department. “The business administration department at Augustana has never incorporated a culminating experience, either a capstone course or research project,” Professor VanSandt noted. “As we craft an integrated curriculum, stimulating student inquiry and preparation for SI will be critical.”

Professor VanSandt told symposium participants that although he was excited by the curricular design, the process, as difficult as it has been, was as important as the result in that it revealed that “we all want our students to have a better exposure to the liberal arts to develop those critical thinking skills and problem-solving techniques.”

### **Bridgewater College: Integration through Grant-Supported Programming across the Curriculum**

Betty Hoge, Assistant Professor of Economics and Business Administration

[www.bridgewater.edu/index.php?id=56](http://www.bridgewater.edu/index.php?id=56)

Bridgewater College is in the process of integrating professional and liberal education. The new program, Professor Hoge reported, is still mostly in the design stage, but may be viewed as innovative due to its goal of integrating business knowledge, skills, and practices into nonbusiness coursework and career preparation.

With support from a grant from the Coleman Foundation, Professor Hoge and her colleagues are undertaking several initiatives including:

- Disseminating information to the full faculty about entrepreneurial activities that should be perceived as having a link to the goals of a liberal arts education as well as positive societal value, such as the recent Nobel Peace prize for micro-loan creator, Bono’s “Red” campaign, and about efforts to integrate professional education with the liberal arts on other campuses.
- Enhancing interdisciplinary support for integrating professional and liberal education through the development and implementation of a program for the fall 2007 pre-semester faculty meetings. This half-day session would feature a panel of entrepreneurs, community leaders, economic development representatives, politicians, authors of scholarly literature related to integrated curricula, and others to discuss examples of “value-added education,” examples and benefits of integrating the liberal arts and e’ship/professional programs, appropriateness of including “entrepreneurial spirit” or “entrepreneurial mindset” in the college’s mission of “developing the whole person.”
- Working with the Convocation Committee to offer one or more campus convocations on the topics of social entrepreneurship, peace through commerce, entrepreneurship in the arts, and the synergy between liberal arts and entrepreneurship (and other professional programs) during the 2007–2008 academic year.
- Developing and holding at least one day-long workshop/retreat for economics/business administration faculty members to explore the merits of integrated curricula, to identify opportunities for integrating liberal arts topics throughout the business core, and to develop a plan for enhancing the level of integration into and across E/BA courses.
- Reviving inactive interdisciplinary courses and developing new ones that have the potential of achieving two-way integration between liberal arts and professional education curricula.

The emerging program will likely have several emphases: entrepreneurship, interdisciplinary study, social relevance, and outreach. The key to successful integration, Professor Hoge believes, will lie in faculty members across the college seeing that both “sides” have much to offer each other, and that the skills and concepts found in business curricula can add much to the liberal arts.

## University of Richmond: A New Center for Innovation and Entrepreneurship

Jeffrey Harrison, Professor of Business

<http://business.richmond.edu/undergraduate/index.html>

Professor Jeffrey Harrison reported to the symposium that he and his colleagues at the Robins School of Business sometimes have difficulty balancing the competing demands of research, teaching, and developing programs that reach across the entire university. The liberal arts orientation requires an emphasis on high-quality teaching, yet there is also considerable pressure to do high-quality research. These constraints lead to less flexibility in doing things that would provide high-quality, interdisciplinary programs for students.

In order to move beyond these constraints, the school has proposed the creation of a Center for Innovation and Entrepreneurship (CIE). The CIE will take advantage of the strong liberal arts orientation at the University of Richmond to offer a program that integrates the unique capabilities in the Business School with the Schools of Arts and Sciences, Leadership Studies, and Law.

The primary objective of the center will be to develop an entrepreneurship-oriented curriculum that provides training to students from across the university and includes courses taught by both business

and nonbusiness professors. This Center will support learning, community involvement, and research on the part of students and faculty members on topics relating to entrepreneurial processes, entrepreneurial decision-making, and business and managerial innovation. The CIE also will identify and develop opportunities for experiential learning and relationship building on the part of students in the local and regional entrepreneurial business communities. Finally, the Center will encourage and support faculty and student research on topics related to its mission by seeking funding for proposals, seeking venues for conducting research, and sponsoring outlets for completed research findings.

