

LEAVEY SCHOOL OF BUSINESS

Drafted by Barry Posner

The Leavey School of Business (LSB) at Santa Clara University aspires to fulfill what Fr. Mark Rivizza called “SCU’s distinctive way of proceeding: car(ing) for the whole person, and produc(ing) leaders of ‘competence, conscience and compassion’ who are committed to ‘fashioning a more humane and just world.’ If we aim to educate... students who will promote the common good, then our academic excellence must speak to their hearts, as well as their heads. It is not enough for our graduates to know about the world; they must also develop the conscience and compassion to improve it.” The major opportunities and challenges moving forward for the LSB can be framed along several dimensions – informed, inclusive, integrated, interpersonal, and innovative – all of which are interdependent.

Being **informed** speaks directly to the sine qua non of Santa Clara University, and is supported by an ongoing commitment to broadening the context for business education with an integration of an equivalent liberal arts educational experience. The LSB is encouraging students to complete a second major or minor (particularly interdisciplinary) outside of the business school. This helps students think “outside the box” of their own specific discipline when considering business challenges. The relatively new academic honors sequence of courses (for Leavey Scholars), Senior Leadership Academy, and Gemini Scholars effort provide additional opportunities for students to become active members of SCU’s community of scholars. We currently support only a handful of graduate students as research assistants and additional funding will be necessary in order to expand those opportunities. The School’s new faculty advising/mentoring initiative will substantially strengthen student-faculty interactions at both undergraduate and graduate levels.

Inclusivity embodies a wide range of dimensions as we prepare students for both a multicultural and multinational business environment, including the recognition of both developing marketplaces and the needs of people in developing parts of the world. Today’s business education requires that students appreciate pluralism and multi-cultural perspective and promotes a view of how the world operates that is necessarily global. A recent undergraduate curriculum revision will add a second required course dealing with global management (cultural) issues. Departments are considering either adding another course or revising several in order to deepen appreciations of cultures and sensitivities to different practices, customs and beliefs as we live and interact with people and organizations beyond Santa Clara’s campus and Silicon Valley. In addition, while nearly one-third of the LSB undergraduates avail themselves of the University’s Study Abroad option, the infusion of both further financial assistance and greater opportunities to study relevant business subjects would significantly increase the number able to pursue this opportunity.

At the graduate level, nearly one-third of our students have completed their undergraduate education outside of the United States. Nearly all of our graduate students, as working professionals, have traveled and/or regularly do travel overseas and experiences first-hand the reality of multinational enterprises. Still, more can be done to enrich this population’s

experience (“solidarity”) of a global economy. For example, the LSB is organizing two separate study abroad experiences for MBA students this summer (Europe and China). In addition, most of the coursework (cases) for the new required Leadership for Social Justice graduate course entails consideration of the impact and influence of global issues (as framed through work facilitated with the Markkula Center for Applied Ethics and the Center for Science, Technology and Society). Future staffing plans for the Leavey School envision the hiring of several new faculty with particular competencies and interests in global matters.

Integration is a pillar of Santa Clara’s education and the LSB is in the midst of a wholesale review of both its undergraduate and graduate curriculum with this as a specific focus. In setting course objectives for every required course, every major, every department and program of study we are endeavoring to clearly articulate not only how the material within a course comes together but also how various courses build on each other to produce a gestalt (and, hopefully, in a synergistic fashion such that the sum is greater than the individual parts). At the graduate level a serious examination is in progress about how to achieve greater integration without the loss of flexibility and convenience. Discussions are underway by both the faculty Undergraduate and Graduate Leadership Teams about the possibility of adding another “integrative” (and cross-disciplinary) course to the curriculum. The increasing reliance within the LSB of adjunct faculty has created the opportunity to engage a greater number of faculty with professional (versus academic) experience in the classroom and this additional mix of faculty competence is likely to bolster integrative educational experiences.

Beyond competence, and the actualization of consciousness and compassion, is the need for greater focus and attention to building interpersonal capabilities. It is no longer sufficient that students are smart about the various business functions; what is necessary is that they be smart about themselves and how they handle their relationships with other people. This requires the LSB to move beyond simply equipping people with knowledge but also to furnish them with skills and attributes, the means by which knowledge is acted upon. Developing skills to work with other people in small groups is critical to both classroom success in the LSB, as well as in the larger corporate world.

