

The Case for Change in Business Education: How Liberal Arts Principles and Practices Can Foster Needed Change

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A liberal arts education is touted as a tradition that produces graduates who are humane, interdisciplinary, and have the ability to think critically. While many liberal arts colleges offer business in their degree offerings, it can be seen as antagonistic to a liberal arts education. Can the liberal arts and business education find mutuality? This paper argues that the consideration of this issue is timely due to the recent decline of liberal arts education in favor of technical degrees and the recent criticisms of business education as lagging behind other majors in learning outcomes. An integration framework is offered for business education within liberal arts.

INTRODUCTION

Ongoing corruption in organizations has caused some to question the effectiveness of business education. Broughton states, “Given the present chaos, shouldn’t we be asking if business education is not just a waste of time, but actually damaging to our economic health?” (2009, p. 3).

Moreover, Schwab (2003) is concerned that most people in society today lack trust in the market-driven system feeling that organizations and their leaders have become detached from society’s needs. “In today’s trust-starved climate, our market-driven system is under attack...large parts of the population feel that business has become detached from society, that businesses interests are no longer aligned with societal interests.” He suggests corrective action, “The only way to respond to this new wave of anti-business sentiment is for business to take the lead and reposition itself clearly and convincingly as part of society” (p. E10).

Some link corruption in the marketplace to the under emphasis on the liberal arts and the overemphasis on technical and professional skills. For example, Sullivan’s (2011) major concern is that business education simply fails to prepare students for their responsibility to society, including their ethical responsibility to the businesses. His most current work with the Carnegie Foundation (Colby, Ehrlich, Sullivan & Dolle; 2011) presents methodologies and strategies to incorporate liberal learning (liberal arts) into business courses.

Research studies have demonstrated that liberal arts education, when compared to other educational alternatives has greater student outcomes including: student satisfaction with faculty, completion rate of a bachelor’s degree, students enrolling in graduate studies, students winning graduate fellowships, scores on Medical College Admissions Test (MCAT), writing skills, cultural awareness and students being part

of social change (Austin, 1999, p.8). Additionally, business majors score lower on the entry exam for MBA programs, the GMAT (Graduate Management Admission Test), than every other major (Glenn, 2011, a) and business majors show the least gains on the Collegiate Learning Assessment in the first two years of education than any other group (Arum & Roska, 2011). These outcomes are coupled with a trend in higher education for decreased student demand for liberal arts education and increased demand for professional and technical education.

Liberal arts education is quickly becoming a minority stakeholder in higher education. “The proportion of students graduating with degrees in the liberal arts has been declining as programs offering paraprofessional and technical degrees have expanded” (Paris, 2007, p 7). In fact the percentage of degrees awarded in the arts and sciences between 1968 and 1986 dropped from 47% to 26% (Breneman, 1994). The result is that the great majority of undergraduate students in the United States major in professional or vocational fields, with business being the largest major of all. In 2006-2007, the most recent year for which data is available, 21% of all undergraduates were business majors, and if one includes all vocational majors outside business the number jumps to 68 % (Sullivan, 2011).

Recent results from national assessment efforts also point to concern about what business students are really learning. The Collegiate Learning Assessment (CLA) shows that business students show fewer gains in critical thinking, complex reasoning, and writing skills than students in any other field of study (Arum & Roksa, 2011). The National Survey of Student Engagement (NSSE) assesses effective educational practices such as level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences and supportive campus environment. The NSSE 2010 annual report shows that business students are more likely to engage in active and collaborative learning such as course projects and team presentations, however, business students are also spending less time preparing for class and more time working at off-campus jobs (National Survey of Student Engagement, 2010). The level of academic challenge for business majors comes in lower when compared to majors in arts and humanities, biological sciences, education, engineering, professional programs, and social science. Furthermore, if one compares the outcomes of business education to what employers are looking for another gap emerges. Employers are looking for clear writing, quantitative analysis skills, and creative thinking (Glenn, 2011, a). Yet national assessments suggest that a liberally educated student is better prepared to meet those demands than a business student. Eventually this gap may lower the market demand for more business majors, although the time lapse between the identification of the problem and the shift in demand may come far into the future (Rafter, 2004).