The Center will support the activities of students and faculty members across the campus and create links to the larger community. Students will have the choice of a major or minor in entrepreneurship and will participate in a campus-wide entrepreneurship club. Faculty members will have funds for course development around entrepreneurship themes and for conferences and research on these themes. Both students and faculty members will be able to use the center's resources to enhance current ties to the business community and to create new ones.

The point of the Center, Professor Harrison concluded, is to do something that will be "interdisciplinary, of high quality, and part of the liberal arts."



**"The proposed Center for Innovation and Entrepreneurship will develop an entrepreneurship-oriented curriculum that provides training to students from across the university and includes courses taught by both business and nonbusiness professors."**

**—Jeffrey Harrison**

## FUTURE RESEARCH: REMARKS BY ANNE COLBY



On the closing day of the symposium, Anne Colby, senior scholar at the Carnegie Foundation for the Advancement of Teaching, discussed a research project that she and her colleagues are launching that will address many of the issues discussed at the symposium. Colby expressed confidence that the proper integration of liberal learning and business can strengthen both.

This conference comes at a remarkably opportune time for my colleagues and me because we're just getting ready to start a three- to four-year project on exactly these issues. The project is called Business, Entrepreneurship, and Liberal Learning (BELL), codirected by Tom Ehrlich, whose background is in law and higher education and who was president of Indiana University, and Bill Sullivan, a philosopher who was one of the coauthors of *Habits of the Heart* and several other books.

All of us are coming at the question of integration from the side of liberal education. We are all deeply committed to liberal arts. We have been somewhat surprised in the past year or two how much a presence business education has become and how much it has grown on campuses across the country. At your institutions it seems to almost always have become the largest major, particularly among first-generation college students, and we've certainly been aware for a while of the continuing growth of undergraduate study in preprofessional and technical fields. Given that this is likely to continue, we felt we needed to look at this.

My first reaction was one of alarm—this is students' one and only college education, is it a liberal education? Are they getting the breadth of a good education that is helpful in becoming informed and thoughtful citizens that contribute to their communities, employers, and the world in general? You are no doubt as aware as we are of the many different ways that a strong liberal education contributes to effective professional work, responsible citizenship, and a satisfying and meaningful life.

The more that we have looked at it and the more we thought about it, the more we have become

convinced that not only can they be combined, there's a lot of potential for that integration to strengthen liberal learning as well as learning for business. If it is done well, integrating preprofessional and liberal education can lead to powerful results both for the outcomes we normally associate with liberal education and for effective preparation for business and other professional/vocational fields. Therefore, we are coming at this project with a critical eye but also with a lot of optimism about the potential.

About ten years ago, Carnegie Foundation president Lee Shulman wrote "Professing the Liberal Arts" as a chapter in Bob Orrill's wonderful book on liberal education, *Education and Democracy: Re-imagining Liberal Learning in America*. The book was by and for liberal educators, but Lee argued, in his typically counter-intuitive way, that as people have been decrying the vocational aspects of college today and the movement away from the liberal arts that maybe liberal learning needs to become *more professional* in its focus, not less.

What he means by that is what you learn in college won't do you any good unless the fragile understanding you develop in college won't crumble under pressure, that you will remember what you learned and think to use it as the occasion might arise, that you will know how to use it as the need arises. This deep understanding, this depth of learning, is not easy to accomplish. An awful lot of learning in college doesn't hold up against these criteria. But if students put their learning to use during college, the more likely it is to have these important features of robustness and usability.

That may be obvious to you who are challenging students to use what they are learning but it is perhaps less so in other areas of the liberal arts disciplines. As Rick Stephens said, if they don't really apply what they're learning they won't really have learned, they won't really use it. He implied that this is well-recognized but in fact it isn't. So this work on the integration of liberal and professional education has the potential of strengthening our thinking about pedagogies in liberal learning.

