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SCHOOL OF BUSINESS

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INDIANA WESLEYAN UNIVERSITY

**EDUCATIONAL INNOVATION:**  
WHAT IT MEANS TO BE  
A CHRISTIAN  
SCHOOL OF BUSINESS



## EDUCATIONAL INNOVATION: WHAT IT MEANS TO BE A CHRISTIAN SCHOOL OF BUSINESS

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### Abstract

This paper submits that innovative Christian business education should demonstrate three distinctives: 1) It is Christ centered and purposed for growing in godliness and service; 2) It is flexible, engaging, and gives students maximum choice over how and when they participate in the educational experience through online, onsite, and blended modalities, and newest technologies; and 3) It establishes a culture of innovation and influence that is achievable through inquiry, collaboration, experimentation, and outward focus to connect new ideas with business education. Foundational to Christian business education is a Biblical perspective that guides the understanding of all aspects of business disciplines.

Lastly, the paper charges that Christian business schools have the obligation and privilege of teaching and advocating for virtue in all aspects of the business environment. Innovative business education must seek to equip students intellectually, emotionally, and spiritually to become effective citizens of a heavenly kingdom through becoming a world changer in whatever place the Lord has put them. This influence will go beyond the confines of a business and, as changes in the business environment occur, all of society will benefit.

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### Educational Innovation: What it means to be a Christian School of Business

John Wesley's famous quote "Do all the good you can..." captures the essence of what it means to be a Christian Business School. Facilitating the implementation of the virtuous corporation and wise stewardship of resources is the objective of the DeVoe School of Business. This implies the school must ground its teaching and advocacy in unchanging Biblical principles, while constantly seeking new ways to apply and communicate these principles in an ever-changing world. Thus, the responsibilities and opportunities go well beyond the narrow scope of teaching.

The Christian business school is charged with being an influential force promoting ethical conduct within the business community by being a thought leader and advocate. This requires the school to develop and promote new and innovative ways to broaden Christian influence in business and deepen the understanding of how Biblical principles apply to the current business environment. Teaching methods must constantly adapt to changing conditions and demands. This mandates a global perspective, a constant search for new ways to communicate with students and business leaders, and a desire to contribute to the body of business research. This paper will deal with the mission of a Christian business school organization and will describe the foundational principles of its operation. The paper is primarily focused on the activities of the DeVoe School of Business (DSB), but reaches beyond a single school to broadly address the community of Christian business schools, as situated within the context of higher education globally and nationally.

### Status of Higher Education

Prior to highlighting the distinctive activities of the DeVoe School of Business, it is first beneficial to summarize the current status of higher education in the global and national market. This will provide the context for Christian higher education in the US and, more specifically, the place of Indiana Wesleyan University's DeVoe School of Business within that niche education market.

### **Status of Higher Education in the Global Market**

**Demand Side.** According to the 2013 annual report, "Recent Trends in U.S. Services Trade," published by the U. S. International Trade Commission (ITC), "The global market for education services, measured by revenues at colleges and universities, grew by approximately 5 percent in 2011; the United States was the largest country market, followed by China, Japan, Germany, and France (ITC, 2013). The U.S. grew despite the fact that it was in the midst of one the worst recessions in history. Interestingly, that growth amidst recession is an expectation based on the research of Yang (as cited in ITC, 2013), in Colleges and Universities in the US, August 2012, which states that

"During a recession...the number of new students tends to increase even as existing students maintain enrollments. Such behavior is motivated by the students' desire to obtain new skills and/or "wait out" a recession. Conversely, during periods of strong economic growth, some potential applicants prefer to join the workforce" (p. 3-3).

The report recognizes that education has reached a state of maturity in its lifecycle, with primary instruction continuing to be on physical campuses, and with a noted increase in online instruction (ITC, 2013). In today's market, the "industry concentration is low due to the sheer

number and diversity of institutions worldwide, as well as the tendency of colleges and universities to focus on home-market students” (ITC, 2013, p. 3-3).<sup>i</sup>

**Supply Side.** On the supply side of education, there is significant growth within developing countries. Of course, this is primarily driven by the number of potential students that are available (ITC, 2013), but there is also the significant effect of rising economic incomes of the middle income class in developing countries—particularly those who, collectively, have come to be referred to as “BRIC”: namely, Brazil, Russia, India, and China.