One effort to address educational outcomes in business education comes through accrediting bodies specific to business education. The Association to Advance Collegiate Schools of Business International (AACSB) adopted a model of “assurance of learning” in 2003 (Glenn, 2011,b). The AACSB accredits about half of all business degrees using learning goals established by each institution with regular assessments of progress toward those goals. Business programs accredited by the AACSB use both embedded course assignments and standardized tests as assessment tools. Whether this accreditation process is improving the outcomes of business education is debated even among business faculty (Glenn, 2011,b) and results from NSSE and the CLA suggest that the accreditation process is not eliminating gaps between business students and liberal arts students in terms of some key outcomes.

While these gaps in the outcomes of business education and trust in business organizations and the professionals who run them are multivariate problems, could more, professionally capable, ethical and humane business professional be developed through the intentional integration of liberal arts educational practices into professional and technical education? What does higher education stand to lose by its declining emphasis on the liberal arts? What challenges does this present to liberal arts colleges? Are there tensions between the liberal arts and professional degrees? Are there possibilities of reconciling or integrating liberal arts education and professional/technical education?

This paper agrees with Sullivan (2011) who suggests that the integration of liberal arts education with professional/technical education would create more capable business leaders and more ethical and humane business professionals. Furthermore this paper argues that the considerations of these questions is timely due to the recent decline of liberal arts education in favor of vocational or professional degrees and

the corresponding and ongoing concerns over ethical lapses by business leaders and lower assessed educational outcomes for business majors. To address these questions this paper provides a context for discussion by considering the growing emphasis on professional and/or technical education, the tensions between the professional education and the liberal arts, the historical development of the tension and finally the market forces driving the demand for more professional/technical degrees. The paper then resolves by using four means of integrating the liberal arts into business education: leadership, creative and integrative thinking, ethical development of the person, and curriculum integration as frameworks to guide improvements to business education through the liberal arts.

CONTEXTUAL CONSIDERATIONS

Tensions Between Liberal Arts and Professional Education

A liberal arts education is touted as a significant tradition producing graduates who are humane, interdisciplinary and able to think critically and creatively. While most liberal arts colleges have business as part of their degree offerings, business education and professional/technical education can be seen by some as “free riders” or even as antagonistic to a liberal arts education.

This division, whether real or perceived, was seen clearly in a symposium in 2007 sponsored by the Kemper Foundation which investigated the relationship between the liberal arts and professional degrees. In attendance were participants from two dozen liberal arts colleges. These participants conferred on many important issues, one being the existence of a division between the liberal arts and professional education. The symposia report states:

Many saw these conflicts as being more deeply rooted in what almost seemed another version of “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 (LaHurd, 2007, p. 43).

In spite of this tension, the symposium focused on sharing ideas on how business and the liberal arts can be effectively combined. However, Lambert (2006) argues that there is no real divide, or there should be no real divide, between the liberal arenas and professional education. He argues that the real problem is the divide between education for vocation, and education for technique. “There is a real division in the academy, but it is within rather than between these areas” (p.30). Lambert posits that knowledge experts create what Palmer (1993) calls “objectivism” whereby objectivity is the primary characteristic of academic work. Professors are knowledge experts, and that knowledge rarely translates into whole person living or integrative knowledge. This is opposed to integrative learning that combines objective knowledge with knowledge from other disciplines and relationships among people and problems. This type of learning distinguishes liberal learning and the integrative approach can be incorporated into any field of study.

Whether an actual or perceptual division exists between the liberal arts and professional degrees or the division, as Lambert (2006) suggests, is between education for technique or education for vocation, this phenomena must be addressed. So how did business education arrive at this impasse?

Historical Interplay Between Business and Liberal Arts

Traditionally, higher education has been intentionally divided along two categories: vocational/technical and humanities. The latter educational path was intended to equip those individuals who were to hold a place of leadership within the community or civic life. This educational path was known as the “liberal arts” (Stull, 1962; LaHurd, 2007; Delucchi, 2009). To many this general distinction still represents the heart of a good liberal arts education as well as the primary distinctiveness from professional or technical education.

Beginning circa the 1880's collegiate schools of business focused on training for careers in accounting. Prior to the 1950s a student could attend a senior college declaring themselves a liberal arts major and upon graduation join a corporate training program that provided the technical training. Then in 1950 reports by the Ford and Carnegie Foundations found that business schools had mediocre faculty, and curriculums narrowly focused on vocational skills. In response to this, business schools began to become more technical and rigorous in their approach (Holland, 2009).

After the 1960s corporations changed their perspective by demanding students who already had business education believing that these students had the basic functional skills to adapt quickly and become successful in the business environments. Corporations began to place a higher premium on an undergraduate business degree over a degree in the liberal arts. Eventually, corporations began to offer higher starting salaries to business majors than they did to liberal arts majors (Glenn, 2011, a).

