ENTREPRENEURSHIP IN THE GENERAL EDUCATION CURRICULUM: READY OR NOT?

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ABSTRACT

The general education curriculum is the foundation of the American higher education structure. Course topics in the curriculum span the boundaries of knowledge from the sciences to the humanities. Through these courses, students develop the knowledge, skills, and abilities necessary for successfully navigating life. In this paper, we examine how entrepreneurship education extends the purpose and mission of a general education program. Our proposal is that an Introductory Entrepreneurship course exist in the GenEd curriculum, alongside the more established courses, so as to best prepare the 21st century student for life beyond academia. The process of doing so is an entrepreneurial endeavor in itself and requires the development of relationships across campus. The goal herein is to offer a specific framework for understanding sources of resistance and how faculty can overcome these challenges to develop key strategies for initiating successful change.

INTRODUCTION

The first U.S. business school was established in 1881 at the University of Pennsylvania. Sixty-six years later, the first class specifically focused on entrepreneurship was offered at Harvard University (Katz, 2003). Another three decades passed before entrepreneurship became recognized as an *academic* discipline. It was not until the 1980's that the field experienced more significant development. Since this time, exponential progress has been made as evidenced by the development of new degrees, departments, endowed chairs, centers, academic conferences, and journals worldwide (Kuratko, 2005; Morris, Kuratko & Pryor, 2014). Although the other mainstream business disciplines (e.g., accounting, finance, marketing, etc.) were formed within universities first, in practice they only exist as a *consequence* of entrepreneurial action. In this sense, the development and progression of the field may seem rather counterintuitive.

At its foundation, entrepreneurship is principally concerned with why, when, and how individuals attempt to create value by exploiting opportunities under conditions of uncertainty (McMullen & Shepherd, 2006). While the creation of a new business fits well within this definition, so do the actions taken in established companies to create new initiatives, programs, or strategic business units. Therefore, the contemporary view of entrepreneurship education is that it not be limited strictly in scope to examining the process of founding a new, for-profit business (Baron, 2014). Intrapreneurs, or entrepreneurs working inside established companies, are the subject of many studies and books in the entrepreneurship domain (Hornsby, Naffziger, Kuratko & Montagno, 1993; Ruohotie & Koiranen, 2000). Furthermore, *social* entrepreneurs seek to create value beyond its economic definition (Noyes & Linder, 2015).

We posit that the 21st century student - every student, not just business students - is best prepared for the realities of modern life with an entrepreneurial mindset and related skills, whether or not they ever go on to start a business. Accordingly, the research question underlying this work is the following. How can university faculty create an introductory course in entrepreneurship appropriate for a general education designation? In our attempt to answer this question, we draw from and make contributions towards the literature regarding trends in entrepreneurship education and the general education system in the United States.

The Age of Entrepreneurship

Students entering the workforce today are faced with ongoing trends and environmental conditions, which highlight the benefits of acquiring entrepreneurial skills, such as 1) important and disruptive advances in technology, 2) an ever-evolving definition of employment, and 3) an emphasis on more socially and environmentally conscious citizenship.

Advances in technology continue to distribute unparalleled power to businesses and consumers. A standard smartphone today can be used to complete tasks only dreamed of just twenty years ago. As a result of this distribution and miniaturization, Steve Case (founder of AOL) argues that the rate and impact of entrepreneurial activity will continue to rise. He argues that the "third wave" of entrepreneurship will be driven by the confluence of such technological advances, widespread connectivity, and passionate entrepreneurs capable of exploiting these technologies to disrupt mature industries (such as healthcare, education, and transportation) (Case, 2016). Unlike ever before, advances in technology can empower individuals to act on opportunities, as Stevenson and Jarillo (1990) markedly said, "without regard to the resources they currently control." In short, technology has an instrumental role in the democratization of opportunity. Citizens have now, more so than ever before in history, access to the tools to create value for others.

In addition, (perhaps because of) advancing technologies, the very concept of employment is ever changing (Zammuto et al., 2007). The trend of jobs, even within large organizations, is to be less structured around a fixed set of tasks, and for the work to be more project-based (Turner, 2014). There is a continuously growing emphasis on forming teams, acquiring and implementing resources faster, and in far more frequent intervals (Cross & Baird, 2000; Mathieu, Tannenbaum, Donsbach & Alliger, 2014). In addition, freelance work is more easily accessible and easier to complete for professionals such as graphic designers, web developers, writers, accountants, consultants, and virtual assistants among many others (Aguinis & Lawal, 2013). There are several web-based platforms that exist to connect those who need work completed with those willing to do the work. For example, the popular ridesharing companies, challenging the institutions guiding taxi services, have blurred the already gray line between independent contractor and employee. The schemas relating to the concept of a job appear to be transitioning away from scheduled, monotonous work for the same employer. Today's workers desire a more flexible career, working more so as one sees congruent with their personal aspirations. Finally, social trends continue to drift towards younger workers "job-hopping" or testing many career paths. The most recent data from the Bureau of Labor Statistics stated that the median employee tenure of workers ages 55 to 64 (10.4 years) was more than three times that of workers ages 25 to 34 (3 years) (BLS, 2014). These trends suggest that future university students must demonstrate how they can create value throughout their career. They must be flexible, adaptive to changing environments, and alert to present and future opportunities.