“An institution’s reputation is one of the most important distinguishing factors among universities.”

ITC (2013, p. 3-3)

Competition among universities is shaped by a wide variety of factors, ranging from an institution’s academic reputation to its campus facilities. Budget cuts and rising tuition levels have driven many universities to cover budget shortfalls by actively recruiting foreign students. Over the past decade, mainland China has become the world’s largest source of foreign students. Over the past couple of years,

some elite universities have started to experiment with massive open online courses, i.e., free classes streamed over the Internet via specialty websites (ITC, 2013).

### Significant Trends

- **Active Foreign Student Recruitment** is “growing [at a] number of universities” (ITC, 2013, p. 3-3-4).
- **An Institution’s Reputation** is “One of the most important distinguishing factors among universities... [and] is often based on a subjective assessment of factors...” (ITC, 2013, p. 3-3).

- **Competitive Student Offerings** include redesigned curricula, upgraded academic facilities, installed state-of-the-art communications networks, and even bolstered campus amenities...” (ITC, 2013, p. 3-4).
- **Various Types of Financial Incentives** are offered to “compete for students, especially highly qualified students...” (ITC, 2013, p. 3-4).
- **Other Inducements** include “top-quality professors; winning sports teams; a wide range of courses and academic programs, including study abroad programs; and the existence of strategic alliances with both domestic and foreign universities” (ITC, 2013, p. 3-4).

### Status of Higher Ed in the US Market

The National Center for Education Statistics (NCES) annually produces three major publications designed for general audiences: The Condition of Education, Digest of Education Statistics, and Projections of Education Statistics. These publications present statistics on a wide array of education topics. They are used in diverse ways by policymakers, researchers, and the general public.

The information presented below was pulled from a CCCU (2015d) posting. The original statistics were obtained by CCCU from three NCES publications. Based on the most recent survey findings, there are 7,769 accredited institutions of higher education in the US, of which 4,724 are degree-granting institutions. Of the 3,099 private institutions, there are 1,024 religiously affiliated institutions with an approximate total of 1.9 million students (CCCU, 2015d).

Since 2005, there has been an increase in the number of education institutions—both public and private, and an increase in the number of students. However, a decrease occurred with

two-year public institutions, which fell from 1,100 to 934, and, a drop of 50% to 38% of all enrolled freshman. (CCCU, 2015c, 2015d).

### **Status of Christian Higher Education in the US Market**

The current status of Christian higher education is closely monitored by a few organizations. One organization in particular is the Council for Christian Colleges & Universities (CCCU).

The Council for Christian Colleges & Universities (CCCU) is a higher education association of 180 Christian institutions around the world. The 120 member campuses in North America are all fully accredited, comprehensive colleges and universities with curricula rooted in the arts and sciences. In addition, 60 affiliate campuses from 19 countries are part of the CCCU. The CCCU encompasses 35 Protestant denominations, as well as the Catholic Church in its membership. The CCCU is a tax-exempt 501(c)(3) nonprofit organization headquartered in the historic Capitol Hill district of Washington, D.C. (CCCU, 2015b, para. 1)

The CCCU (2015) website contains a number of resources, including a listing of its affiliate members and their institutional links.

A notable sidebar worth mentioning here is that a current posting on the CCCU (2015e) website encourages readers to celebrate October as Christian Higher Education month, and shares details of the organization's growth since the passing of the celebratory resolution:



In 2003, after recognizing the “outstanding contributions” of the faculty, staff, students and alumni of Christian colleges and universities in the United States, the House of Representatives passed a resolution honoring October as Christian Higher Education Month (CHEM).

When Congress first passed this resolution, the CCCU had 125 members and affiliates that educated more than 200,000 students and employed 15,000 faculty annually. Today, the CCCU’s 180 members and affiliates educate more than 400,000 students annually and employ nearly 35,000 faculty.

