THE ASPEN INSTITUTE
BUSINESS & SOCIETY PROGRAM

Charting a New Course for Next-Generation Business Leaders

A Toolkit for Blending the Humanities and Business in Undergraduate Education

Contents

The Aspen Institute Business & Society Program, Spring 2018

What's so important about liberal arts in a 21st century undergraduate education?

A palpable new weight has settled on the shoulders of undergraduate educators today, exerting pressure on previously accepted wisdom about both liberal arts and business curricula. Because today—with one fifth of undergraduates pursuing business majors, and even more focusing on business-related degrees at institutions that don't offer business majors—the study of business is one of the most significant contributors to the education our citizenry.[1]

While securing a career-focused education is an understandable priority (given both the cost of that education and far-reaching economic uncertainty), it is also clear that the global, technological, fast-changing business environment holds unprecedented challenges for students pursuing that career. They will face a world in which the impact of business on society is widely recognized, but without straightforward guidelines about how to navigate it.

The formation of character and perspective is a long process, but one well-understood factor is education. What one is interested in, and studies, becomes a cornerstone of one's world view. Business majors, steeped in the logic of the marketplace, learn to see in cost/benefit terms; they look for ROI, become short-term oriented, and discount the future. In the marketplace, there is no broader 'soft' context or counterweight to this logic. The social costs—including short-termism and narrow focus on shareholder value—are now evident. With Wall Street concentrating on quarterly profits, many organizations find their longer-term priorities—such as investments in their people and R&D budgets—sidelined in favor of 'urgent' financial matters.

Many educators fear that with the rise of interest in business, the liberal arts have paled in importance—often viewed as the weak player in a competitive game. Alarm is perceptible among educators who understand that the broader frame liberal arts provide—the value of knowledge in and of itself, as well as learning to think, seeing the big picture, understanding the human dimension, communicating clearly, and developing personal maturity—is being viewed as an indulgence rather than as vital skills and expertise.

"How can education help ensure students approach society's complex issues with deeper insight?"

A business education is often narrow. There are important exceptions, but numerous undergraduate business programs find it difficult to make the humanities meaningful for their students. And many in the liberal arts view business skeptically, sometimes even suspiciously as a black and white numbers-only world.

The resulting search for balance in educating tomorrow's citizens and leaders has become a priority. How can education help ensure that students—and especially students of business whose goals are to lead organizations—approach society's complex issues with deeper insight and broader intelligence?

To address these gaps and inherent opportunities, the Aspen Institute Business & Society Program launched the Aspen Undergraduate Consortium. Six years ago, we embarked on strengthening how liberal arts contribute to the professional preparation of future business leaders. Since then, 73 schools have joined this work, and are generating change, momentum, and excitement across the country. (See Appendix for a list of participating institutions.)

It's time for the next step in this effort.

This inventory of innovations demonstrates how the liberal arts and business have been 'married'—at leading schools engaged in this work—to address the challenges and opportunities of developing the next generation of business leaders.

Our goal is to give faculty and administrators practical ideas for their own searches as they find new ways to shape their undergraduate curricula, influence future business leaders who are in their formative years, and teach a different narrative about business—one in which business contributes to making the world a better place.

Recognizing that even with a compelling vision, changing pedagogy and teaching norms is difficult, we offer here five tools for change that may help colleges and universities that wish to follow suit. We've learned that participants in the Aspen Undergraduate Consortium as well as educators leading change efforts on their campuses find the tools just as valuable as specific examples of courses and curricula.

Great work is already underway

You'll find 26 examples here of undergraduate courses and curricula developed to show that the humanities and liberal arts can work in concert with business in the heretofore unlikely sphere of a professional business education. These innovations illustrate that this new connection is both practical and powerful for students preparing for business careers.

Why is this so important?

- Firms and markets may be the most important institutions of our times. We must recognize that we will not solve our most pressing social issues without business at the table. Using 'blended' courses and curricula, like those inventoried here, schools will prepare their students to lead businesses in more creative, just, and sustainable ways.
- Joining liberal arts and business addresses the tension—described above and articulated by many policymakers, educators, students and parents—between the career-focused and the broadening and exploratory. Courses described here give students the chance to address varied and big questions and find their place in the world, while gaining skills and knowledge that will prepare them for their work lives.
- The innovations here invoke a vibrant future for undergraduate education, one that embraces both the liberal arts and business. They envision a version of liberal arts that embraces the pragmatic, and a version of business education that recognizes business as a deeply human activity.

Five approaches: the foundation for change

The ideas in this inventory are a selection of diverse approaches underway at liberal arts colleges and business schools that are challenging traditional pedagogy.