Finally, in the last two decades, a plethora of scientific research has driven a worldwide cultural shift in conversation and awareness of how human beings impact each other and the

environment. Newly formed projects, such as the Social Progress Imperative (SPI), seek to measure and report national statistics beyond purely economic progress (Porter, Stern & Loria, 2013). The SPI vision of the world is one in which, "social progress sits alongside economic prosperity as a measure of a sustainable society" (SPI homepage, 2016). In short, gross domestic product (GDP) is viewed as only one important measure of prosperity, but new measures are available that assess a country's ability to provide basic human needs, a positive wellbeing, and opportunity to its citizens. Furthermore, our knowledge of the environment and how scarce resources are used to sustain life have laid the path for better decisions regarding how to protect the environment (see the United Nations Division of Sustainable Development). The acquisition and deployment of resources are key elements of entrepreneurial theory and education (Shane, 2004). Furthermore, entrepreneurship is the driving force behind social progress, from creating, distributing, and providing the most basic of resources to poverty-stricken areas to fulfilling life's highest-order needs. In summary, the need for entrepreneurial education is well highlighted by these trends.

Bringing Entrepreneurship Education Across the University

Students of entrepreneurship learn the critical thinking skills necessary to be alert to new opportunities (Gaglio & Katz, 2001; Tang, Kacmar & Busenitz, 2012), to make better decisions under conditions of extreme uncertainty (Sarasvathy, 2001), to acquire and employ resources (Shane, 2004), to process and respond to failure (Shepherd, 2003), but most of all to create value for others (Katz, Hanke, Maidment, Weaver, & Alpi, 2016). Some universities, such as Babson College, infuse entrepreneurship within every aspect of the programming and curriculum. Part of the guiding vision of the College is to, "put the power of entrepreneurship as a force for economic and social value creation in as many hands in the world as we can" (Babson College, 2016). While Babson College may serve as an exemplar of an immersive entrepreneurial education, we propose that any university could adopt the idea of introducing entrepreneurial mindset and skills into education by including one or more entrepreneurship courses into the general education curriculum.

It is not presumed to be a minor nor easy task for a school to adopt such a change, but the reward for doing so, we argue, would be a significant impact on student learning. It would also serve as a signal of academic legitimacy for entrepreneurship as a business discipline to the university and its stakeholders. In this sense, we address an important gap in the entrepreneurship education literature. The legitimacy of entrepreneurship as an academic discipline has been put to question (Katz, 2008). While curricula do change over time in conjunction with new missions and student needs, status quo biases can present strong oppositional forces to such decisions (Eidelman & Crandall, 2012). New ideas or proposals often have to overcome burdensome hurdles. Thus, while an introductory entrepreneurship course for placement in a general education curriculum may face an environment that is highly biased against it, success in doing so can serve as a significant signal of legitimacy to the academic and non-academic community.

Methodology and Process

In this conceptual paper, we outline the methodology and our process utilized to successfully create an entrepreneurship course fit for the general education curriculum which includes consulting the documents that were prepared by the University's curriculum team to determine the acceptability of a course for Gen Ed, reviewing the many discussions that took place

with different University stakeholders at the time, and conducting a review of the literature regarding entrepreneurship education and the general education (hereafter GenEd) system. Finally, an extensive nationwide search of university course catalogs was conducted. While we found we are not the first university to have proposed and successfully added an entrepreneurship course to the GenEd curriculum, our review indicates that little progress has been made in this regard (D'Intinio, 2010).

If we are to move forward as a field, greater discussion is needed regarding unique frameworks and recommendations for moving forward. Therefore, the purpose of this article is fourfold. The first is to review the structure of GenEd programs and explain why entrepreneurship programs and coursework may have difficulty gaining acceptance within these structures. The second is to outline how the inclusion of an entrepreneurship course in the GenEd curriculum can be facilitated. The third is to outline how course content topics can be structured and added to match the outcome goals of a university's GenEd program. Finally, we draw on the sociological theory of structuration to highlight how the process of entrepreneurship is fundamentally a phenomenon within social science. We hope to provide educators with the methodology, structural framework, and the means to develop strategies for successfully positioning entrepreneurship courses into GenEd programs.

LITERATURE REVIEW

The Mixed Intent of General Education

GenEd across most institutions represents a broad set of courses within a principal set of academic disciplines. These courses are shared by all students and can take many forms, including introductory, advanced, and integrative pedagogical designs (Zai, 2015). Students tend to perceive these courses as the set of classes needed for graduation, despite one's major (Warner & Koeppel, 2009). Among the Association of American Colleges and Universities (AAC&U), there is evidence that higher education institutions are increasingly moving toward consistency in GenEd student learning outcomes (Hart Research Associates, 2016). In 2015, 85% of AAC&U member universities stated that they have a common set of GenEd learning outcomes, which is up from the reported 78% in 2008. These outcomes represent a wide array of knowledge areas and competencies. For example, across most universities, there seems to be a general agreement that the following learning outcomes are essential in GenEd programs (Hart Research Associates, 2016):

Writing skills
Critical thinking and analytic reasoning skills
Quantitative reasoning skills
Knowledge of science
Knowledge of mathematics
Knowledge of humanities
Knowledge of global world cultures
Knowledge of social sciences
Knowledge of the arts
Oral communication skills

Despite this trend, there is still some inconsistency in terms of the various weights, or degrees of emphasis, that different colleges and universities give to the areas cited above. Furthermore, evidence suggests that, to some degree, GenEd curricula can carry mixed meanings

or views across global and North American institutions. Wells (2016), for example, eloquently highlights the many meanings and multiple functions that can be linked to GenEd curricula across different universities. In one sense, defining GenEd can be problematic. Both educational practitioners and scholars have applied a wide range of somewhat related, yet often times confusing, terms to frame GenEd, including liberal education, liberal arts, liberal learning, core curriculum, and common learning (Wells, 2016). As such, "general education encapsulates a variety of forms and diverse ideas regarding its content" (Wells, 2016, p.9).