Three “Money Matters” statistics shared by CCCU (2015e) are that

- According to the research by the College Board, the average tuition and fees of private non- profit four-year institutions is currently \$31,231. In contrast, the average at CCCU institutions is \$25,112.
- In 2012, CCCU institutions on average increased student aid by more than twice the amount that they raised tuition.
- CCCU institutions have the lowest default rates in higher education.

### **Challenges to Christian Higher Education**

The current standing of IWU’s DeVoe School of Business is quite strong within the niche market of Christian Higher Education, but the industry is not without its challenges. There are significant challenges from government policy such as those that (1) threaten religious liberty (and, so, impact the whole Christian community), and (2) those with implications for most higher education institutions.

### **Challenges to Religious Liberty**

Christian education may face challenges due to state and federal policy and accreditation issues as a result of forthcoming adjustments to sexual orientation and gender identify policies forwarded by the U. S. Department of Education (Bethancourt, 2015). In addition, potential changes in the tax exempt status of Christian schools, including property taxes, are a significant financial risk... At the very least, it is likely that at some point Christian schools will have more extensive performance reporting requirements, measured in both quantitative and qualitative form, for how students attending the Christian institution are actually meeting the academic and faith-based missional components serving as the foundation for tax exemption. Additional major issues are those dealing with human relations within the student populace (e.g., codes of conduct, housing rules and regulations; Bethancourt, 2015) and the educational facility's labor force (such as the current legal discrimination for hiring employees based on their faith if it is part of the requirements of the work, a Bona Fide Occupational Qualification).

### **Challenges in Higher Education**

As more institutions find themselves looking at enrollment shortfalls and a dwindling pool of traditional age students (high school numbers are already declining), attention is likely to shift abroad. With half the world's population under the age of 25, the demand for U.S. education can be expected to grow. Benefits will flow in both directions. (Ebersole, 2015)

Ebersole (2015), a regular contributor to *Forbes* online, has itemized a list of 15 higher education issues, which are consistent with the well know business analysis model which segments issues into political, economic, social technological or environmental categories.

The issues identified by Ebersole (2015) include:

## Educational Innovation

- Political—the current administration’s new rating system for colleges and universities, and activities at the federal level.
- Economical—relevancy of degrees (especially driven by Vets leaving the military—300k in 2015), increased costs to deliver education services primarily due to governmental regulation
- Societal—demand for competency-based education (CBE); skills gap (hotly debated topic) amidst 5 million job vacancies; adjunct faculty unions; internationalism (see above quote)
- Technological—advancements (foreseeable and as yet unknown)
- Environmental—none cited
- Legal—Reauthorization of the Higher Education Act, Gainful Employment, state protectionism.

Internal to higher education, is the issue of a new business model requirement (Ebersole, 2015). Reduced revenues and/or the need to use monies to advance riskier strategies will require higher education institutions to restructure their organizations in order to reduce expenses—to streamline administrative and operation functions by centralizing the work, omitting duplicated processes, and entering into shared resourcing agreements with internal and external partners.

### **The DeVoe School of Business**

In light of the several challenges within the higher education industry and those impacting religious liberty in general—challenges that in all likelihood will increase and intensify in ensuing months and years—the DeVoe School of Business continues to stand strong on biblical principles and values. Under the umbrella of Indiana Wesleyan University, DSB



continues to “provide degree-oriented educational opportunities to working adults” (IWU, 2015a) and meet the changing needs of the business community through adherence to the university’s mission through the way the school continues to distinguish itself from traditional business education.