As one indication of this potential, I've been looking at the Collegiate Learning Assessment (CLA), an assessment instrument that was acknowledged as one of the strongest by the Spellings Commission. It's telling that if you look at the sample items in the CLA—which is meant to assess general cognitive, analytical capacity in college, not particularly tied to any discipline—it asks students to solve problems, and the sample problems are actually the kinds of problems you are asking your students to do in your undergraduate business programs. The items are asking students to pull together information from a variety of sources and make policy decisions, for example, on the purchase of something for an organization. This issue of problem-solving at the heart of education is picked up by this instrument, but problem-solving is what you see of a lot more of in engineering or other programs such as business than you see in other liberal arts disciplines.

So we're coming at our project with concerns but also with excitement about the potential. What will we do? The goal of our project is essentially the same goal as this meeting, what we have all been doing together during this symposium. We are looking for exemplary approaches to integration of liberal learning and trying to describe them in ways that make it more usable, which will help others adapt these approaches for use on their campuses. While the primary focus will be on business education in a formal sense, we will also look at some of the ways liberal arts have begun to incorporate the goals of professional education, especially with regard to entrepreneurship and social entrepreneurship, which are of special interest to us.

CIC, in cooperation with the Council for Aid to Education and with the support of The Teagle Foundation, is working with a consortium of 33 institutions that have decided to use the Collegiate Learning Assessment instrument. CIC has organized annual meetings for Consortium members each summer since 2006 in Washington, DC, to evaluate and discuss key issues of the project. The next group of Consortium members was selected in fall 2007 from 65 institutions that applied, and they will use the CLA from fall 2008 through spring 2011, in combination with other measures.  
[www.cic.edu/projects\\_services/coops/cla.asp](http://www.cic.edu/projects_services/coops/cla.asp)

We have done only some of the initial spadework. But we come to it with some ideas for integration in mind. And we've seen all those in evidence in your work here. The kinds of things we have in mind include the practice of "blending" in which business faculty members bring themes and readings from the liberal arts into core business courses. The Foundations of Business Thought at Birmingham-Southern or the "Connections" courses at the University of Puget Sound bring in some of the issues and perspectives from traditional liberal arts fields with big issues students are grappling with in business.

There are other approaches that bring together focuses or fulcrums around which we have seen people try to bring together the goals and content of liberal learning and business, and we have seen them at this meeting as well. For example, there is an international perspective that provides a really rich area for bringing in disciplines dealing with the press of globalization. People are recognizing how important this is for business as well as for citizens generally. A focus on ethics, social responsibility, and leadership are other kinds of issues that we have seen here as providing a focus for integration. We will also pay attention

to entrepreneurship or social entrepreneurship, for example, exploring the qualities that make effective entrepreneurs from a liberal arts perspective.

As we have done in several other studies of higher education, we will use site visits to a carefully chosen group of institutions as our main approach, supplemented by information gathering of many other sorts, including this meeting. We will try to choose a dozen schools that we think are doing interesting things in integrating liberal arts and business. As we visit, we will look not only at the programs in the classroom but campus life more generally in various institutional settings. We will look not only at the strictly academic engagement of students but also their experiences outside the classroom—extra-curricular activities as well as campus culture/climate as students perceive it.

We will pay attention to a wide range of liberal arts outcomes, though we haven't fully spelled that out yet. We are interested, for example, in the usual issues of communication and critical thinking, quantitative and scientific literacies as well as knowledge of historical, cultural, and economic contexts for business. We also will look at things like creativity and curiosity and the ability to question assumptions and understand different perspectives, multiple points of view. For example, do we hear students asking, "We have this assumption of rational self interest, is that really true?" Or, "Is there such a thing as altruism?" All these kinds of issues are of interest to us in terms of liberal arts outcomes and what kinds of pedagogies are used to support key learning outcomes.

Unfortunately, we won't have the resources to formally assess whether these programs are actually achieving their goals. That would be a much bigger undertaking, as we did in our study of undergraduate education for citizenship. But what we have done in some other studies and what we will do here is get a good sense of what the programs look like, what administrators think of them, how engaging they are for students and faculty, and how well aligned they are with what we already know about effective teaching and learning. Though we can't know for sure whether

these programs are achieving their goals, we can certainly get a very strong sense of what the intentions are, what the pedagogies are, how engaged faculty and students are, what the methods of teaching and learning on the campus are, and whether they seem to be effective approaches.