This dualism of consistency and inconsistency highlighted above presents an inherent paradox of GenEd. "Conceptually, general education is designed to encapsulate what every college student and subsequent graduate should know to be considered well educated; and yet, general education remains a vastly diverse, institutionally specific endeavor" (Zai, 2015, p. 197).

To summarize, GenEd is a core curriculum that every undergraduate student must take regardless of major; one that enables them to acquire certain intellectual skills and social competencies, with important knowledge of enduring value for all educated persons, regardless of their field, job, or profession. These required courses are intended to introduce students to important ideas and show how concepts can be approached from multiple perspectives and with appreciation for many viewpoints. The structure of GenEd, however, has a fair amount of inconsistency across academic institutions. Generally, the content of GenEd programs (the individual courses offered) is both created and delivered by the individual colleges and departments of the institution, and not by a GenEd department. Additionally, some amount of oversight and administration of all the GenEd courses, together, is done by a separate official entity – referred to here as the GenEd program.

The stated goals or purpose of any university's GenEd program – while similar in overall direction - will differ substantively from one institution to another. Some institutions may focus more on global issues or diversity for example, and others more on critical thinking and communication skills. Yet even within one institution, what might constitute a course as a candidate for inclusion into the GenEd program curriculum might not be consistent. This is an important consideration when looking to add an entrepreneurship course to the existing GenEd program. Proposals to add or change courses pass through decision points that potentially include department, college, and university levels. Because of the ever-changing makeup of faculty and/or administration committees across the institution, decisions concerning appropriateness are unlikely to be uniform over time. One committee appointment, or change in committee chair may change approval to delay or denial.

As an example, all GenEd coursework to be included, system-wide, at *"University ABC"* is selected from within five subject areas:

Communication
Mathematics
Humanities
Social Sciences
Natural Sciences

Each of these subject areas falls within numerous different departments and/or colleges. Some, such as mathematics, may fall within one single department, which simplifies curricula-related decision processes. Others, such as social sciences, involve not just multiple departments but multiple departments in multiple colleges. The decision on what courses should or should not be offered is delegated to individuals and committees that include administrative and faculty

personnel that cross unique boundaries. As a result, a broad variety of opinions can and will exist as to what, exactly, GenEd should include or exclude. Furthermore, even the specific inclusion and emphasis within each school or college can appear haphazard. Content and inclusion might be negotiated at the university or college or department level, and by committees made up of faculty and/or administration. Thus, GenEd has differing content and criteria at each institution – even within single state-wide university programs – based on historical factors such as representation level of colleges or departments on committees, or even the strong opinion of just a few voting individuals.

GenEd within Social Sciences

At most institutions, entrepreneurship generally falls within the college of business, which in turn is grouped within the social sciences for scholarship/academic subject purposes. Social sciences also generally includes subjects such as economics, political science, psychology, and sociology. The part of any institution's GenEd curriculum that is offered from within the various social science departments should, logically, show some consistency in purpose. Thus, social science sourced GenEd courses are expected to highlight the influence of *societal contexts, physical environments,* and *global processes*.

As an illustration the following is one description of the social science component of the GenEd program:

> *"Students will gain an understanding of historical and socio-cultural perspectives and a sense of the evolution of societies and the various modes of interaction among peoples of the world" (General Education Requirements – University ABC Academic Catalog, 2015).*

Reasons for Resistance

It is the philosophical differences of faculty and administration within this eclectic mix that is often behind the most material obstacles to adding entrepreneurship to a GenEd curriculum. Specifically, the non-business faculty from many social science departments may oppose a GenEd class in <u>any</u> business subject, entrepreneurship included. Therefore, even if the idea is supported within the Business School, other social science faculty may reject it. Understanding the arguments made concerning why entrepreneurship is not fit with the goals of the GenEd/social science curriculum is, therefore, critical.

The arguments made against the inclusion of entrepreneurship (and <u>any</u> business subject in general) may center on the social science intention (social science's contribution to the GenEd program) to offer broad societal perspectives as the focus, versus the teaching of skill sets or vocation preparation. Thus, the GenEd fit of an existing business school class can be difficult to explain. Entrepreneurship can indeed tend toward skill development within its pedagogy. However, it is neither impossible nor false-hearted for entrepreneurship to be, pedagogically, a social science that supports and meets GenEd goals. It is merely essential that a cultural and societal perspective be developed and included in the course design.

For business faculty, understanding the opposition by social science faculty to the notion that any business subject can be GenEd may be difficult. As an illustration of the basis for this oppositional perspective, a GenEd music class would include a perspective of music appreciation, history, or global and cultural differences. A course on mastering the guitar or on how to monetize

a musical skill would not be appropriate for the GenEd program. Any GenEd course on entrepreneurship, therefore, should expect to include significantly broad content.

Defining and Selecting GenEd Courses

In addition to an overall mission and purpose, GenEd programs normally implement a short list of program competencies. Regardless of which subject is covered (social science or humanities) or which department (e.g. math, chemistry, literature) is offering a GenEd course, one or more of the listed program competencies is expected to underpin the class. At University ABC, for instance, one or more of the following competencies (see Table 1 for more detail) must be demonstrably significant to the content of any proposed course in order to be considered for the GenEd curriculum:

Written Communication
Quantitative Reasoning
Critical Thinking
Intercultural Knowledge

Furthermore, GenEd program guidelines may require that all students take a certain total number of GenEd classes, of which a minimum number must meet each of the listed program competences. Coursework from any one department might be formally designated as satisfying one or more competencies.