The mission of Indiana Wesleyan University is to prepare students to become world changers by developing them in character, scholarship and leadership. The IWU DeVoe School of Business offers dynamic programs that build on the knowledge our students bring to the classroom and help shape them into lifelong learners. (IWU, 2015a)

### **DeVoe School of Business Programs**

Associate's Degree	Master's Degree
Accounting	Accounting
Business	Human Resource Management
Computer Information Technology	MBA
	MBA in Personal Financial Management
Bachelor's Degree	MBA in Healthcare Administration Accounting
Accounting	Management
Business Administration	MSN MBA
Business Information Systems	Virtual MBA
Healthcare Administration	
Management	
Marketing-Analytics	

### **Devoe School of Business Distinctives**

Innovative Christian business education is distinguished from traditional business education in at least three important ways:

1. **Christ Centered--Purposed for Godliness and Service.** Christian business education is Christ centered. The faculty and administration are dedicated to bringing the Christian Worldview to business and society through teacher-student instruction and engagement; faith-integrated curriculum, academic research and scholarly dialogue, and personal service, all purposed for growing in godliness and service.
2. **Flexible and Engaging Curriculum.** Christian business education creatively implements best practice, and through flexible and engaging curriculum provides relevant knowledge, skills, and dispositions that are required for students to be successful in a global labor market. The curriculum is characterized by the use of best practice andragogy and pedagogy, with modern technologies and educational tools, and seeks to create an educational experience unique for each student. Students are given maximum choice over how and when they participate in the educational experience through flexible and engaging online, onsite, and blended modalities and today's newest technologies.
3. **A Culture of Innovation and Influence.** Christian business education establishes a culture of innovation and influence that is achievable through an environment of

inquiry, collaboration, experimentation, and an outward focus to connect new ideas with business education.

### **Christ Centered**

**Faculty.** The requirements for the DSB faculty are somewhat unique, when looking at the broad spectrum of colleges and universities. The DSB seeks faculty who are qualified through their mission fit, academic credentials, work experience, and passion for teaching. The DSB is blessed with a faculty who have unparalleled expertise in the business disciplines as well as a passion for Christian service. They have the credentials of academia as well as real world experience in business. The full-time faculty have business experience in various Fortune 500 companies as well as government and international business. The part-time faculty contribute to innovation by practicing the application of business in their daily employment, then bringing relevant, new ideas to the classroom. The result for the student is a world class business education mentored by scholars immersed in world of business.

**Christ-centered ethics.** Christian business education integrates faith into all elements of the disciplines and is founded on a Biblical perspective. One such Biblical perspective is the recently developed Christ-Centered Ethics (CCE) Model© which is useful as a foundation for faith integration and the teaching of ethics.

The CCE© model is based on putting first things first within the context of Christian ethics, in accord with the promise made by Jesus: “Seek ye first the kingdom of God and his righteousness, and all these things will be added unto you” (Matt 6:33 JUB). The model may be used to assess, design and develop, implement, and optimize



individual, group, and organizational moral and ethical performance in accord with biblical principles. It also provides a framework for the teaching of ethics (Philpott & Boyce, 2015).

The model consists of three domains, each domain having three components. The domains are *Being*, *Knowing*, and *Doing*. Each Compossibility is anchored in the example of Christ and is linked to business ethics theories, virtues, and spiritual disciplines in separate modeling. Philpott and Boyce (2015) provide a description of the nine components of the model:

**On Being.** Ethics training and faith integration must start with an individual's understanding of themselves. As Christians, we are a new creation in the process of becoming more like Christ. Our old **Character** has been put to death, and we have been given a new one--one of humility in Christ. Our **Citizenship** is now heavenly, and with that citizenship comes an accountability for all that we have received or have been given charge over. Finally, we have a **Calling**. Firstly we are called to be in right relationship with God (the source of our hope) and, secondly, we are called to be partakers of God's divine nature so that through exercise of our giftedness (natural, acquired, and spiritual) we might through service meet the needs of the world to the glory of God (purpose).

**On Knowing.** The second domain of the CCE model deals with various ways of knowing the relationships we have with the world around us. Christ has shown us by his example that while we are to exercise discernment (prudence) in our **Circumstances**, we are not to worry over them for they are temporal in nature. Instead, we are to place our trust in him and be content--whatever the circumstance. Likewise, the **Constraints** that used to chafe and bind us are now opportunities to display obedience and temperance.

And third, **Compossibility**, the realization of unimaginable blessings of God, of what may now be possible in the grace and power of God encourages our creativity and innovation, our risk taking and entrepreneurship (Philpott & Boyce, 2015).

