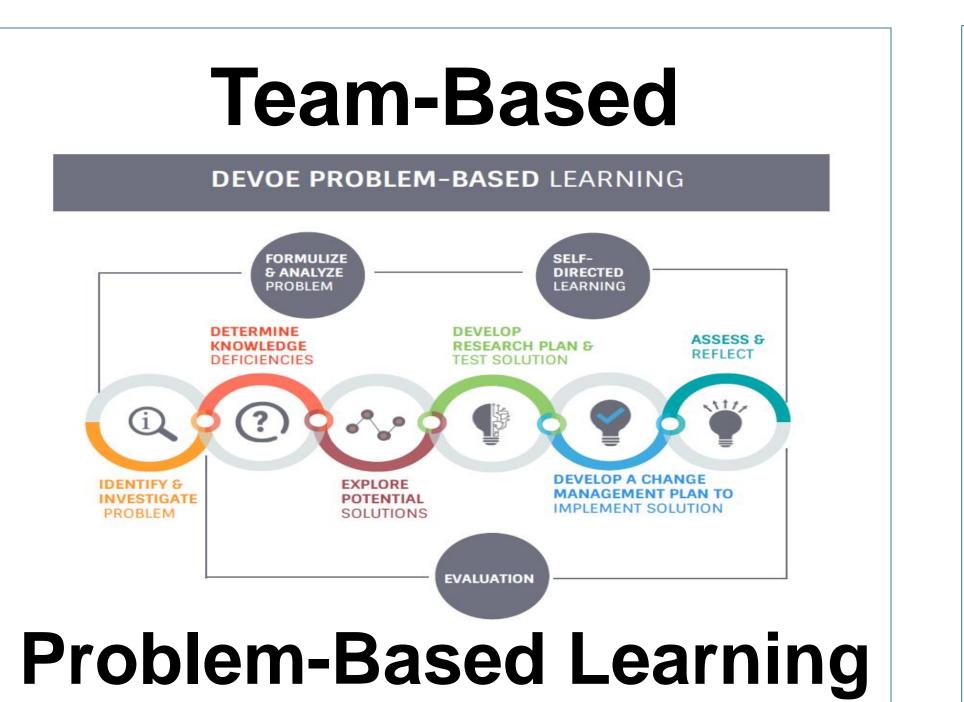