Table 1
GEN ED COMPETENCIES
At University ABC

COMPETENCY	DESCRIPTION
1: WRITTEN COMMUNICATION	Employ the conventions of standard written English; Select a topic and develop it for a specific audience and purpose, with respect for diverse perspectives Select, organize, and relate ideas and information with coherence, clarity, and unity; Develop research skills including the ability to collect, analyze, synthesize, and accurately present and document information; Apply critical reading skills.
2: QUANTITATIVE REASONING	Solve mathematical problems; Analyze and interpret quantitative data; Summarize data into graphic and tabular formats; Make valid inferences from data; Distinguish between valid and invalid quantitative analysis and reasoning.
3: CRITICAL THINKING	Define a problem using appropriate terminology; Select and organize information; Identify assumptions and underlying relationships; Synthesize information, and draw reasoned inferences; Formulate an appropriate problem solving strategy; Evaluate the feasibility of the strategy.
4: INTERCULTURAL KNOWLEDGE	Demonstrate understanding of human diversity (e.g., cultural, social, historical, political, biological); Analyze cultural artifacts or customs of expression (e.g., thoughts, behaviors) that emerge in diverse contexts.

Every student is required to take a minimum number of GenEd courses, and these must be selected such that they also satisfy a minimum credit requirement of each competence. In other words, every new course proposal to GenEd from within the social sciences (e.g. an entrepreneurship course) would be required to demonstrate that it includes acceptable instruction in at least one of GenEd program competences.

Depending on the course design and its intent, an introductory entrepreneurship class could cover all of these competencies. At University ABC, the faculty's intent has been to offer entrepreneurship as an introductory class for four sections with 50 students each. Practical considerations, such as the challenge of grading extensive writing assignments, influenced the choice to assess for the critical thinking competency. Therefore, specific pedagogical content and assessment devices needed to be created and included in the course schedule which demonstrated critical thinking.

A Path Forward

The following sections offer further guidance for course content to show how entrepreneurship can easily fit within broader university programs. Examples from prior research and experience are provided to show how an entrepreneurship course can be designed to meet the goals of social sciences in a GenEd program. We conclude with suggestions for navigating sources of resistance by drawing on structuration theory.

ENTREPRENEURSHIP IN THE GENED CURRICULUM

Any introductory entrepreneurship course designed for the GenEd curriculum should be planned around audience and content. With respect to audience, there may be issues related to the fact that a significant percentage of GenEd students will have had no prior exposure to business concepts prior to taking the course. If a course is to be modified from its original form, it should be taken into account that most existing entrepreneurship courses assume that students are from the Business School and have taken at least one introductory business course. The business language used in the course, therefore, should be explained and connected using metaphors with non-business concepts, e.g. cash is the lifeblood of a business (Dodd, 2002).

With respect to content, a key concern is how well student learning outcomes match the university GenEd program's intent or criteria. Entrepreneurship, when viewed broadly, can easily fit within more conventional social science thinking. In truth, entrepreneurship has been fundamental to human behavior and human progress throughout history. Furthermore, it still overwhelmingly dominates day to day economic interactions and even social behaviors in all but a few western societies and cultures today (Swedberg, 2000). Therefore, the goal of including more general social science perspectives into the entrepreneurship coursework, one that matches the intent of GenEd, is attainable. Table 2 below provides detail regarding specific steps that can be taken to fulfill GenEd requirements, connect to student learning outcomes, and develop the corresponding pedagogical approach for an introductory entrepreneurship course.

Table 2
MAKING THE CONNECTIONS

GENED COMPETENCY	STUDENT LEARNING OUTCOME	PEDAGOGICAL APPROACH
Written Communication	1. Explain why a person becomes an entrepreneur; 2. Examine the importance of ethics in entrepreneurial activity; 3. Demonstrate the ability to gather market feedback about a new product or service.	1. Interview an entrepreneur and write a 3-6 page report detailing the individual's motives, decisions, regrets, etc. 2. Write a 1-2 page summary of an existing business where the founders faced clear ethical challenges (e.g., Facebook). 3. Write a one-page buying intentions survey or create a web-based survey for a new product.
Quantitative Reasoning	1. Explain the difference between the two types of profit (gross and net); 2. Calculate the initial start-up costs for a new company. 3. Compare the concepts of net worth (individual) and equity (company)	1. Document the annual gross and net profit for an existing company. Then, estimate the gross and net profit for one of the company's products. 2. Students bring their answers to class and write their answers on the board to generate class discussion. 3. Class discussion centered on the balance sheet: assets, debt, and equity. Explain how the different sources of startup funding relate.
Critical Thinking	1. Explain decisions and actions taken by entrepreneurs to mitigate risk; 2. Apply the principles of an entrepreneurial mindset to the career you aspire to have; 3. Discover opportunities in life.	1. Write a one-page summary outlining the definitions of risk and uncertainty. Explain one approach taken by an entrepreneur to mitigate risks. 2. Write a one-page summary connecting one principle to a desired career, explaining how this will help achieve a career objective. 3. Keep an ongoing journal of problems, needs, trends, and patterns seen in daily life.
Intercultural Knowledge	1. Analyze the differences in social progress worldwide; 2. Describe the role of the entrepreneur in society; 3. Identify the impact of entrepreneurial innovations on national cultures.	1. Document the score a country has on the Social Progress Index (SPI). Highlight the actions of one entrepreneur trying to enact change. Discuss in class. 2. Compare rates of entrepreneurial activity throughout the world using Kauffman.org data. Explain the difference between necessity and opportunity-driven entrepreneurship. Discuss in class. 3. Compare the rate of adoption of at least three social networking platforms. Examine this adoption rate as compared to previous technologies (television, radio, etc.). Write a one-page summary.