Also, although our immediate focus is on undergraduate business education, we are interested in speaking somewhat more broadly about preprofessional undergraduate education in relation to the liberal arts. To the extent we can, we'll use a comparative approach of business with other kinds of programs. We are in a good position to do this because of our earlier work looking at professional programs at the undergraduate level. We did a book on legal education that is just out, our study of undergraduate engineering education is out for review, and a study of nursing, graduate and undergraduate, is in the writing stage. And of course, the Carnegie Foundation is deeply involved in work relating to the education of teachers.

In his recent book, *Our Underachieving Colleges*, Derek Bok doesn't have very flattering things to say about undergraduate business students. He points to research showing that business majors are lower than other students in appreciation of other cultures, interest in promoting racial understanding, voting rates, and political and civic engagement more generally. Some of this is a selection effect, of who enters programs like yours rather than a result of your programs. So we are interested in looking in these issues. We think integration of these issues with studies in business is a perfect place to get students interested in the public context of their work, in public policy, and in the process to be more sophisticated and knowledgeable about politics and to see its implications for them personally and in their work.

Like our other projects we expect this project to lead to a book, and I'm glad to say our books are being used widely, and we are committed to seeing that happen with this one as well. I want to thank you all for already contributing a lot to the project, and I'm looking forward to hearing more from you as this project goes along.

## END NOTES: LESSONS LEARNED AND NEXT STEPS

*The closing session of the symposium involved breakout groups discussing what lessons had been learned and what kinds of questions remained unanswered. When the groups convened together, there was considerable overlap in participants' reactions to the conversations. Although no one had hard and fast answers about how integration might best be achieved, there was considerable agreement about the significance of context, the obstacles confronting integration, and the necessary ingredients for moving ahead.*

First and foremost, in figuring out what model might work on a given campus, almost all the participants agreed that context matters—a lot. “Best practices” don’t arise in a vacuum and can’t be created by recipe. The recent history and current circumstances of an institution and even the particular individuals involved can determine what is, and isn’t, an effective strategy for integration. In a number of cases, a change in personnel provided a good opportunity for rethinking curricula and programs. In others, financial pressures and enrollment and student demands created the circumstances for rethinking things. Even when, as is typically the case, there is considerable institutional inertia, some particular personal or institutional event, perhaps just a conversation or the development of a new relationship, can change matters considerably. It almost goes without saying that the model from the wide array of possibilities that might work best in any setting, will depend heavily on such contextual factors.

Although context is important, the participants almost unanimously noted the tensions and conflicting perspectives between business and liberal arts faculty members. Some of these are of course the ordinary conflicts arising from competition for resources and organizational status. As demands for preprofessional training have grown, business is now often the largest major at these colleges and universities, and demands for resources follow accordingly. Moreover, many saw these conflicts as being more deeply rooted in what almost seemed another version of a “two cultures” argument. Some administrators and liberal arts faculty members view business as perhaps not really part of the liberal arts. Similarly, as one participant

put it, it seemed almost inevitable that the “fix it” and “get a job” perspective of business would clash with the “think and get cultured” and “reflective” perspective of the liberal arts. In her remarks, Anne Colby suggested that different faculty members frame and view the educational landscape in very different ways—even within the liberal arts. Thus there seem to be numerous organizational and cultural-ideological obstacles to integration.

At the same time, the participants in the closing session, and both Colby and Ryan LaHurd in their remarks, insisted on the possibility, desirability, and even necessity of bridging these gaps and preventing normal tensions from becoming irreconcilable differences. First, the same contextual factors that might impede integration also provide opportunities for integration. What all agreed was striking in the presentations was the wide range and variety of ways of achieving sensible links and integration between the liberal arts and business. Programs without majors or separate departments, and programs with majors and separate departments, and even separate business schools could develop attractive models for integration. Programmatic elements and themes, though varied, also seemed to provide sound models and best practices. There are a variety of possibilities for integration that can be considered and looking at models such as those presented at the symposium can be very valuable. As one participant put it during the closing session, “We are not alone,” in trying to integrate business and the liberal arts. The variety and success of these programs indicates the possibility of integration in almost any context.