At the beginning of the 21st century the academy began to realize that business schools had "over corrected" placing "an overemphasis on rigor and an under emphasis on relevance" (Bennis, 2007) and that students were learning pat answers to problems without enough "knowledge of the real world" (Mitzberg, 2004). Integrated learning that enables a student to think critically about complex environments seemed to be lacking.

Yet, even liberal arts greatest champions, liberal arts colleges, have found it hard to be true to their roots. Specifically in the 1970s there was a dramatic shift in curriculum towards studies related to work (Knox, Lindsay, & Kolb, 1993; Delucchi, 1997) arising from a demand response to market forces, specifically to maintain enrollment levels (Breneman, 1994).

Liberal Arts Colleges Driven by Market Forces

In the nation today approximately 600 smaller private colleges have liberal arts as a foundation or core of their institutional mission. The challenge they face is how to integrate the liberal arts into their professional education programs (Paris, 2007).

Delucchi's (1997) research considered over three hundred liberal arts colleges comparing the claims of those colleges with their curricula. He found that in the 327 colleges he examined, two-thirds of the colleges were dominated by professional majors, yet had highlighted liberal arts as their academic mission. Furthermore, he finds that these claims are not directed towards the organization or faculty, which has the ability to create change. The claims of adherence to a liberal arts tradition are largely directed towards, "applications, accreditation agencies, college rating guides and other public constituencies" (p. 423). While mission statements may allow for some loose coupling of liberal arts and professional degrees it is clear that curriculum at these institutions is not driving liberal arts claims. Delucchi (1997) says that this creates a myth of uniqueness of the liberal arts college, which is not supported by his research.

A second study by Delucchi (2009) focused specifically on business departments at liberal arts colleges. His research examined the operational language liberal arts colleges used to identify themselves, then using strategic adaptation theory he explores the frequency of occurrence where business is the most populated degree. The findings suggest that 55% of examined institutions strongly promote their liberal arts identity as the college's foremost public presentation. These findings suggest many liberal arts colleges are maintaining a socially acceptable perception as liberal arts colleges to their external constituency, but in doing so also create questionable institutional legitimacy. The research suggests that while market-based forces pressure institutions to decouple mission from practice, colleges, of their own accord, promote liberal arts rhetoric to adapt to competing pressures from the market and those of accreditation agencies and ratings guides.

To this point this paper has considered the multifaceted issues surrounding the interplay between liberal arts and professional education including: the posited failure of business education in developing morality, the weaknesses of business education in developing strong educational outcomes, the existing tensions between the liberal arts and professional degrees, the historical development of higher education's present state and finally the specific challenges liberal arts colleges face because of market

demands. If integration is recommended, then specifically what options exist to address the growing concerns?

UNDERSTANDING AND RECONCILING THE LIBERAL ARTS TO BUSINESS EDUCATION

There are four broad approaches that can be used as a means for reconciling business education to the liberal arts. The first is to embrace liberal education as leadership education. The second is to enhance integrative and critical thinking in business education. The third is for business education to focus more attention on the ethical formation of the person, and the fourth is to integrate business and liberal arts curricula more closely. Using these four broad approaches as a framework to guide the discussion, each approach will be explained for its relevancy to business education and then several examples of how this is currently being done will be discussed. The four approaches used in this paper represent a wide-ranging view and understanding of the various aspects of a liberal education. While this list could be condensed or extended, for the purposes of this paper they will act as the framework for considering how to address challenges in business education.

Leadership Education

As mentioned earlier one traditionally accepted goal of a liberal arts education was to train those individuals who were to hold a place of leadership within the community or civic life (Stull, 1962; Blaich, Bost, Chan, & Lynch, 2004). Durdan (2003) argues that all liberal arts colleges are rooted in a history of training individuals for leadership in organizations: public, civic, and political. The American liberal arts tradition was designed early on by men like: John Dickinson, Benjamin Rush and Thomas Jefferson to architect leadership skills in the nation's future generations. Durden argues that little has changed in the curricular structure except the omission of a few courses; the foundational curriculum has remained the same. Therefore, to not include leadership in the training of business professionals, who will undoubtedly be in positions of leadership, would deny the role for which the liberal arts education was designed. He comments:

It is time for education leaders to affirm publicly that a liberal-arts education is not a mere luxury without practical consequence, but rather encompasses a distinctive preparing of students for positions of corporate leadership. It is time for administrators and faculty members to embrace with pride their graduates who pursue careers in business and finance and to incorporate, both philosophically and structurally, business into the core of the liberal arts curriculum (Durden, 2003, p. 23).