Course Content: Satisfying Key GenEd (Social Science) Perspectives

Any existing introductory entrepreneurship course can be fairly easily adapted and then adopted into the social science course offering for a GenEd program. As previously noted, there are four themes that are recognizable as being inherent to entrepreneurship but that also fit directly within the social sciences. These themes relate directly to the societal context conceptions of global processes, historical and socio-cultural perspectives, evolution of societies, and interaction among peoples. Stated in the context of entrepreneurship, these general social science conceptions could even take the form of four modules within a class. For example:

1. Entrepreneurship and economic systems
2. Entrepreneurship and human progress
3. Entrepreneurship and episodes of societal change/disruption
4. Cultural perspectives on entrepreneurship

Each of these four areas, as course modifications, is highlighted below.

1. Entrepreneurship in Economic Systems

Economics is a familiar course within the GenEd curriculum at most institutions, since teaching economic fundamentals to all undergraduates is assumed to be important for the GenEd program. This theme of entrepreneurship and economics can address emerging economies and entrepreneurship, as well as entrepreneurship's central role in economics generally.

Most of the world's population depends on an entrepreneurial livelihood, especially in the least developed economies. Any deep understanding of a functioning society in the bulk of the world relies on some grasp of entrepreneurship. Furthermore, economic progress is historically based on entrepreneurial formation and outcomes. Without understanding basic business formation principles and the headwinds to market success, even a rudimentary understanding of human activity and the relative wealth of nations is limited. For example, the concept of free market systems – a pillar of economic theory – is founded on entrepreneurial interactions. In fact, the study of early economics (circa 18th century) heavily relied on the description of entrepreneurial activities (e.g. Adam Smith, Wealth of Nations, 1776 especially Book 1 and 2). Later, and particularly with Western economies, the problem of persistent economic cycles was addressed by Schumpeter (1939) with entrepreneurship and creative destruction at its very core. The writings of well-known economists such as Hayek (1948) and Baumol (1968) also rely on entrepreneurial action. Thus, entrepreneurship is integral to our overall understanding of economic trends and economic system analyses.

2. Entrepreneurship as Foundational to Human Progression

Progress in society invariably describes a push past hunting and gathering societies; moves through early agrarian stages; then focuses on the rise of trades, entrepreneurial activities and entrepreneurial businesses; then includes descriptions of larger firms; and finishes with international concepts such as global commerce. Entrepreneurship, whether explicitly noted or not, is inseparable and foundational to this social progression timeline. A curriculum that traces the requirement and manifestation of entrepreneurship at each stage is a straightforward task. Even in modern times, regional progress across the globe is a study of entrepreneurial activities and the underlying systems that either inhibit or reward it – consider China's development since 1950.

3. Entrepreneurship as the Foundation to Societal Movements and Change

Understanding modern society, especially in the west, is heavily dependent on the impact of entrepreneurial business. Entrepreneurs and their businesses drive fundamental change to underlying societal dynamics that have far-reaching effects on our social fabric. Examples include recent upheavals caused by Facebook, Twitter, and YouTube; 20-30 years ago with Microsoft, Amazon, Google, Cisco, Ebay; and even more distant in our past airplanes, railroads, television, telephones, electric power, lighting and automobiles. Each of these examples can be linked to the study of entrepreneurs and entrepreneurship coupled with societal upheaval, creation, change, and transformation.

4. Cultural Perspectives

As alluded to previously, entrepreneurship is intricately tied to culture and cultural values. Take, for example, Weber's (1898) notion of the protestant work ethic. Furthermore, the American experience is replete with examples of quotes, political speeches, and stories of triumph that tie together entrepreneurship and the ideals of success, achievement, and quality of life. Numerous additional applications of culture to the study of entrepreneurship are possible. Entrepreneurship itself is not just a vocational competency or a business term. It is an ideal that has permeated numerous aspects of societal ethos across time and place.

In summary, the themes briefly presented here re-emphasize the natural fit that entrepreneurship has with the social sciences and with GenEd programs. In focusing on initiatives that aim to communicate, educate and collaborate, business faculty can use these themes to help craft and deliver their messages to other university stakeholders.

Designing the GenEd Entrepreneurship Course

The following provides a practical example of how an entrepreneurship course was designed at a specific university. At University ABC, *Introduction to Entrepreneurship* was added to the management curriculum in the fall of 2014. At first, there was no clear motive of trying to place the course into the GenEd program. The creation of the class emerged from the management department faculty desire to allow non-business majors with an interest in entrepreneurship to take existing entrepreneurship classes. Specifically, this introductory course was viewed as necessary because the existing entry-level entrepreneurship course assumed that students had already been introduced to basic business concepts. Non-business students, however, had no way to gain exposure to those core business concepts prior to enrolling in the first course, *Entrepreneurship and Creativity*. Thus, the initial design emphasis for the new introductory class was on basic business principles, plus some rudimentary marketing, organization, and finance concepts that emphasized the entrepreneurial context. In summary, the initial goals of the new introductory entrepreneurship course were threefold:

1. Allow a path for non-business majors to obtain an entrepreneurship minor.
2. Level the playing field of business knowledge for non-business students. Non-business students interested in entrepreneurship were seen as being unlikely to take other introductory business courses (e.g., Introduction to Business, Principles of Management, Introduction to Accounting, or Introduction to Marketing).
3. Give non-business majors an understanding of entrepreneurship, as well as introduce foundational skills essential for entrepreneurial endeavors should this be the only business course ever taken.

