

BUSINESS EXPEDITION 2001:
NEW WINE IN NEW BOTTLES

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When the virus of restlessness begins to take possession of a wayward man, and the road away from Here seems broad and straight and sweet, the victim must first find in himself a good and sufficient reason for going.¹

The Business Division felt “a good and sufficient reason for going” was to launch an innovative approach to summer school. Business Expedition 2001, with twenty-seven students and three faculty, boarded a “ship of curious workmanship,” piloting the new eight-week Summer Term. Students came on board for five weeks in the classroom, then set sail from the harbor for three weeks travel study. With a unique combination of classroom time and travel time, Business Expedition was one of the first travel study programs under the new masthead of BYU-I (the official transition occurred while the group was in London).

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HISTORY

Business Expedition was first offered in 1997 in a five-week Summer Term. That year Expedition spent one week on campus, then completed course-work during four weeks traveling to the East Coast and Church History sites. The format of one campus week and four travel weeks continued with more trips East, and later Vashon Island/Seattle/Portland/Mexico. Classes were held in hotel rooms, bars, and lobbies; on the bus, at an archaeological site, or in a restaurant. It was a constant strain to meet as a class, finish assignments, and complete papers. Except at Vashon Island, students had no computer access for papers.

DESCRIPTION

Though not really ‘old’ wine, it was time to re-think Business Expedition and find a new bottle. For the first time in 2001, Business Expedition offered General Education courses for students on the Winter/Summer or Summer/Winter tracks. The Business Department taught Intro to Business, Business Law, Business Advising Seminar, Doctrine & Covenants, and FA 100; Economics taught Macro and Micro Econ classes plus Personal Finance; the English Department offered College Composition, Advanced Writing, and Introduction to Literature.

Faculty felt teaching five weeks on campus would maintain the academic integrity of their courses, and not dilute content or expectations. During the five campus weeks, classes met Monday through Thursday for 90

minutes. Fridays were reserved for business visits to companies in Rexburg, West Yellowstone, Idaho Falls, Jackson Hole, and Sun Valley. The group met daily for a 15-minute devotional, which included announcements and travel information, and Mondays for Family Home Evening. All coursework was completed before travel, except for entries in the Tour Journal, and final papers submitted electronically.

In addition to tuition and books, students paid a \$2,600 travel fee, which included all travel expenses (bus, air, subway, taxi), lodging, tips, event admissions, and 1-2 meals per day. Events included white water rafting in Jackson Hole; shows in Sun Valley, West Yellowstone, New York, London, and Stratford-upon-Avon; a Mets game, tours, and museums—all covered by the travel fee. After an intense five weeks on campus, the group spent three weeks in New York City, Boston, and London, with four days touring Church History sites from Sharon, Vermont to Kirtland, Ohio.

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Response from businesses was overwhelmingly positive; requests for visits were only turned down if the contact would be out of town. Students met with a top executive at GE Real Estate, passed security to be on the floor of the New York Stock Exchange (a spiritual experience for the Econ professor and students), witnessed a champagne announcement of a new ad campaign at an ad agency, toured the Jaguar plant, met a securities trader, and visited a publisher. LDS members earning six figures graciously gave of their time, and advice, to novice business students; Lloyd's of London, and the Financial Times gave tours and encouragement. Several companies provided meals and souvenirs.

As part of the spiritual arm of the trip, during the five on-campus weeks, students were encouraged to prepare family names for temple work. Students later performed baptisms for the dead at temples in Boston and Preston, England.

THE VALUE OF BUSINESS EXPEDITION

For students, one of the benefits of travel study comes from first-hand experience. After a fruitless night of fishing, the disciples followed instructions from the resurrected Christ to “cast the net on the right side of the ship” and “they were not able to draw it for the multitude of fishes” (John 21:5). When they arrived on shore, they found a small fire “and fish laid thereon, and bread” (v.8), but Christ said they should bring the fish they had just caught (v.10), then said “Come and dine” (v.12). Though faculty have the experience and knowledge to invite students to dine on a meal already prepared, on travel study, students build their own fire, catch their own fish, and cook their own meal, savoring their own experiences. Rather than dine on fish caught and prepared by a teacher,

they follow instructions to drop their nets, then feast from a net so full they are “not able to draw it” (v. 5).