Early on, Harvard Business School understood the ability of liberal studies to develop leaders. A 1955 publication by Frederic Pamp suggests the pedagogy concerning the use of literature stating, "The fullest kind of training for leadership in business management can actually be given by the practice of reading and analyzing literature" (p. 47). In this approach, business management faculty use fictional literature to enhance business leadership education. This voice from history finds contemporary application today in the teaching of Joseph Badaracco.

Badaracco (2006) believes that literature is able to open up perspectives for business leaders that are unparalleled for self-knowledge and the cultivation of challenging character questions. He states:

In the best stories, literature and life converge. The characters come across as real people, not puppets or specimen in lab dishes. This can broaden our view of leadership by showing us leaders in a wide range of circumstances. It also deepens our understanding by revealing what they are thinking and feeling. And, as we look closely . . . we confront a series of challenging questions - about the individuals in the stories and about ourselves (2006, p.4).

Other examples of the use of literature to foster leadership development include: Oliver (2003) who uses Shakespeare's *Henry V* to teach executives lessons on leadership and fostering internal motivation and Hamel (2002) who uses Judeo Christian religious history and narrative as he coaches executives to find greater personal and organizational purpose.

Daloz Parks (2005) writes about Harvard University professor, Ron Heifetz's classroom methods in teaching leadership. She suggests that leadership today requires the ability to see the complex and interdependent relationship among multiple systems. She points out the discrepancy between teaching knowledge and preparing people to exercise judgment and skills to bring the knowledge to bear on these intricate systems. The echoes of integrative learning from Lambert (2006) and Bennis (2007) are clear in this approach.

There are numerous other examples at the department or college level of fostering leadership in the liberal arts setting in conjunction with or as part of business curriculum. For instance, Franklin Pierce University requires student leaders in campus organizations to reflect on how the liberal arts fit into their organizational setting. Another example comes from the University of Puget Sound who facilitates cooperative based coursework. This strategy requires students to attend weekly classes with a business leader in the community who acts as their mentor. The mentoring relationship also requires students to produce a project, which is designed to meet an unmet need in the marketplace (Paris, 2007).

Clearly business management graduates will be involved in leadership within public, for-profit and not-for-profit organizations. Therefore, the integration of leadership studies into business education would appear to be a natural fit.

Integrative and Critical Thinking

A second approach is suggested by Blaich, et. al., (2004) who add that the liberal arts is also "...an institutional ethos and tradition which places a greater value on developing a set of intellectual arts, than professional or vocational skills" (p. 12); this viewpoint is shared by Snow (1966), Stull (1962) and Brown (1994). Moreover, these intellectual arts are demonstrated in creative and critical thinking, where such thinking creates coherence in the intellectual integrity of students in that they can link moral and personal values to activities (Stull, 1962; Blaich, et. al., 2004). This concept is supported by Lambert (2006) with regard to vocational approaches to liberal education that allow for whole person development. Finally, Rothblatt (2003) suggests that, "Liberal education offers the intellectual and emotional basis on which is constructed a capacity to make decisions. It is the means by which men and women have sought to interpret the world or take a comprehensive view of it" (p. 15).

The ability for managers to think creatively and critically is essential in business and is not a new expectation (Pamp, 1955). As a businessperson, the key is to know your internal and external environment well enough to see trends and possible courses of action. No two environments are alike. One needs to be a keen observer and an intelligent thinker to put the pieces together in an effective manner. This is what Bennis (2007) is calling for when he demands that business students need fewer pat answers and more ability to solve problems in the context of a complex reality.

Drucker (2001) suggests that this type of holistic thinking is going to be required for future business leaders. Drucker writes "But what we do need – and what will define the educated person in the knowledge society – is the ability to understand the various knowledges" (p. 294). Drucker believes business education has failed because it has not taken a holistic approach to life and its graduates "feel let down" (p. 293). Drucker suggests a full integration between functional and liberal arts education.

Harvard University Business School has a long held belief in critical and creative thinking and its connection to the humanities and states: "The creative element in management, as in the humanities, is developed by the disciplined imagination of a mind working in the widest range of dimensions possible" (p. 47).