Importantly, these courses and curricula are built on the fundamental understanding that business is a profoundly human activity that requires people with a broad range of capabilities. They recognize that the best businesses solve human needs, develop their own people, and provide meaningful work. The professors and administrators responsible for the innovations here appreciate this and identify logical intersection points in the curriculum—places where the liberal arts and business naturally converge—to weave them seamlessly together. None of these programs simply bolt these disciplines together, leaving students to find their way to the important truths, or treat business as a trade that needs to be saved by the loftier liberal arts.

> "None of these programs …treat business as a trade that needs to be saved by the loftier liberal arts."

Our analysis finds that these institutions are doing five things differently than their peers, by designing courses and curricula that:

1. Start at a different place
2. Finish with self-reflection and practice
3. Recast students as 'makers'
4. Provide curricular counterweights
5. Curate the course catalogue

To illustrate how these approaches work, we offer rich examples for each that show the kind of new work being done—and what is possible in undergraduate education.

1. Start at a different place

First impressions and initial experiences matter. Traditional gateway courses for business majors are organized to introduce the various business disciplines—finance, strategy, marketing and the like. But increasingly, this siloed approach is out of synch with today's business environment that presents complex problems and opportunities, especially in relation to the role of business in society.

Exemplary courses are introducing students to this complexity by examining business activities in social and historical contexts, giving students the opportunity to develop a nuanced understanding of the purpose of the corporation and exploring real-time ethical and moral dilemmas faced by today's business leaders. To accomplish this, many courses are drawing on content and pedagogy from the liberal arts.

This 'show, don't tell' approach to integrating humanities and the liberal arts demonstrates their relevance to the study of business. It lets students practice connecting ideas from inside and outside their business coursework.

Some institutions are also experimenting with the timing of the introductory course—for example, by offering it freshman year, even if the business major launches junior year. This gives students an early view of their potential major—and may encourage students to view their general education requirements through a different lens.

Seven courses offered at leading institutions—including Boston College, Boston University, Bucknell University, Copenhagen Business School, Texas Christian University, Utah State University, and Wake Forest University—illustrate how this approach is being implemented.

2. Finish with self-reflection and practice

Capstone courses are designed to be integrative, but some schools are going beyond integrating business disciplines, and prompting students to draw on coursework across all the disciplines they have studied.

Exemplary courses offer students at least one of two things: 1) the chance to reflect deeply on their undergraduate experiences and their aspirations as future business leaders, 2) the chance to engage with a real project or problem. The problem requires technical expertise in the business disciplines, as well as capacities like problem-framing, creativity, critical thinking, and communication. Using self-reflection or personal experience, these courses serve as both a 'cap' and 'bridge' to students' first professional experiences after college.

Courses at Augsburg College, Brown University, New York University, and University of Pennsylvania are examples.

3. Recast students as 'makers'

"You don't take a photograph. You make it." – Ansel Adams

In these courses and student experiences, professors are experimenting with their own versions of Ansel Adams' wisdom—prompting students to 'make' instead of simply 'take' a course. These courses reflect several different approaches: problem-based—anchored in the big issues of our day; multi-disciplinary perspectives on timeless questions; self-examination, travel, or student-led research. Many bring together students with different majors.

All provide 'touchpoints' across the curriculum. Recognizing that gateway and capstone courses can do much to integrate a student's learnings across her undergraduate experience, these courses and experiences challenge students to integrate what they learn along the way. They provide additional practice and signal to students that traversing disciplines is not a skill reserved for just a beginning and concluding exercise.

Approaches at University of California—Berkeley, Lehigh University, University of New Hampshire, University of Virginia, and Washington & Lee University are giving students the opportunity to 'make' connections and create new perspectives.

4. Provide curricular counterweights

Choosing a major creates very real tension for many students, parents and educators, by forcing the examination of the purpose of college—as time to explore and find one's place in the world, and as time to prepare, directly and concretely, for a career.

Wrestling with this tension, some institutions are designing innovative co-majors and minors that give students a counterweight to their choice of major. These co-majors and minors—optional or required—provide substantive and in-depth offsets to a choice of major. Liberal arts colleges are giving students the chance to explore business as both a cultural artifact and a potential avenue for commercializing one's passions. Business schools, which risk providing students an unquestioned 'immersion in the logic of the marketplace,'[2] are offering co-majors that expose students to alternative goals and values systems present in other cultures or different disciplines.