WHAT WE LEARNED FROM TRAVEL STUDY

Faculty	Students
Use daily devotionals while on campus to prepare for the travel leg of the term. Provide background on companies, businesses, and sites. Students who have only had Intro to Business lack the background to ask questions of the guide at the Boston Federal Reserve or New York Stock Exchange.	Don't miss the daily devotional! If you miss the day the packing list is handed out, you won't have a raincoat in London.
Walk fast. Don't allow dawdling students to hold up the entire group. They are all over 18 and if they get lost, they'll deal with it.	Faculty walk fast. Deal with it.
Model “good walking shoes.” Students don't understand the concept.	“Good walking shoes” means no heels. Blisters are painful, and the group won't slow down for you.
Have a suitcase packing session. The student with the 75-pound suitcase doesn't plan on being too sick to haul it up subway stairs.	Did you know that if your suitcase is over 75 pounds, you'll have to open it in front of everyone and put all your shoes in an extra box? Or pay \$150 for being over the weight limit!
If a student can get lost, they will.	When you get lost, look for missionaries. If I can navigate the Underground, I can travel anywhere!
Students will be late, so just tell them to meet 30 minutes before actual departure time. In a safe place, leave tardy students at least once.	Don't be late. They're not kidding. They'll leave without you.
The only time the entire group is on time, the bus will be late. “Tour masters, schedules, reservations, brassbound and inevitable, dash themselves to wreckage on the personality of the trip.” ²	The only time the entire group is on time, the bus will be late.
Don't use free time to just shop close to the hotel. You'll miss out on some great sites.	Take plenty of money. Take plenty of money. Take plenty of money.

There are some things you don't want to know. When you give students free time, don't ask how they spend it.	"Don't tell faculty you ate dinner at a night club until after the trip is over," or "Don't tell faculty you just slept or went to the mall. For some reason, they find this annoying."
The Dr. Martin outlet is the number one site for most students visiting England .	Find out where the Dr. Martin outlet is before you leave the states. Phone calls are expensive.
Students will say, "What is there to do in London, anyway?" The same student that says, "I was here in high school, I've seen everything already" will later say, "Wow! Where did this building come from? Is that Buckingham Palace? No wonder people come here to visit!"	When the group has free time, stick with the advisors. They know where to go and what to see—and they have the money.
A 50 foot trip across the Scottish border will make the entire 3-week trip worthwhile for some students.	Keep pestering the advisors. They'll give in.
Remind students they are in a foreign country. Even what seems familiar will be different.	Don't open the washing machine during the wash cycle. It's a front loader!
Even with a curfew, students will stay up late, then sleep on the bus. Don't berate them, they don't know what they missed. And they are too tired to care.	When the bus leaves Boston, don't fall asleep. You'll miss Rhode Island.
Schedule 'free time' by giving the students a checklist of places to go and sites to see. Reward those who do something other than sleep or shop with reimbursement for admission fees or dinner.	Find out what to go see. It's no fun to find out while you were in a mall, everyone else went to Buckingham Palace.
Students will be out of money before the end of the trip, so budget money for meals the last few days. But don't tell them in advance. They won't have funds to 'buy' their own fish, so invite them to your fire to dine on what you've already prepared.	Get up in time to eat breakfast at the hotel, and take an extra apple with you (bananas mash in your bag). Buy a hotdog or pretzel from a street vendor for lunch and you'll save money. Order water instead of a drink.
Rotate room assignments.	Don't stay with the same small group. Get to know everyone.
Plan several group photos, so at least one will have everyone in it.	How come our only group photo is in front of the bus?

You won't have an ideal group of all juniors and all seniors, with the same major. To fill all the slots, and make the trip affordable for everyone, you may have to take some non-majors and even some freshmen. Be patient!

Freshmen on the trip will be annoying. But if they don't come, the trip will cost you more.

When students return home to submit their final papers, the college network will be down.

When you get home, the network will be down and your teacher won't get your final paper. Don't stress. They'll do a change of grade.

Not every student will enjoy every business visit or every site, but they will all benefit from the experience. Even if they groan, take them to cultural sites. Encourage them to risk something new; faculty have an obligation to give students exposure to cultural events and sites they may appreciate at a later time, if not immediately.

Don't complain about museums. The Metropolitan Museum of Modern Art was the best one I've ever been to. I loved it!

Did you hear that?! He called me an idiot just because I didn't like "Julius Caesar" [the Royal Shakespeare Company in Stratford-upon Avon].

Teach religion and visit sacred sites.

Bearing your testimony in the Sacred Grove, the morning after opening your mission call, is a very powerful experience.

No matter the city, business professionals are impressed with well groomed, modest BYU-I students.

It feels great when Lloyd's of London thanks you for "dressing smart" and tell you they don't like it when college students show up in luau shirts and shorts.

OVERVIEW OF TRAVEL STUDY AT BYU-I

For comparison purposes, a chart of Business Expedition 2001 and travel study at BYU-I is included.