Participants unanimously agreed that taking advantage of the opportunities presented in any situation requires administrative and faculty leadership. Presidents and deans need to visibly and proactively promote the integration of liberal and preprofessional education. Even the simplest endorsement from the president can be critical in achieving integration. Obviously, helping faculty members work through the design and implementation of integrative programs could be crucial as well.

On the faculty side, many of the participants in the symposium, who were almost all business faculty members, grumbled about their isolation from, and perhaps the hostility of, their liberal arts colleagues. (It should be noted that one of the few liberal arts faculty participants said that he often felt the same way about the “other side.”) At the same time, the participants also agreed that reaching out, from either direction, was often welcomed, particularly when the discussion was framed in terms of what was best for students. Appealing to our common mission as teachers is a potentially powerful means for overcoming organizational and cultural conflict.

The first and most obvious way of making such an appeal is that sessions like this symposium and the sharing of models and practices can provide opportunities for conversations on other campuses. As one participant put it, “R&D, rob and duplicate,” can provide a way of framing a conversation for an institution. Similarly, emphasis on common aims and pedagogical strategies that cut across subject and organizational lines are potentially extremely effective. The various “blending” strategies presented at the symposium and common themes and requirements provide a common ground for developing integrative strategies. Equally important, the participants noted that there were common pedagogical elements aiding integration such as the use of internships and outreach, simulations and cases, or emphasis on particular skills such as writing and speaking. As all the guest speakers emphasized in their remarks in various ways, the pedagogy of active, experiential, applied learning—in Anne Colby’s phrase an emphasis on the “robustness

and usability” of knowledge—is common ground shared by liberal arts and business.

This in turn suggested some important next steps in promoting the integration of liberal and preprofessional education. Beyond continuing to discuss and disseminate integrative strategies and models, almost all participants agreed on the need for more discussion and assessment of outcomes. Whatever differences might exist between and among faculty members within an institution, in most cases all are deeply concerned about positive results for students and interested in evidence about what works (and doesn’t). The very positive programs presented at the symposium, participants agreed, would be even more attractive if their benefits could be better documented. More generally, it is odd that for all the discussion of the importance of education for the economy, there has been relatively little empirical evidence about the relationship of particular courses of study in college, and especially the liberal arts, to job readiness and performance in both the short and long term.

Finally, Colby’s mention of the Collegiate Learning Assessment (CLA) may suggest another potential collaborative strategy. The CLA’s unique task-based approach using real world problems makes it ideally suited to gauging students’ abilities to translate classroom-based learning into simulated professional applications. Thus using the CLA may foster helpful conversations between faculty members in business and the liberal arts, particularly around curricular design and pedagogical method.

In many ways CIC member colleges and universities are ideally situated to take on the tasks of integrating liberal and professional education and assessing the results. Their combination of scale and commitment to teaching and liberal education are a near perfect venue for experimentation and program development in finding out how to prepare students for work and citizenship. At a time when higher education is under critical scrutiny in some quarters, the variety, creativity, and success of the programs highlighted in this report indicate some of the great things that are being done with students and the potential to do more in the future.

## SHORT PROFILES OF PARTICIPATING INSTITUTIONS

**Augustana College** (IL) was founded in 1860 by Swedish settlers in Chicago. It is an independent college of the liberal arts and sciences, related to the Evangelical Lutheran Church of America. It is now located 165 miles west of Chicago in Rock Island, Illinois, and currently enrolls 2,300 students.

**Birmingham-Southern College** (AL) is a four-year, private liberal arts institution founded in 1856 and affiliated with the United Methodist Church. Located in Birmingham, Alabama, the college enrolls approximately 1,300 students for degrees in Bachelor of Arts, Bachelor of Science, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education, Master of Arts in Public and Private Management, and Master of Music.