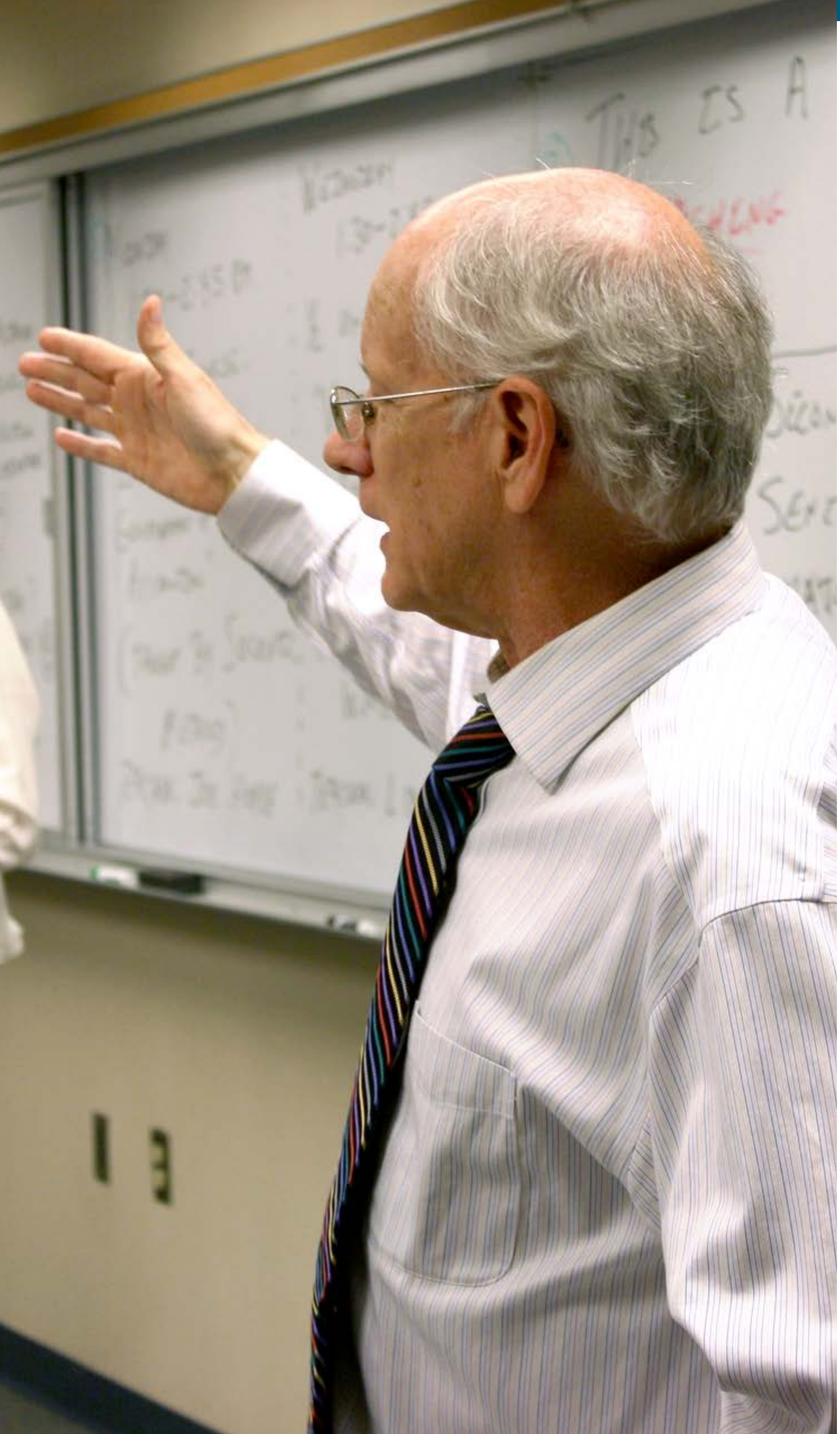
Examples of how this is working can be seen at Bentley University, Clark University, George Washington University, Mount Holyoke College and University of Miami.

5. Curate the course catalog

Suppose students thought less about individual courses, and more about big ideas? And professors did the same?

Some institutions are creating course pairings or curricular pathways that are integrative and often problem-based, prompting students to explore big topics—such as democracy or global capitalism or leadership—from the perspective of more than one discipline. These pairings and pathways both broaden students' views, and interestingly, narrow a student's choices in constructive ways. This strategy recognizes that integration of teaching and learning may happen more naturally between certain courses than others. By creating curricular pathways or course pairings, educators 'curate' while capturing students' imaginations on big and compelling ideas.

Here are examples from Connecticut College, Cornell University, Franklin & Marshall College, Santa Clara University, and University of Wisconsin—Madison.