Program	Cost*	Max. Enroll	Credits	Duration		Date	Description
				Campus	Field		
Business Expedition	\$2,600	27	6-11	5 wks	3 wks	2nd Sum Term	Take business class on campus, then visit businesses in New York, Boston, and London, with a four-day tour of Church history sites from Sharon, Vermont to Kirtland, Ohio.
British Literary Tour	\$2,950	47	6-9	1 wk	4 wks	1st Sum Term	Study literature on site in England, Wales, Scotland, Belgium, Ireland and France.
Humanities European Tour	\$3,000	40	6-9	1 wk	4 wks	1st Sum Term	Study art, music, architecture and history in London, Paris, Rothenburg, Salzburg, Prague, Venice, Vienna, Florence, Rome, and Athens.
Meso-America Tour	\$2,495	35	5-10	1 wk	4 wks	1st Sum Term	A travel and study adventure in Mexico City, Guatemala and Belize. Visit famous pyramids, a rain forest and a barrier reef.
Mormon-American Travel Studies	\$2,100	40	8	N/A	4.5 wks	2nd Sum Term	Study Mormon heritage and America's past on site in Jamestown, Williamsburg, Washington, D.C., Concord, Palmyra, Kirtland, Nauvoo and more.
Pacific Discovery	\$345	30	6-10	2 wks	4 wks	1st Sum Term	Travel and explore the tide pools of the Oregon coast, hike and study the Salmon River area, visit Yellowstone and Grand Teton National Parks.
Religious History Tour	\$2,895	42	7-9	3 wks	4.5 wks	2nd Win Block	Visit Italy, Austria, the Czech Republic, Germany, Switzerland, and France.
Urban Studies	\$350	40	3-9	2 wks	4 wks	2nd Sum Term	Work with young people from the inner city in Chicago. Most of the youth are members of the church, friends or family of members.
Horseback Discovery	\$400	36	6-8	M	T, TH	1st Sum Term	Travel and study on horseback to some of the most beautiful biological areas in Eastern Idaho.
Natural Science Field Expedition	\$950	27	6-10	2 wks	6 wks	2nd Sum Term	Camp, hike and backpack in some of the most scenic areas of the West; Yellowstone, the Tetons and Salmon River Country. Explore and study in National Parks in Utah and the Grand Canyon in Arizona.

*Excludes Tuition and Rexburg Accommodations

STUDENT RESPONSES

Student responses to travel study reflect Francis Bacon's observation that, "Travel, in the younger sort, is a part of education, in the elder, a part of experience. He that travelleth into a country... goeth to school, and not to travel."³ With travel enhancing course-work, students learn from their own experience (*Doctrine & Covenants* 122:7).

- Jill: Business Expedition was the best educational and career building experience I could have experienced. Spending the first weeks in the classroom learning business and economics principles was very beneficial. During the business visits, I was able to apply these principles into actual occupational situations. Now I have more direction in the degree I am pursuing.
- Rocio: Business Expedition was a great experience for me. I loved the places we went, and how everything was organized. I liked the fact that we had a lot to do all the time. What I liked the most about the companies we visited was the fact we could talk with important business people, and realize that they were in the same situations that we are now when they were in school, changing majors, not knowing what to do, having financial problems. What was interesting to me is that most of them weren't Business Management majors in college.
- Luke: I was admitted on the Winter/Summer Track, and doing the work for 8.5 credits in 5 weeks of class seemed like the hardest work I'd ever done. But Business Expedition was easy, now I'm back for Winter Semester. In the Summer I was learning without realizing it. Making the connections from the classroom to actual businesses helped my understanding. Now that I'm taking more business classes, the trip means even more.
- Jillian: Business Expedition helped me take classroom learning and make it real. It made me aware of all the possibilities to business majors, and if I hadn't gone on Business Expedition I wouldn't be a business major. Expedition helped me make up my mind on a major. Business Expedition also helped me to be able to see the world in a different way. I opened my eyes to the possibilities that exist in the world.
- Ryan: I was trying to decide between business and another field. When I saw the lifestyle and hours they worked, I decided business wasn't for me. That was the most important thing I learned on the trip.

Not all students will feast. If they have to do their own fishing, some just nibble, and others even refuse to eat:

I really enjoyed the classes, the trip not so much. The trip seemed more like a vacation for the students than a learning experience that would help them in the business world in the future. Two years ago I went on a trip with Ricks College. It was a great learning experience for me because we studied the courses that we were taking on-site... The business visits that we did actually seemed pointless. We did have to turn in a paper at the end of the Expedition, but other than that I really didn't learn alot [sic] from the places we visited.

JUSTIFICATION

How do you justify the time and expense devoted to 27 students? Just as Christ "stretched forth his hand and touched the stones one by one with his finger" (Ether 3:6) and then "The veil was taken from off the eyes of the brother of Jared, and he saw the finger of the Lord" (v. 19), travel study gives the university an opportunity to take a small group and teach students "one by one" until the veil is lifted. Traveling takes them from the valley, to the mountain, and changes their view. They see the world differently. Sacred sites change their spiritual vista and they come to know the Lord more fully.