One example of operationalizing this approach in the classroom comes from Harrison and Akinc (2000) at Wake Forest University who train nascent managers by asking them to analyze and interpret works of art and literature using fifth discipline learning to reference leadership concepts.

Contemporary scholars like Smith-Fichter (2002) concur, believing that liberal arts education develops analytical and creative thinking, but more importantly students become continuous learners. The liberal arts environment is catalytic for developing this type of continuous learner because it provides a learning culture that is rooted in a close bond and friendship between faculty and students (Smith-Fletcher, 2002). This entwining of the unique friendship, existing as an essential element in liberal arts education, is also suggested by Blaich, et. al. (2004) who include it in their definition of what the liberal arts education entails. The connection to community also fosters thinking within the students that is more holistic and humane.

Results from NSSE (National Survey of Student Engagement, 2010) suggest to business faculty that they need to require more critical reading and writing from business students as significantly fewer business students report ever having been required to write a paper of more than 20 pages. Writing assignments that focus on exploring questions and creating knowledge through exploration of complex issues would be a means of developing both writing and analytical skills. Critical reading is addressed by requiring research into the issue and critical writing and analysis is addressed as the student explains the evidence and explores its meaning often in the face of conflicting evidence. Faculty could also develop more assignments that require examining problems from multiple perspectives as business majors also have comparatively lower results on the question of whether they have ever tried to better understand someone else's view by imagining how the issue looks from his or her perspective.

Ethical Development of the Person

A third approach to understanding liberal arts education is posited by Colson (2005) who argues that the historic goals of a liberal education was to both cultivate knowledge and to cultivate character. Aristotle considered all persuasion to stem from ethos, logos, and pathos; Meaning that an effective argument is assessed on the credibility or ethical foundation of the person, the sound reasoning of the person, and the use of emotion to stir empathy. Martin Luther King Jr. said, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of a true education" (King, 1947). Business leaders need to be keen observers of their internal and external environments to make good decisions, and these decisions must be made in the context of the competing needs of multiple stakeholders. Knowledge of ethical philosophy and the ability to view issues from multiple perspectives is essential in order to keep the needs of society aligned with the needs of the business.

One example of a business education program taking this approach is the College of St. Catherine, which embedded ethics across the entire curriculum and created two specific courses, "The Reflective Woman" (it is a women's college) and "Global Search for Justice" (Paris, 2007).

Babson College integrates ethics into the business curriculum. A liberal arts faculty team coordinates with business faculty to develop conceptual frameworks for ethical decision making. The framework reflects the philosophies of Immanuel Kant, Aristotle, Adam Smith, Jeremy Bentham and John Stuart Mill (Babson College, 2011). Through a grant from the Harold S. Geneen Charitable Trust the faculty are developing a series of undergraduate ethics cases that are being developed in partnership with students.

In 1999, The John Templeton Foundation released a college guide titled "Colleges that Encourage Character Development" which profiled colleges with programs in leadership, volunteerism, spiritual growth, civic engagement, and other categories. The goal of the guide was to help parents and students identify colleges with strong focus on character development, "...fostering such virtues as honesty, self-control, respect, and compassion" (The John Templeton Foundation, 1999, p. 1). It provides many examples of educating for the ethical development of the person that may be useful in various settings.

Integration of Curriculum

The fourth framework for understanding a liberal arts education is that the whole person is addressed; the primary means to do this is through integration of educational instruction both in curriculum and pedagogy (Brown, 1994; Stull, 1962; Blaich, et al., 2004). The goal here is to seek integration in disciplines so as to have the student leave the institution with a well-rounded perspective of the world

they are entering. However, knowledge itself is not the end in and of itself. Hauerwas (2005) states, “There is no such thing as a ‘liberal arts education’ in which knowledge is an end in itself” (p. 316). Instead, a liberal education is one where learners act more humanly because of their education. This requires an all-together different sort of education, one where people are held accountable and cared for and one where process becomes as important as content.

Maybe the most assertive way and commonly used method, is to integrate the liberal arts and business education through curriculum (Campbell, Heriot & Finney, 2006). In fact, a key component in a liberal arts education is a “...curriculum shared by all students. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities” (AAC&U, Greater Expectations, 2002, p.25). Many liberal arts college accomplish this by requiring students to complete a set of requirements of liberal education in conjunction with a set of requirements associated with a major.

Ronald Kushner (1999) performed a research study of liberal arts colleges to determine what alignment and integration could be achieved between business curriculum and liberal arts curriculum. His goal was to determine what elements of the liberal arts already exist within business curriculum.