**On Doing.** The final domain of the CCE is doing. Scripture reminds us that it is our actions that will prove our hearts; good intentions without good behavior is useless. The believer models **Compliance**, both to Godly and earthly authority and in so doing displays justice. **Commonality** deals with being united in purpose and action. Jesus and the Father were one; believers are likewise united in one purpose and one create a common community of faith. Finally, Christ demonstrated **Compassion** on numerous occasions, moved by His great love for the world. Believers are admonished to love one another and to be a good neighbor to everyone they meet.

The nine components of the CCE Model may also be expressed by means of the CCE Correlation Table© (Philpott & Boyce, 2015), which shows their individual relationship to Christ’s example and a corresponding primary virtue. Refer to Table 1. The CCE model has also been extended to include two other tools not shown in this report: (1) the Discernment Decision-making Framework, and (2) the CCE Holistic Discernment Inquiry steps, which may be compared to and contrasted with the more traditional business ethics rational decision-making framework (Philpott, 2015).

Table 1

Christ-Centered Ethics Model Correlation Table©

<b>Being</b>		
<b>CCE Model</b>	<b>Christ's Example</b>	<b>Virtue</b>

Character	A Servant (Lk 22:27)	Humility
Citizenship	Disciple-making (Mt 28:18-20)	Accountability
Calling	Chosen (1 Pt 2:9)	Purpose (Hope)

### **Knowing**

<b>CCE Model</b>	<b>Christ's Example</b>	<b>Virtue</b>
Circumstances	Discernment (Mt 16:1-3)	Prudence
Constraints	Knowing Scripture (Mt 4:4)	Temperance
Compossibility	Competence from God (Mt 7:24-27)	Wisdom

### **Doing**

<b>CCE Model</b>	<b>Christ's Example</b>	<b>Virtue</b>
Compliance	Justice & Mercy (Lk 6:36)	Justice
Commonality	One Accord (Eph 4:5-6)	Faith
Compassion	The Cross (1 Jn 4:19)	Love

(Philpott & Boyce, 2015)

The CCE model provides the means for incorporating Christian ethics in the decision-making process by focusing on the example of Christ, and with reliance on Scripture as the primary source of guidance. It is accompanied by the Discernment Decision-Making Framework (not shown) which is structured similar to a rational framework found in business ethics--a series of steps followed sequentially in order to arrive at a decision. What distinguishes the discernment framework from the rational framework is threefold:

1. Discernment has as its starting point a singular supreme standard of reference for truth, as found in God's holy word, Christ's living example, and the Holy Spirit's guidance.



2. The steps toward decision making go beyond a purely rational approach to include a spiritual approach (e.g., prayer and other spiritual disciplines, seeking Christian counsel).
3. Similar to the rational approach, the discernment framework includes a step “to reason”; that is, to identify ethical and moral issues in a situation and rationalize available options according to ethics theories. What is distinct, however, are the types of questions asked through use of holistic reasoning—questions that are God-centered and other-centered.

The Christ-Centered Ethics model thus serves as more than a Christian ethics decision-making model, it is also a means with which one may further develop Christian character.

**Development of Business Leaders.** Christian character development of business leaders is the foundation of the DeVoe School of Business. Business has significant impact on society and the well- being of the world’s population.

**World business leaders have emerged as first global citizens.** Engaged in commerce, business leaders understand the interdependence of nations, and that the health of society and the preservation of our earth are important to the future prosperity of the business enterprise. Business fosters economic and cultural interdependence and has helped to create the awareness of one humanity, on one planet, all sharing a common fate. And, **as the dominant institution on the planet, business holds the key to the transformation of our global society, away from intractable problems, and toward a world that works for everyone.**

Around the globe we are witnessing a fundamental questioning, both individual and institutional, of our most basic assumptions about who we are, the world we live in, and what is ultimately important. Increasingly, the leading thinkers of our day are describing this phenomenon as being driven by an emerging new paradigm—a new understanding of reality—which is shaking our traditional assumptions and intuitions to the roots. The World Business Academy arose out of the **conviction that the shape of the future is our choice, and that business, if it adopts a new tradition of responsibility for the whole, can be the major contributor to a future that is economically, socially, and ecologically viable for all.** (Sikula, 1996, pp.81, 83; bold added for emphasis)

Business leaders have a unique capacity to engage with the world and to shape the future by taking on the responsibility of the whole, to address not only areas of trade and commerce, but of humanity and all creation. Business ethics, when taught as part of traditional business school curriculum, can certainly help raise awareness, and give guidance for how to make decisions when faced with an ethical dilemma. Yet, business ethics does little to change the heart of a person. People need to be in relationship with Christ. They need to see him as the exemplar role model for Christian living. Hence, there is a critical need for a Christ-centered approach to predominate in business.

