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 higher education institutions. Instructional scaffolding provided student researcher-consultants the opportunity to investigate real-world issues, determine knowledge deficiencies, explore and design intervention strategies, develop change management plans, assess and reflect. Coincidentally, 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® (VBM) lens. The student consulting initiative culminated in applicative organizational development solutions germane to organizations and faith-based universities.

Student Recommendations

Alumni

Student Enrollment

Tuition Discounts

Bridge Initiative

Worldwide Market Expansion

Technology & Data Procurement

References

2 Indiana Wesleyan University. (n.d.). Organizational Development concept map [Image]. DeVoe School of Business.
3 Indiana Wesleyan University. (n.d.). Virtuous business model.