Five tools: for making change real

"What good is an idea if it remains an idea? Try. Experiment. Iterate. Fail. Try Again. Change the World." – Simon Sinek

Changing a curriculum is an arduous process, often fraught with incrementalism and politics. In most cases, the blending of liberal arts and business courses relies on the passion and commitment of a small group of faculty and administrators. Their inspirations face major challenges in working to scale up and sustain resulting innovations.

Participants in the Aspen Undergraduate Consortium have found that creating robust and sustainable curricular change requires mastery on many levels: they must be experts in their own disciplines, creators of new pedagogy, innovators of interdisciplinary learning—and they must become skilled change agents.

For successful change, building momentum is vital and building on previous learning and successes is ideal: you don't have to reinvent the wheel. These five exercises have been piloted, tested and refined by participants and leaders in the Aspen Undergraduate Consortium. They can be used on campuses, in workshops, faculty meetings and strategic planning sessions to help small groups of faculty inspire and engage new faculty and administrators to:

1. Create the vision for change
2. Lead without formal authority
3. Reframe the problem
4. Coach one another
5. Articulate a theory of change

We hope these tools—please adapt and refine them for your specific circumstances—will be useful for schools seeking to chart a new course as they blend the career-focused and broader explorations.

1. Create the vision for change

"There is a simple way to package information that, under the right circumstances, can make it irresistible. All you have to do is find it." – Malcom Gladwell

In this exercise, participants consider how proposed changes support their institution's mission and then work together on a short pitch to articulate 'why' they recommend the projects. The exercise gives faculty and administrators the chance to reflect and build collective wisdom on fundamental questions such as: Why should we attempt to bring business and the liberal arts together in new and creative ways? What about our current educational and broader social situation calls for this?

Suggested session structure here.

2. Lead without formal authority

This exercise challenges participants to consider the key stakeholders for their initiatives and devise strategies for influencing the culture, capability and mindset at their institutions—paving a path for long-term success. Questions they will consider include: What is the best process for getting an innovative idea accepted? How can we ensure that it creates impactful, sustainable change? Against a backdrop that lacks definitive structure and lines of authority, how can innovators appeal to both the intellectual and emotional minds of their stakeholders?

Suggested session structure here.

3. Reframe the problem

"If I had only one hour to save the world, I would spend fifty-five minutes defining the problem, and only five minutes finding the solution." – Albert Einstein

This activity gives participants the chance to practice three problem-reframing strategies. In large, complex institutions, the ability to reframe problems is a powerful skill because hasty problem-solving often prevents actual problem-solving. Successful solutions usually require patience, openness, curiosity, and the ability to reflect on such questions as: How would someone 20 years ago or 20 years from now think about this problem? How would a relative, friend, or colleague describe the problem?

Suggested session structure here.