**Bridgewater College** (VA) has led the way for more than 125 years developing leaders in fields such as business, industry, medicine, law, communications, and education. Bridgewater was founded in 1880 as the first coeducational college in Virginia and has had its character shaped by two major influences—the University of Virginia and the Church of the Brethren, with which Bridgewater is affiliated. As a liberal arts college, Bridgewater prepares students to gain a comprehensive appreciation for the social sciences, humanities, and natural sciences. Bridgewater College enrolls approximately 1,500 men and women mainly from Virginia and the mid-Atlantic states.

**Christian Brothers University** (TN) was founded in Memphis, Tennessee in 1871 by the Brothers of the Christian Schools, the largest Roman Catholic order dedicated to teaching. The university's mission is built on the Lasallian tradition. Approximately 1,700 students are enrolled from more than 19 states and 22 countries.

**College of St. Catherine** (MN) educates women to lead and influence. Founded by the Sisters of St. Joseph of Carondelet in 1905, the college integrates liberal arts and professional education within the Catholic traditions of intellectual inquiry and social teaching. Committed to excellence and opportunity, the college engages students from diverse backgrounds in a learning environment uniquely suited to women. Education at the College of St. Catherine prepares graduates to demonstrate ethical leadership grounded in social responsibility.

**Dominican University** (IL) aspires to be a premier, Catholic, comprehensive, teaching university with an enrollment of 4,000 students. As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service, and to participate in the creation of a more just and humane world.

**Emory & Henry College** (VA) enrolls just over 1,000 students. Founded in 1836, Emory & Henry is the oldest college in Southwest Virginia. It is also one of the few colleges in the South to have operated more than 160 years under the same name and with the same affiliation: the United Methodist Church.

**Franklin Pierce University** (NH) is a four-year, coeducational, nonsectarian university located in New Hampshire. The main campus in Rindge is situated on over 1,000 wooded acres on the shore of Pearly Pond near the base of Mount Monadnock. The university offers associate's, bachelor's, master's, and doctor's degrees and enrolls 1,386 students. The university's curriculum is a blend of traditional liberal arts, preprofessional study, teacher preparation programs, and a nationally-recognized core curriculum: "The Individual and Community."

**Hanover College** (IN) is a private, coeducational liberal arts college affiliated with the Presbyterian Church (U.S.A.). Founded in 1827, Hanover is the oldest private college in Indiana. The college is located in southeastern Indiana on 650 acres overlooking the Ohio River. Hanover's student body of 1,050 men and women from 36 states, including Alaska and Hawaii, and 18 countries earn the Bachelor of Arts degree in more than 30 academic programs.

**Hendrix College** (AR) is a private, undergraduate institution of the liberal arts related to the United Methodist Church with a residential, coeducational setting. As a collegiate community, Hendrix is dedicated to the cultivation of whole persons through the transmission of knowledge, the refinement of intellect, the development of character, and the encouragement of a concern for worthy values. Hendrix College has an enrollment of 1,022 undergraduate students and is located in Conway, Arkansas.

**Manchester College** (IN) offers more than 55 areas of study to 1,056 students from 27 states and 26 countries. The independent, liberal arts college is located in North Manchester, Indiana, where 75 percent of the students live on the 120-acre campus. Manchester is a Church of the Brethren college; about 9 percent of the students are members of the church.

**Mars Hill College** (NC) is an undergraduate institution located in the mountains of western North Carolina. Each year approximately 950 traditional age college students attend day classes and approximately 350 adult working students attend courses primarily via an evening program. Mars Hill College was founded 150 years ago with the intention to serve first-generation college students from the surrounding rural communities. Mars Hill is an academic community rooted in the Christian faith that challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is grounded in a rigorous study of the liberal arts, connected with the world of work, and committed to character development, to service, and to responsible citizenship in the community, the region, and the world.

**Oklahoma City University** (OK) embraces the United Methodist tradition of scholarship and service and welcomes all faiths in a culturally rich community that is dedicated to student welfare and success. Men and women pursue academic excellence through a rigorous curriculum that focuses on students' intellectual, moral, and spiritual development to prepare them to become effective leaders in service to their communities.