Effective teambuilding activities promote inclusivity and integration as students learn to work with people different from themselves and across multiple perspectives and disciplines. For example, we had over 40 students participate in an interscholastic competition, sponsored by Pricewaterhouse Coopers, designed to give students experience and exposure to real-world accounting issues. Teams, composed of students from different school years, and often across several majors, are given two weeks to prepare an analytical and persuasive presentation where each member of the group must play a significant role in both the presentation and defense of their arguments. In this competition between more than 50 teams from 20 universities, SCU teams swept the top three honors.

Many of these efforts have been framed within the School’s overall leadership development initiatives, including one of the nation’s only undergraduate programs with a required leadership competency. We created a quasi-fellowship position this academic year in order to strengthen the service and experiential learning opportunities for students, as supported by faculty development, and to secure greater linkages with existing University Centers and programs. In

the new pilot Senior Leadership Academy we are reaching out to students who have not been part of other formal leadership programs (and positions) and taking them outside of the classroom to explore their inner territory and their callings. LSB's growing recognition for student leadership development will be enhanced and further strengthened by the addition of one or more faculty with particular competencies and interests in leadership. New resources would allow the School to provide similar opportunities to graduate students, although the new partnership course taught by University's Centers of Distinction (Markkula, STS, and Bannan) is a positive step in this direction.

Innovation is required at both a macro and micro level, and is especially critical for a business school located in heart of the world's geographical center of technological innovation (and from which nearly all of its graduate students are drawn from and most of its alumni will be employed). The School must challenge itself to be innovating, in a practice of continual renewal and self-discovery. We must mirror the reflective engagement process that we postulate and promulgate to our students. In making this commitment we acknowledge that change is not without risk and cost, but that learning by its very nature is about doing things that one didn't know how to do or even if it can be done in the first place (and may be it can't – at least the first time). Our current petri dish involves creating a blended online/hands-on MBA program, and new master's program in information systems. In addition, with a nod to both the University's roots and those of Silicon Valley, the LSB curriculum must provide students at all levels the chance to study and practice innovation, as entrepreneurs and intrepeneurs (and in both cases as leaders). As our current Advisory Board Chair Joseph Bronson (CEO, FormFactor and previously CFO, Applied Materials) recently explained: "You may not believe this but I have been an entrepreneur ever since I entered the business world from college. I blame Jesuit education, but in everything important I did I usually accomplished it in ways that deviated from the norm."

A new undergraduate certificate in entrepreneurial studies is being pilot tested this academic year, and requires an internship (hands-on) experience. This year we sponsor the second annual (and national) Boomer Business Plan Competition and will also launch a local "Make Your Pitch" competition with an eye to stimulating new product ideas and providing experiences relevant to creating successful business plans. In addition, through our Global Women's Leadership Center we are partnering with Cisco System's Networking Academy to provide entrepreneurial education for women in rural parts of South America. Our Women Leaders for the World seminar will bring women from nations across the globe (e.g., India, Uganda, Afghanistan, South Africa, etc.) with women from the United States to promote breakthrough thinking, preparing them to return to their organizations and countries with competence, conscience and compassion.

All of these above dimensions are interdependent and that's good news. Any success in one area will require making headway in others. In addition, over the near term we need to achieve greater interdependencies with other units across the campus. Toward this end, for example, we're talking with the Law School about how we might tap into their network of international study centers. We're talking with the Engineering School about reinventing the Engineering Management program so that students might receive degrees from both of our schools. Several faculty members are talking about how our entrepreneurial students might collaborate with the

student teams working on their senior engineering design projects (e.g., how would or could this become a commercial possibility?). The Undergraduate Leadership Team is investigating, in collaboration with the English Department, various proposals for strengthening our students' written communications abilities, along with assuming responsibility for a mentoring program they originally created. LSB faculty members play important roles and provide leadership for all of the Centers of Distinction. This year we have our first business school faculty member serving as an RLC Director (and living there as well!).

In the final analysis, the LSB's part of enabling Santa Clara University to achieve national prominence as a Catholic, Jesuit University will require continued and sustained efforts and programs that attract and retain a high quality faculty, and a faculty that engages in significant and impactful scholarship. This will, in turn, allow us to attract students who are committed and willing to make a difference. We need to give these students the tools to improve the world and expose them to some of the important solidarity issues of the 21st century (e.g., poverty, globalization, etc.) and provide them with varied and enriching opportunities (e.g., immersion programs, leadership experiences, study abroad, etc.) to understand where their talents and gifts can be matched to meet the most pressing needs and challenges.

Reflectors

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