The new course was, therefore, originally designed along the normal business skills, problems, resources, and perspectives of entrepreneurship; without any substantive intention of including it in the GenEd program.

Once the course was offered, and significant interest arose from outside the college of business, the idea of adding entrepreneurship to GenEd program was considered. It was felt by business faculty, that since so much interest existed outside the business school, clearly the GenEd offering of the university would be enhanced by the expansion. Nevertheless, pushback, especially from social science representatives outside the Business School, was the impetus to first investigate and then possibly redesign the course.

The result was to change course content, syllabus, and description. For example, the course description was modified to specifically address the content that the broader Social science perspective was expected to bring to the GenEd curriculum. To that end, the wording of the course description became the following:

> *The study of entrepreneurship takes many forms in undergraduate education. In modern pedagogy, however, it is often a dichotomy – focused largely either on the mindset and thinking/acting of an entrepreneur, or focused largely on competencies and business models for nascent firms. Yet entrepreneurship is far broader. Entrepreneurship is an essential human behavior that has underpinned social progress. Individual economic activity dominates day to day behavior in all but a few western societies and cultures today; most of the world's population depends on an entrepreneurial livelihood versus on a large industrial corporate base. Without understanding the entrepreneur in economic formation and conceptions of markets, a basic historical understanding of societies and change, or the wealth of nations is limited. For our own times, a deep understanding of economics and society extends to how the output of entrepreneurs drive social change and often disrupts underlying societal dynamics.*
>
> *This course covers the many aspects of entrepreneurship and its implications for careers, for business, and for society. It is designed to introduce general concepts to students pursuing all University offered majors. Since entrepreneurial activity is historically foundational to social development and human interaction everywhere, students will gain a sense of the evolution of societies and modes of economic interaction among peoples.*

The class schedule, with associated topics, homework, and course modules were added and/or changed to directly address the intent of GenEd in the social sciences. Specifically, these topics were added to the course and to the syllabus:

Business & society
Entrepreneurship and the economy
Entrepreneurship in different cultures
Demand & customers
Industries, entrepreneurship & change
Exchanges & transacting
Product economics
Business economics

Further modifications to the language above were made to meet GenEd program competence requirements. To that end, syllabus and course description wording became:

> *Entrepreneurship and its associated way of thinking rely heavily on clear communications, quantitative reasoning, and an evidence-based approach to issue identification, analysis, and decision making (thinking critically). Critical Thinking, Quantitative Reasoning, Writing, and Intercultural Knowledge are the four GenEd competencies. To meet the GenEd requirement of assessing students on at least one of the four competencies, there will be several assignments which will assess critical thinking skills. Selected assignments will also require quantitative competency. (See Table 1 for a list of GenEd Competencies at University ABC)*

Finally, the course was designed to include multiple written individual assignments, one of which, was specifically designed for a critical thinking assessment. Each student was required to use the PEAS model (Problem, Evidence, Analysis, Solution) as their response format.

The preceding example is just one approach that was taken for an entrepreneurship course to be designed to fit within a broader university GenEd framework. In doing so, faculty kept in mind that *effective* and planned communication throughout the process was critical, and that

anticipating the various forms of resistance from other university members – and subsequently modifying content and approach - was essential to success. We recognize, however, that resistance can come in various forms. The following section provides insight into the sources of such resistance and offers a practical approach for dealing with university stakeholders.

NAVIGATING THE CHANGE: OVERCOMING RESISTANCE

Structuration Theory

Gidden's (1984) structuration theory offers a framework through which faculty can better understand how to integrate entrepreneurship into GenEd curricula and address potential sources of resistance. The essence of structuration theory is that the factors of both structure and agency are important and equal in their influence on individuals' efforts in initiating change. The theory provides needed insight into the complex interactions between these factors and how they have the potential to constrain individual choice (Bratton, Callinan, Forshaw & Sawchuk, 2007). In the current context, the basic idea is that entrepreneurship educators act as agents in shaping change, with a certain perceived sense of control. This is consistent with Zimmerman and Cleary's (2006) definition of agency, focusing on the actor's capability to originate and direct actions for a given purpose. However, people are also shaped by their environments, rarely acting in isolation. They are required to work within existing structures.

Here we make the argument that *academic entrepreneurs* should think about how to create change in their environments (for example, integrating entrepreneurship courses into the GenEd curriculum), while making sure that relevant stakeholders recognize the value of doing so. Oppong (2014) effectively highlights one of the key conditions of structuration theory, the dualism of agency and structure. Recognizing this condition is important, given that there is often a tendency for individual actors to focus on internal motivations without giving proper credence to the notable constraints of structural and societal forces (see Lamsal, 2012). This duality of agency and structure suggests that the process of initiating change within a university setting can be examined through a framework that first identifies potential outcomes and then takes into account the potential influences of both the structure and the business faculty.

This interaction of agency and structure implies a connection between three domains that, when examined together, offer further guidance for formulating strategies for including entrepreneurship in GenEd programs (Giddens, 1984). These domains include structures of significance, structures of domination, and structures of legitimation. Structures of *significance* centrally relate to effective communication. Structures of *legitimation* involve norms and, for example, are related to existing standards and opinions that indicate what GenEd courses should be or should constitute. Structures of *domination* are about power and influence within the university system. In establishing effective communication, faculty must navigate through these structures to both create alliances and craft messages in an effective way to address stakeholders at each level. Giddens (1984) focuses on the mobilization of potential resources in this particular domain. Resources can refer to specific capabilities such as faculty's authority, knowledge, expertise, and ability to articulate entrepreneurship's fit within GenEd and social sciences.