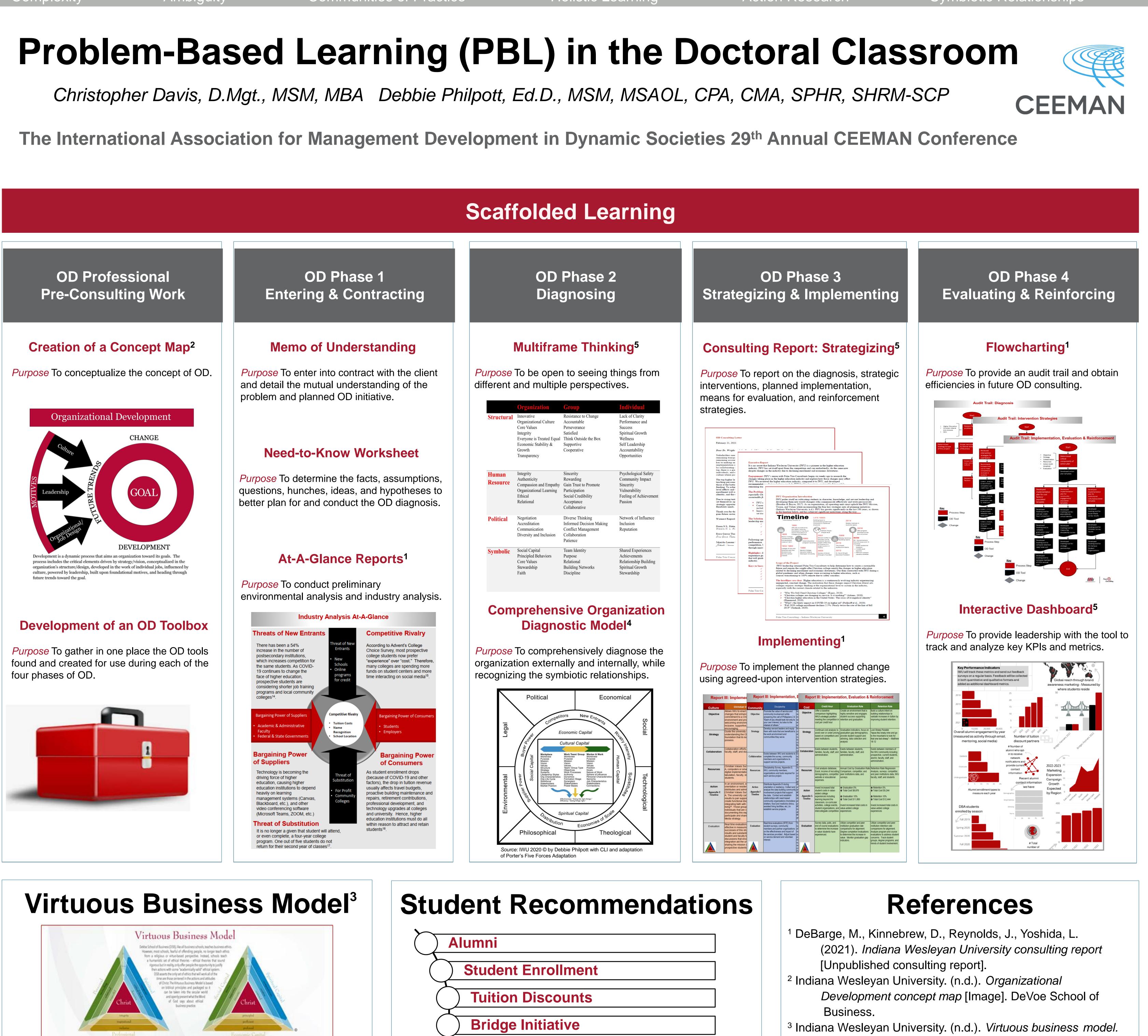
## Abstract