The research suggests that even schools without business majors still had corresponding areas of curriculum present in their liberal arts education to satisfy the needs of the business education. This research demonstrates the existing correlation of liberal arts education with business education allowing for natural integration. See table 1.1.

TABLE 1.1

Department	Business – Related Course Offering
Art	Advertising Design
Communication	Advertising, Public Relations
Computer Science	Management Information Systems
International Affairs	International Business
Mathematics	Operations management, research
Philosophy	Business ethics, Business and Society.
Political Science	Public Administration
Psychology	Organizational Behavior,
Sociology	Organizational theory, business ethics
Religion	Business & society, business ethics

(Kushner, 1999, p 435)

Kushner concludes,

Business education can be entirely consistent with the education traditions of the liberal arts. One reason such institutions may want to include business explicitly is that the typical liberal arts college curriculum already contains many courses that are viewed as important components of the modern business education (1999, p. 434).

This research suggests that existing liberal arts curriculum naturally integrates into the existing business education coursework. These results suggest there is no theoretical constraint limiting the integration of curricula. Different business programs have taken many approaches to tighten up the integration between their business education and the liberal arts.

The first is illustrated through a study conducted by Zafar and Franklin (1994) who use the University of North Dakota (UND), Minot, to model how the foreign language department can be integrated with business education. UND restructured their business curriculum to create an international business major that incorporated requirements from foreign language, the humanities, and social sciences. It should be noted that this was also done in conjunction with faculty training and classroom pedagogical changes. The conclusion here was that “liberal arts colleges such as Minot State are at additional advantage in introducing international business programs because the liberal arts tradition has commonly required foreign language coursework” (Zafar & Franklin, 1994, p. 207).

One additional means of integrating liberal arts and business education is to include history of business in the curriculum. Lears (2003) suggests, “You can give humanistic value to almost anything by teaching it historically” (p. 23).

Another example comes from Babson College. Babson, has been consistently ranked in the top tier for all its business programs, is a 1997 winner of the Pew Leadership Award, received the 2002 AAC&U recognition for its commitment to learner-centered education, and out of 300 undergraduate programs assessed by Princeton Review had the overall best rated faculty. They attribute these and other recognition to an intentional overhaul in their program, beginning in 1989, which focused on a “foundation of the liberal arts” and “connecting bridges between the liberal arts and business programs” (Cohen, 2003, p. 155). President of the school, Leonard A. Schlesinger argues that concrete business knowledge expires in five years or less whereas history and philosophy offer contextual skills and reasoning that will last a lifetime (Glenn, 2011, b).

Another example comes from Yale who in 2006 introduced curriculum offering interdisciplinary perspectives on complex problems. Yale’s School of Management is piloting a program with 55 other business schools, including Stanford, Northwestern and MIT aimed at teaching students to act upon their values at work.

Glenn (2011, a) discusses the University of Virginia’s business school and its efforts to develop an integrated course system in which team-taught courses make up the entire curriculum of junior year students. Papers are graded twice, once for content and once again for writing quality.

Finally The Aspen Institute is going to start ranking business schools on how well they integrate social and environmental issues into curriculums (Holland, 2009). It seems that concrete action to align the interests of business education and the liberal arts tradition are achieving admirable results at some institutions.

CONCLUSION

While the problems of the moral and ethical lapses of business professionals and organizations and the learning lapses of business students are multifaceted and cannot be solved simplistically, this paper has argued the marginalization of the liberal arts in business education is one causation. And if these lapses are due in part to the lack of liberal arts in business curriculum (Putnam & Stevens, 1991), then the integration and connection of liberal arts education to business education may begin to correct this ongoing concern.

This paper provided a context for considering the growing emphasis on professional and/or technical education, the tensions between the liberal education and professional/technical education, the historical development of the tension and finally the market forces driving this change. The paper then outlined four approaches to understanding liberal education: leadership, integrative and critical thinking, ethical development of the person, and curriculum integration. Each approach acts as a framework which can be used to consider changes to business education that incorporate liberal learning ideals into future improvements

While this paper has provided numerous examples of programs finding unique solutions, the growing trend in technical or professional education is cause for concern and calls for more intentionality on the part of all schools to be assertive in integrating liberal arts into business education. Specifically, in light of

Delucchi's (2009) research, it would behoove liberal arts colleges to take the lead, not only because they are well suited, but more importantly, as a matter of integrity.

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