In a recent release of survey findings in the KRC & Weber Shandwick CEO Reputation Premium, there is disclosure that the results indicating what high-level corporate executives have identified as the dispositions, or key performance indicators, of a great CEO reputation. A key finding is that CEO reputation continues to be a premium form of currency and wealth in an economy where companies trade on their reputations every day. As Michael Fertik, founder and

CEO of reputation.com, says, “Reputation is the new oil.” (as cited in KRC Research & Weber Shandwick, 2015, p. 2)

CEO reputation is a fundamental driver of corporate reputation, and is unwavering in its contribution to market value.... Global executives estimate that nearly one half of a company’s market value is attributable to its CEO. CEO reputation continues to be a premium form of currency and wealth in an economy where companies trade on their reputations every day. (KRC Research & Weber Shandwick, 2015, p. 2)

Taking into account only a small representative sampling of all companies (via the Fortune 500), (2015) Ebersole (2015), in Forbes, says that “In total, the Fortune 500 companies account for \$12.5 trillion in revenues, \$945 billion in profits, \$17 trillion in market value and employ 26.8 million people worldwide” (para. 1). ----Do the math.

The loss of reputation due to unethical practices has cost (and can cost) stakeholders millions of dollars, as the recollection of some of the more notorious unethical behavior: Enron, Countrywide, WorldCom, and recently, Volkswagen.

“In today’s business world, it’s undeniable that CEO reputation matters to an organization’s success and is one of its most valuable and competitive assets” (KRC Research & Weber Shandwick, 2015, p. 5). Hence the role of the DeVoe Business School in the exercise of fulfilling its mission:

DeVoe School of Business is a Christ-centered academic community committed to transforming the global marketplace through life shaping preparation, helping students to ask essential questions, explore their call to business as God’s work, and prepare for a fully integrated life of service.

~ DeVoe School of Business (2015), Mission

### **Flexible and Engaging Curriculum**

The DeVoe School of Business uses a collaborative curriculum development model that recognizes three stakeholders in curriculum design process: the first is the university with its mission and purpose; the second is the labor market; and the third is student interest. Curriculum must first be consistent with the mission of the university; secondly it must also provide education in the knowledge, skills, and dispositions needed by the marketplace, and third, it must provide education from both a content and a delivery perspective that provides the most effective learning environment and attracts and keeps the student interest.

“Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.”

~ Indiana Wesleyan University (2015b), Mission

The experience within DSB has found that business curriculum becomes more innovative when it is designed and developed within a collaborative and diverse team environment. Traditionally, the curriculum for a particular course has been the sole domain of single faculty member, and students learned what the faculty member believed was important for them to know. While this process could produce outstanding courses, it also could result in widely varying quality and content for the same course taught by different faculty. Moreover, it produced a course developed from a single point of view.

The DeVoe School of Business uses a collaborative process for curriculum development which relies on faculty as the content experts, but also brings to that expertise a broader set of perspectives, including that of the practitioners, the Instructional Design team, and enrollment



management (who are in constant communication with students). Also at the table are the Program Directors, OCLS (Online Center for Library Services), CLI (Center for Learning and Innovation), marketing and recruitment.

DSB has concluded that a small team of six to seven can produce more innovative and creative curriculum, within consistently higher quality, than the traditional single writer approach.

Students in today's educational environment have many options for their education. This means that students at all levels and age groups are more able to influence the educational environment with their choices. Institutions that ignore the needs of student and market are unlikely to survive.