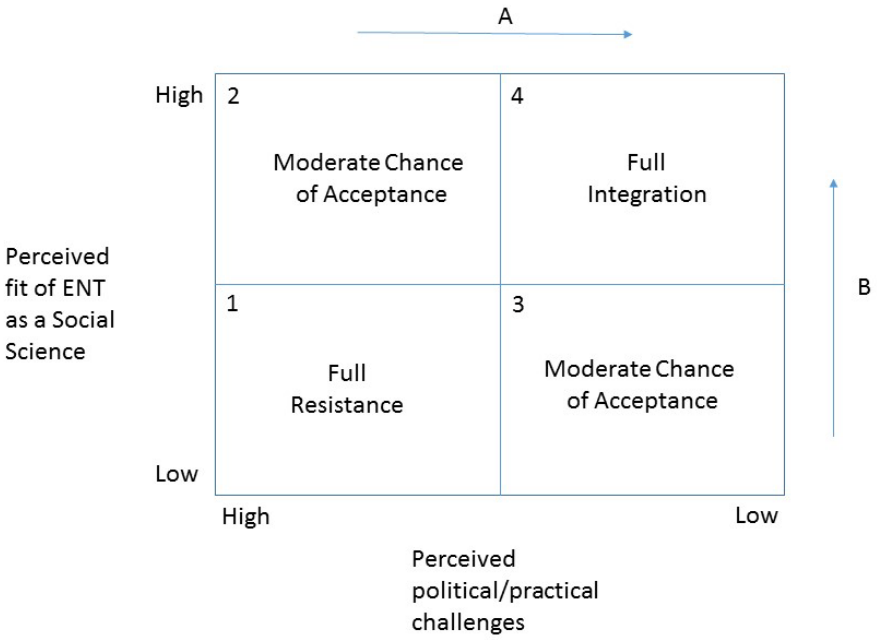
This same structural framework has been applied broadly to such settings as community health practices, information technology, geography, social psychology, organizational science, and management research and we suggest that there is much potential in applying it to the university environment (see Oppong, 2014; Pozzebon & Pinsonneault, 2005; Kort & Gharbi, 2011;

Kristiansen, 2009; Asante-Sarpong, 2007; Albano, Masino & Maggi, 2010; den Hond, Boersma, Heres, Kroes & van Oirschot, 2012; Whittington, 1992).

In summary, structuration theory suggests that understanding of curriculum development and the placement of entrepreneurship courses will be limited if the duality and complexity of agency and structure is not appreciated. In the current context, this appreciation must take into account the motivations behind the change agents' efforts (i.e., faculty who are promoting this initiative) and also the broader issues at all university levels (structure) that would either facilitate or hinder such efforts.

Educators and administrators outside of the college of business may have different levels of acceptance ranging from full integration and collaboration, to full resistance. Figure 1 shows four conditions of possible scenarios.

Figure 1: Moving to Acceptance



We propose that these scenarios present two critical challenges. The first issue addresses external stakeholders' perceptions of the fit of entrepreneurship within GenEd and the social sciences, and the need for an enhanced understanding throughout the university system of this fit. Earlier sections of the paper have offered evidence of how entrepreneurship is intricately tied to fields such as psychology, sociology, philosophy, anthropology and political science. Path B in Figure 1 suggests that there may be a need to consciously develop strategies for *educating* administrators and other faculty about the reciprocal contributions that can be made between entrepreneurship and GenEd programs. Initiatives around this goal are tied directly to structures of significance and the communication of meaning – in this case, the message must be clear and must be delivered effectively to different levels of agency throughout the university structure. Ultimately, this task may be achieved with persistence and credible evidence.

The second issue is more political in nature and is related to structures of domination. In providing messages that clarify meaning about entrepreneurship's role in GenEd, how do we

successfully convey information that can transcend barriers related to power and competitive positions? This addresses approaches to negotiation and conflict and offers ways to promote resolutions that satisfy all university members. The issue here largely represents territorial concerns where the introduction of entrepreneurship into the GenEd program positioned as a social science may threaten parties who have an interest in existing GenEd courses and who feel that entrepreneurship might replace or displace those courses. This is a very real perception that is common across universities anytime curricula change is proposed or introduced. Path A in Figure 1 suggests that leaders promoting entrepreneurship into the social science GenEd programs at a particular institution need take a collaborative, not a competitive, perspective. Thomas (1977) suggests that such an approach in essence allows all interested parties to benefit from proposed solutions without having to give up much through the process.

This style of handling potential conflict becomes essential when each stakeholder's concerns are too important to be compromised. It requires effective leadership and the integration of multiple perspectives and insights. Entrepreneurship faculty working on such initiatives must identify the ways in which entrepreneurship courses may benefit all programs and students as a GenEd offering. In summary, adopting approaches that *educate and collaborate* will move potential resistors from boxes 1, 2, and 3 in Figure 1 to box 4. The effective communication of meaning (education) will be positively related to successful initiatives that aim to integrate entrepreneurship into GenEd social science programs. Furthermore, collaborative (versus competitive) approaches for dealing with potential resistance will be positively related to successful initiatives that aim to integrate entrepreneurship into GenEd social science programs.