RECOMMENDATIONS TO COLLEGE DEANS:

- Make travel study a 3-year assignment: the first year to learn, the second to lead, the third to train new faculty. Faculty will use what they learn on their first trip to plan the second, then mentor new directors on the third.
- Encourage all faculty to participate in travel study. They'll discover the truth of John Steinbeck's statement "We find after years of struggle that we do not take a trip; a trip takes us."⁴ Travel study takes more time and work for faculty, but the professional stimulation and experience reaps great rewards in the classroom.
- Design programs for those students on Winter/Summer and Summer/Fall Track. BYU-I travel study shouldn't just be for Fall/Winter students who want to take three weeks in May to earn credit while traveling.
- Don't require faculty to teach more than two preparations. Recruit faculty, who will not travel, to offer 5-week classes. A teaching load of three preparations in five weeks, plus directing the travel leg, is excessive overload.

- Establish a travel study endowment, or make funds available, to which students can apply. Even though BYU-I has some of the lowest tuition in the country, for some students, the added fees make travel study prohibitive.
- Travel study is hard work for faculty. If you plan to cancel the program, be courteous and advise them before they spend their few free moments visiting prospective sites and making contacts for the next year. “I feel better now, having said this, although only those who have experienced it will understand it.”⁵

RECOMMENDATIONS TO FUTURE TRAVEL DIRECTORS

- Make the same trip three years in a row, to learn locations and establish contacts.
- Hold daily devotionals during your time on campus.
- Require students to create a Portfolio, to strengthen the connections between coursework and travel. Devotional handouts can start the Portfolio, add to it during travel weeks, with completion upon their return to campus.
- Assign each student to write a one-page paper and make a five-minute presentation about one business, company, or site, with a presentation during devotional. Supply a copy of the paper to every member, for their Portfolio.
- Don't buy weekly subway passes in the UK. The group discount for daily passes is a better deal.
- Gather in the evenings for reflection on the day's business visits, sites, and activities. Close with a spiritual thought and group prayer.
- Teach religion and include Church History sites, wherever you travel.
- Stay in each location for 3-4 days. The time you don't spend packing and moving every few days can be spent in visits, study, and reflection.
- Don't travel for more than three weeks. Four weeks is too long, and too hard on faculty to be away from family.
- Your last night of travel, do group activities to evaluate the entire term, then close with a testimony meeting. The students won't go to bed anyway, so use the time to create a final memorable experience.
- The ideal term would be 4 weeks of class, 3 weeks travel, and 1 week of class (to reflect on the travel experience, apply travel study to course work, and complete projects). But returning to campus for one week

would add additional costs to students for housing, and travel back to Rexburg, then their travel home. One possibility might be to spend an extra day or two at your last stop, to complete coursework, take finals, and reflect on the experience. Many colleges will allow educational groups to rent their dorms, with full access to their campus, for a reasonable price.

- Steinbeck said, “A journey is like marriage. The certain way to be wrong is to think you control it... All plans safeguards, policing, and coercion are fruitless... we do not take a trip; a trip takes us.”⁶ Be flexible. Enjoy the surprises and delight in the unexpected.

CONCLUSION

Mark Twain once wrote, “Travel is fatal to prejudice, bigotry and narrow-mindedness; all foes to real understanding. Likewise tolerance, or broad, wholesome, charitable views of men and things cannot be acquired by vegetating in our little corner of the earth all one’s lifetime.”⁷ Travel study provides opportunities for students to learn about the world. It can take them out of the little corner of the earth called “Rexburg, Idaho” and give them a broader view of the world. Travel study at BYU-Idaho is just one of the details evolving “precept upon precept; line upon line... here a little, and there a little” (Isaiah 28:10) during the transition to a university. Sharing ideas and experiences as we obtain “knowledge upon knowledge” (*Doctrine & Covenants* 46:21), will help us “get understanding” (Proverbs 4:7) and develop the strongest programs possible. Providing the students of BYU-I global experiences, to prepare them to be citizens of the world, is a “good and sufficient reason for going.”⁸

NOTES:

1. John Steinbeck, *Travels with Charley: In Search of America* (New York: Viking Press, 1962), 3
2. *Ibid.*, 4.
3. Francis Bacon, *Francis Bacon: The Essays or Counsels, Civil and Moral, of Francis Ld. Verulam, Viscount St. Albans* (Mount Vernon, N.Y.: Peter Pauper Press, 1963).
4. Steinbeck, 4.
5. *Ibid.*, 4.
6. *Ibid.*
7. Evelyn Kaye, *Travel and Learn* (Leonia, N. J.: Blue Penguin, 1990), 5.
8. Steinebeck, 3.