**Ripon College** (WI) is a four-year, private, residential, liberal arts and sciences college located in Ripon, Wisconsin, a city of 7,500. Its 1,000 undergraduates represent 34 states and 14 countries. Equidistant from Milwaukee and Madison, Ripon is ideally located for internships and off-campus study, too. Ripon is a true community of scholars where students and faculty work together for the success of all.

**Shenandoah University** (VA), founded in 1875, attracts students from throughout the region and across the globe. It offers more than 80 programs of study at the undergraduate, graduate, doctorate, and professional levels at its main campus in Winchester, Virginia, and the Health Professions Building on the campus of the Winchester Medical Center and Northern Virginia Campus in Leesburg. Shenandoah University is a comprehensive Level VI private university with an enrollment of approximately 3,000 students in over 80 programs in six schools.

**Sweet Briar College** (VA) is deeply committed to the education of women since its founding in 1901, and is consistently ranked as one of the top national colleges for women in the United States. About 620 women students, representing more than 30 states and 15 foreign countries, are in residence each year on our 3,250-acre campus, located 14 miles north of Lynchburg, Virginia.

**The College of Idaho** (formerly Albertson College) is a private, residential liberal arts college that enrolls approximately 800 students. The college is the state's oldest four-year institution of higher education. It prepares students for a lifetime of learning through a liberal arts and sciences education enhanced with the latest technology, off-campus internships, community service, and challenging curriculum.

**Thomas College's** (ME) mission is to prepare students for success in their personal and professional lives, and for leadership and service in their communities. The private, career-oriented college is committed to preparing its undergraduates for careers in business, technology, and education. Located in Waterville, Maine, Thomas' enrollment of 957 includes undergraduate, graduate, and continuing education students. The college is accredited by the New England Association of Schools and Colleges and is authorized by the state to award Master of Business Administration, Master of Science, Bachelor of Science, Bachelor of Arts, Associate in Science, and Associate in Arts. In addition to the career-specific and liberal arts undergraduate courses, Thomas offers graduate degrees and continuing education courses.

**University of Evansville (IN)**, since its inception in 1854, has enjoyed a strong relationship with the United Methodist Church, sharing with it a commitment to inclusiveness. Students savor a sense of belonging on campus and appreciate the significance of their personal and professional behavior. The institution's 2,676 students from 39 states and 50 countries experience a distinctive curriculum built on exposure to great ideas, timeless themes, significant questions, and multiple perspectives to prepare them not only for their first jobs, but for their very best jobs. The University of Evansville has received national recognition for its dedication to international education and is ranked within the top five comprehensive universities in the United States for study abroad programs.

**University of Puget Sound (WA)** is a liberal arts and sciences college in Tacoma, Washington that enrolls approximately 2,576 undergraduates and 209 graduate students. The university is an independent, predominantly residential, undergraduate college with selected graduate programs building effectively on a liberal arts foundation.

**University of Richmond (VA)** blends the intimacy of a small college with exceptional academic, research, and cultural opportunities usually found only at large institutions. A nationally ranked liberal arts university, Richmond offers a unique combination of undergraduate and graduate programs through its schools of arts and sciences, business, leadership studies, law, and continuing studies. The University of Richmond enrolls 2,857 undergraduates and 697 master's and professional students, as well as 617 part-time and 238 full-time continuing studies students.

**University of St. Thomas (TX)** was founded in 1947 as an independent Catholic co-educational institution with a current enrollment of approximately 3,000 students. The UST mission reveals a commitment to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service the institution embodies to instill in students the core values of the Basilian Fathers: goodness, discipline, and knowledge. A comprehensive university grounded in the liberal arts, the university educates students to think critically, communicate effectively, succeed professionally, and lead ethically.

**Ursinus College (PA)** enrolls 1,485 students from 25 states and 15 countries. The mission of the college is as real today as it was at its founding in 1869: to model civility, to teach students how to put their ideas to work, and to enable students to become independent, responsible, and thoughtful individuals through a program of liberal education. That education prepares them to live creatively and usefully, and to provide leadership for their society in an interdependent world.

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Participants agreed that some important next steps in promoting the integration of liberal and preprofessional education include continuing to discuss and disseminate integrative strategies and models, and more discussion and assessment of outcomes.



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