Using a student-centric, problem-based learning model (PBL), doctoral students in an organizational development course were challenged with an authentic and vexing problem:

Amid the challenges faced by U.S. higher education and liberal arts colleges, how can faith-based academic institutions of higher *learning build long-term, sustainable futures* while remaining true to their missions, visions, and values?

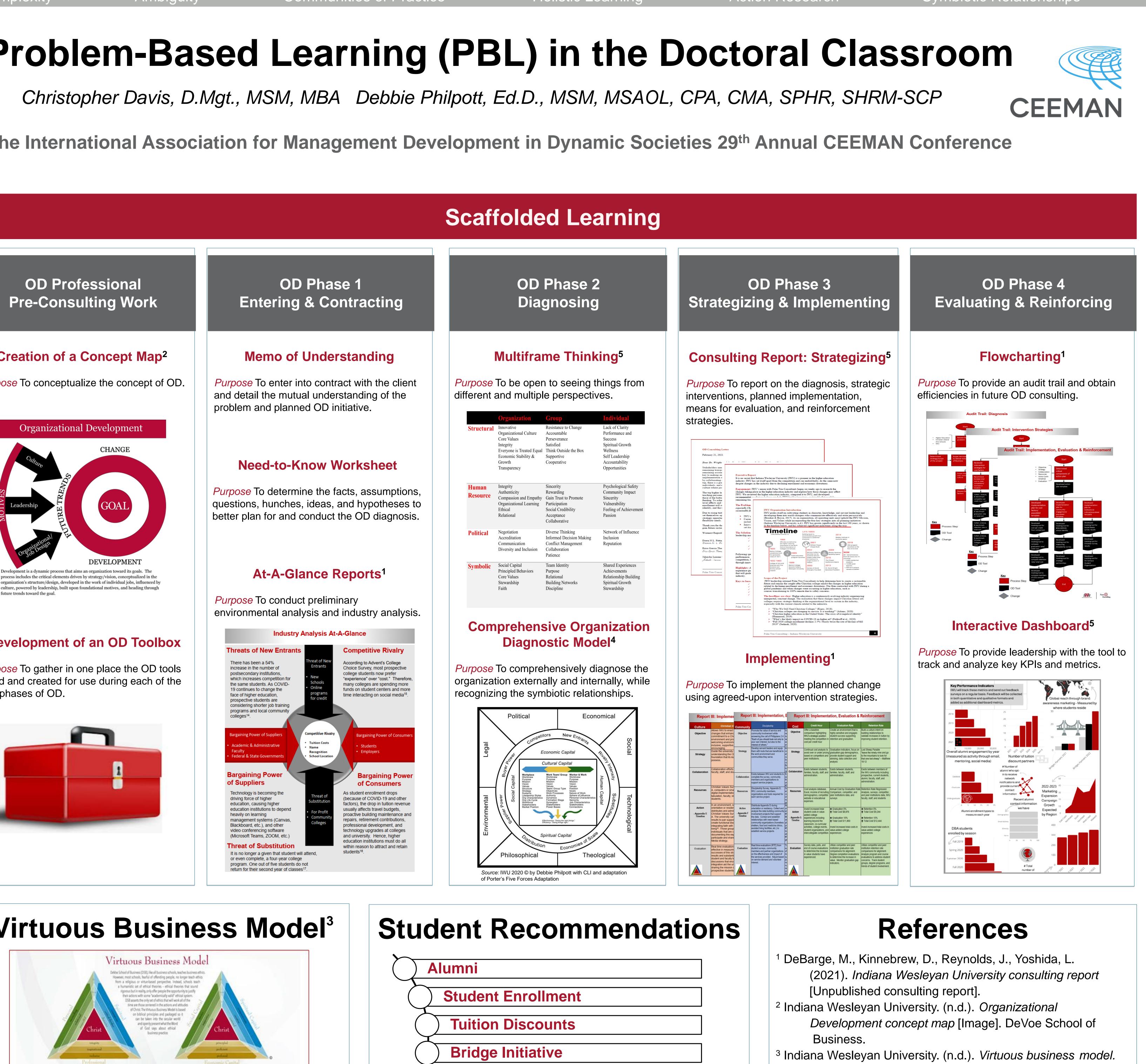
Bridging the gap between academia and industry, students adopted self-directed and team-based learning to address complexities plaguing today's faith-based highereducation institutions. Instructional scaffolding provided student researcherconsultants the opportunity to investigate real-world issues, determine knowledge deficiencies, explore and design intervention strategies, develop change management plans, assess and reflect. Coincidingly, integration of the PBL model imparted a holistic educational framework that encouraged experimentation, innovation, and the testing of mental models for both students and faculty, while fostering a community of practice through a Virtuous Business Model<sup>©</sup> (VBM) lens. The student consulting initiative culminated in applicative organizational development solutions germane to organizations and faith-based universities.





Volatility

Uncertainty



Complexity

The Virtueau Leader

inturus leader interacts with the world through the personal, spirit

nstrate character, critical thinking, and coura

Ambiguity

The Virtuous Organization

Devoe

Communities of Practice

**Worldwide Market Expansion** 

**Technology & Data Procurement** 



<sup>4</sup> Philpott, D. L. (2020). *Comprehensive organizational* diagnostic model [Image]. Indiana Wesleyan University.

<sup>5</sup> Pittinger, D. N. L., Thomas, E. G, Cozmanoff, J. L. (2021). *IWU* [Unpublished consulting report].