The millennial generation are acknowledged to be the first digital native generation; that is, they have, since birth, been immersed in a real time, interactive, electronic assisted, digital environment. Business education of the future will likewise need to become real time, customized, interactive, electronic assisted, and digital in nature.

### **A Culture of Innovation and Influence**

The DeVoe School of Business is uniquely positioned to be the leader in Christian business education through influence and innovation. These objectives are achievable through a culture of inquiry, collaboration, experimentation, and an outward focus to connect new ideas with business education. To be influential, the school must engage in research and inquiry and communicate results to a wide audience within the business community. To be innovative, the school must have a strong focus on asking how to constantly improve and a willingness to experiment with new methods. The new DSB web site has become another outlet for both full-

and part-time faculty, as well as students, to report research results and expand the influence of the school: [indwes.edu/devoeschool](http://indwes.edu/devoeschool).

Often, new ideas may emerge from business applications or fields of inquiry far removed from business. Within the DeVoe School of Business:

- Business degree programs have been blended with other disciplines (such as with healthcare).
- Mixed modalities of online and onsite classes are in place.
- Implementation support systems are now available for student academic support as well as spiritual needs.
- Active research into business issues and teaching methods is ongoing among the faculty.

In a classic book on change, Christensen (1997) identifies two types of technologies. The first is a technology which improves an existing process, and the second is a disruptive technology that changes the industry. A culture of curiosity and experimentation seeks to understand and apply both types of change. The field of education is just beginning to apply innovations from other industries and has been too slow to change; the DSB is uniquely positioned to become a leader in innovation for business education.

### **Conclusion**

Christian business schools have the obligation and privilege of teaching and advocating for virtue and wise stewardship in all aspects of the business environment. At DeVoe School of Business, we seek to equip students intellectually, emotionally, and spiritually to become effective world-changing business leaders in whatever place the Lord has put them. Their

influence will go beyond the confines of business, and as changes occur in the business environment, all of society benefits.

**World Changing: Indiana Wesleyan University / DeVoe School of Business**

*When I was a young man, I wanted to change the world.  
I found it was difficult to change the world, so I tried to change my nation.  
When I found I couldn't change the nation, I began to focus on my town.  
I couldn't change the town and as an older man, I tried to change my family.  
Now, as an old man, I realize the only thing I can change is myself, and suddenly I realize that if  
long ago I had changed myself, I could have made an impact on my family.  
My family and I could have made an impact on our town.  
Their impact could have changed the nation and I could indeed have changed the world."*

*~ Rabbi Israel Salanter*

*Nineteenth Century Professor*

*"You must be the change you wish to see in the world." ~ Mahatma Gandhi*

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As a full-time instructor for Indiana Wesleyan University, CAPS, in the DeVoe School of Business, she primarily teaches all human resource management courses in the undergraduate and graduate HR Management programs. Prior to CAPS, she taught auditing, accounting and management courses on IWU's main campus in Marion, IN, at KIMEP in Almaty, Kazakhstan, and as adjunct for Ivy Tech Community College. Past corporate work experience includes both human resources management and accounting positions: HR Manager, Controller, Assistant Treasurer, and Accountant.

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Dr. Wilkinson lives in the Indianapolis area and is active at St. Marks United Methodist Church. He and his wife have four children and eight grandchildren. Prior to full-time teaching at IWU, he worked for 27 years for the GTE Corporation. He is a past president of the Indiana Economic Forum, and has served IWU as the Faculty Chair for Non-residential, Chair of the University Faculty Relations Council, and Chair of the DeVoe School of Business. He was a recipient of the Paul Hoffner Award for contributions to adult education. In 2013, Dr. Wilkinson became Faculty Emeritus.

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#### **Pete Ochs**



Pete Ochs is the founder of Capital III, a private equity firm committed to creating economic, social, and spiritual capital. Prior to founding Capital III, Mr. Ochs spent 8 years in the commercial banking industry.

### **Endnotes**

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<sup>i</sup> The main factors affecting demand for university education are population growth and demographics, secondary-school completion rates, household income, tuition levels, employer needs, economic conditions, and socioeconomic factors.



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