We also recognize, however, that efforts around education and collaboration will be moderated by the nature and strength of the current university culture. Again, structures of legitimation are directly tied to existing norms that vary in nature and strength. In this case, the nature of the culture is specifically related to the university's orientation around change. This ranges from a high flexibility orientation to one that values stability and the maintenance of the status quo. Strength of culture refers to the degree to which university norms have an impact on member behavior and the degree to which values around change are deeply held (see Kotter & Heskett, 1992). In essence, then, there are four potential conditions of the university culture that impact the potential success of change initiatives that focus on integrating entrepreneurship into GenEd programs:

1. Strong culture / Flexible and change orientation (Highest chance of success)
2. Weak culture / Flexible and change orientation (Moderate chance of success)
3. Strong culture / Stability orientation (Lowest chance of success)
4. Weak culture / Stability orientation (Moderate chance of success)

We propose that these characteristics of culture will moderate the relationships between effective communication and collaboration, and successful initiatives that aim to integrate entrepreneurship into GenEd programs. Efforts around education and collaboration should be more successful in environments where the culture is strong (versus weak) and is characterized by change and flexibility (versus maintaining the status quo).

Oppong (2014) has suggested that more work is needed that highlights the interactions between agent and structure. Our application of structuration theory here offers, then, both a practical and theoretical contribution. Prior work has often considered the important roles of both domains (agency and structure), but has largely failed to get at this interaction. The development

of our framework addresses this shortcoming and offers a unique approach for overcoming inherent challenges within a university system.

DISCUSSION

It is useful here to reiterate the many potential benefits of the initiative to expose all undergraduates to basic entrepreneurship concepts. Only in entrepreneurship courses do students have the opportunity, early on in their academic experience, to consider small or early stage firms as a job choice. This exposure can have profound effects on the career path students choose. Additionally, a course in entrepreneurship early in their career can help non-business students develop a mental framework through which potential opportunities can be identified and exploited within their "home" major or discipline. For students, entrepreneurship courses are, by their nature, interdisciplinary. Many areas of business are linked within the semester and/or within any cases used in the pedagogy. Entrepreneurship courses can develop many of the competencies required by GenEd programs. For example, with respect to critical thinking, problem identification and evidence-driven decision making are foundational to the coursework.

Entrepreneurship in the GenEd program can also have important benefits to the university's surrounding community. Students taking such a course develop an entrepreneurial mindset that helps students become proactive thinkers who are alert to new opportunities in their social environments. In this way, they are poised to interact and network with potential employers, advisory board members, nonprofit organizations, and other community partners. This helps to build an engaged student body and an engaged community, together working in a recursive relationship. Examples include retired or second-career individuals who are more amenable to giving back to the students and to the university and who are motivated to inspire the next generation of entrepreneurs. The most aggressive universities are proposing the infusion of entrepreneurship throughout the university in order to foster risk taking, innovativeness and more proactive behaviors. It is also a means of school differentiation.

In any event, the process of implementing entrepreneurship programs within the university, however, might not be simple, and may need to be done *entrepreneurially*. For instance, faculty interested in expanding entrepreneurial education beyond the bounds of the business school must not overcommit resources where few exist. The endeavor must be built in stages, incrementally with purposeful direction and cannot live or die based on one or two people's interest in entrepreneurship (Kuratko, 2005). Interested readers should beware the *positive* reactions that can come from such initiatives. University stakeholders, particularly those external to the school, may have unrealistic expectations regarding the implementation of new initiatives, which could place overwhelming pressures on existing human resources.

While GenEd courses and entrepreneurship are both included in the curriculum at universities and colleges across the county, it is important to note that this paper was limited to the experience at one university setting at one time span. Educational institutions are somewhat idiosyncratic. They differ in important aspects such as culture, student expectations, mission, and funding. What is appropriate for one university, may be unworkable at another. Furthermore, opportunities to make substantive changes to curricula may be sporadic. The very same proposal for a change or addition that is welcomed and supported by administration and faculty committees at one time, can be vehemently opposed at another time. We argue that the evidence of growth in entrepreneurship education nationwide has reached a critical mass, and as such, these concerns alone cannot justify inaction (Morris et al., 2015).

Future research should examine important measures that could be employed for empirical analyses of the ideas presented in this paper. For example, studies may be designed to explore what the faculty outside business schools view as appropriate for an entrepreneurship course to add to the GenEd curriculum. Oreg (2003) and colleagues have developed validated scales for measuring resistance to change. Such scales should be examined and adapted for use when measuring potential resistance from multiple university stakeholders. Similarly, future work should seek to provide evidence for the favorable impact of having entrepreneurship courses in GenEd. We envision potential mixed methods studies that utilize both qualitative and quantitative approached for gathering such information. Finally, on a broader scale, future work should track both global and national trends related to entrepreneurship education. One would expect that as more universities continue to develop programs (majors, minors, and concentrations) in entrepreneurship, the importance of the issues presented herein will become even more apparent.

CONCLUSION

This paper has set out to explicate the ways in which the integration of entrepreneurship within GenEd curricula may be facilitated. Furthermore, we have attempted to develop specific content direction to help develop such a course and a process model that will help guide faculty in addressing structural resistance. The goal here is to offer a specific framework for understanding how faculty can develop key strategies for initiating successful change. We believe the approach here introducing entrepreneurship into GenEd programs relates to an even larger goal of creating *The Entrepreneurial University* in the 21st century. Because entrepreneurship is interdisciplinary by nature, successful integration of this course with other university programs is an important objective that meets multiple needs of a variety of university stakeholders. The process requires the development of relationships across campus. Our framework in this paper has offered a process for building such relationships. Approaches that communicate and educate (as opposed to those that conceal or mislead) and styles that foster collaboration (as opposed to competition) are likely to reduce potential resistance to such initiatives and provide a more inclusive strategy for making real change.

While it may require substantial work and time, the vision we have for entrepreneurship is to become a staple of a GenEd program. We hope that the process and methodology presented in this paper can help faculty develop successful changes that would embed entrepreneurship into GenEd programs to the point that it would be something all university stakeholders could not be without.

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