4. Coach one another

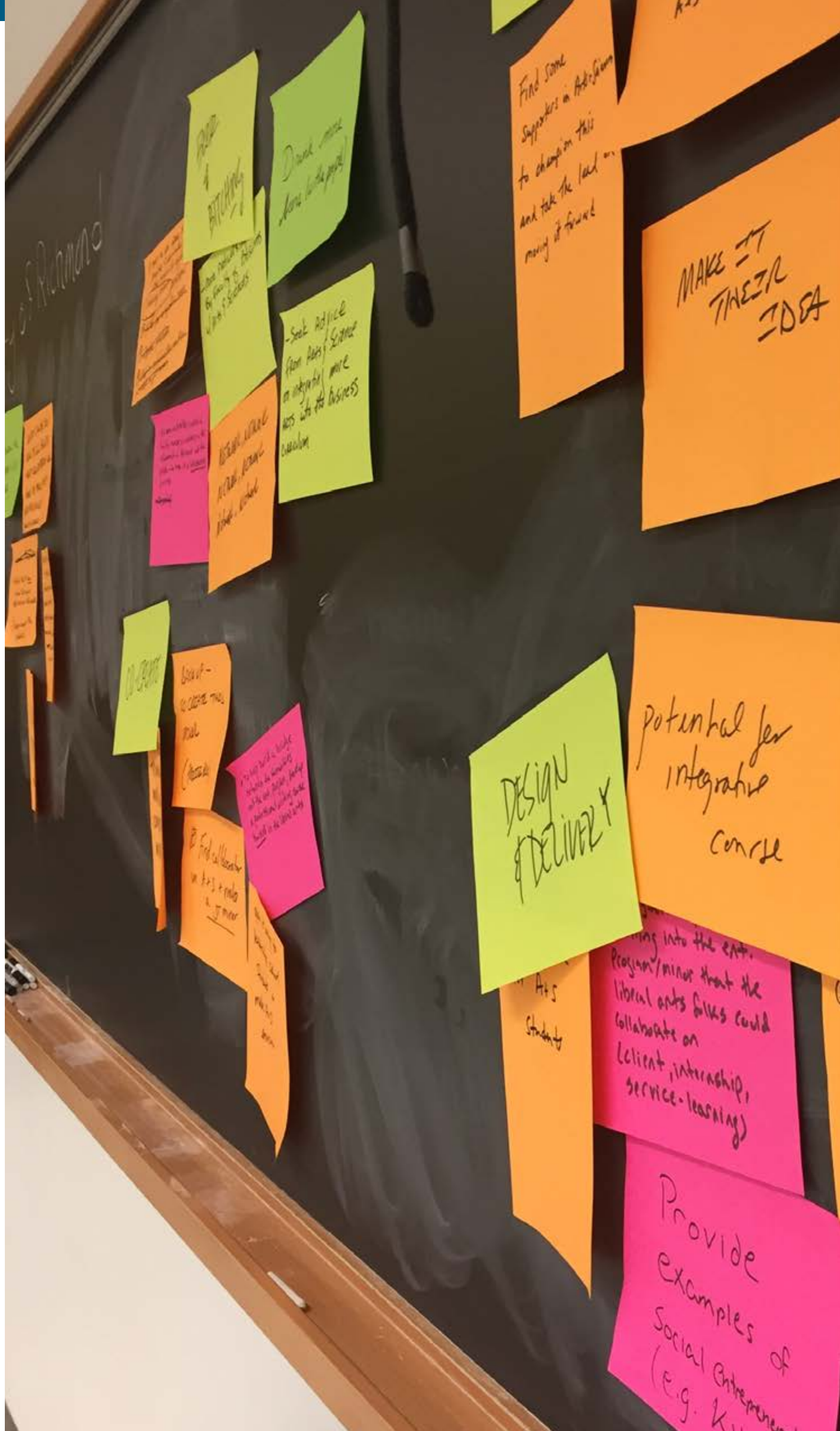
Peer coaching provides both formal structure and mutual benefits as participants work through their approaches. A coach is a thinking partner who offers support, perspective and accountability for individuals creating change. Using peer coaching, participants listen actively to a challenge facing a selected school, help clarify the issue, and offer feedback and fresh thinking, while considering the lessons the case example teaches about their own situation and opportunities for collaboration.

Suggested session structure here.

5. Articulate a theory of change

Why do some institutional initiatives thrive while others fail? How can we codify the conditions that lead to success? Using a logic model—an outline of project components, framework for assessing and disseminating progress and results, and identification of replicable strategies and tactics—participants deconstruct a successful change effort. Presenters explain their 'theory of change' and describe project resources (investments), core project components (activities), direct outputs from program activities and short, medium and long-term outcomes. Participants will have the opportunity to refine and reflect.

Suggested session structure here.



In conclusion: let's step back to see where we are—and where we're going

The tension in undergraduate education today—in which practical concerns about preparing for good business careers have threatened to elbow out broader priorities embodied in a liberal arts education—isn't going away. In fact, and for some ironically, the mingling of the 'pre-career' and the 'exploratory' point to an exceedingly vibrant future for undergraduate education.

We have come to believe, that 'pre-career' and 'exploratory' may be a false dichotomy. Arguably corporate leaders who have the biggest impact on their businesses and society are those driven by a deep sense of personal and professional purpose; they are intentional about connecting the two.[3] And it is becoming clear that undergraduate education should be a place where educators can, too, start forging that connection.

With business increasingly identified as a prime actor in society's problems and opportunities, there's an acknowledged need to integrate business leaders into efforts that will affect everything from how democracy works to how to solve environmental problems. Business recognizes the need for citizenship—and society recognizes the importance of having business participation.

Better, stronger integration of the liberal arts and business education promises to move business education closer to the vision of college as a 'rehearsal space for democracy' (in the soaring words of scholar Andrew Delbanco). He describes the promise of the classroom as a place where one student can walk in with a well-constructed argument in support of a position, articulate that argument—and yet walk out swayed by the well-constructed argument of another student. This vision, of civilized discussion and open-mindedness, has applicability far beyond the pedagogical setting and students who grow accustomed to this will provide a new kind of leadership in businesses and society.

Our challenge now is to ensure that this work proceeds with purpose and drive, integrating new learning and absorbing enhancements. Let's use a 'success transfer' mentality—in which educators from all corners share their triumphs, disappointments, and takeaways—so that teaching innovations can grow. Let's promise each other to keep it lively, interesting, and intentional. Much hinges on ensuring that students are engaged and challenged, and that successful developments become embedded in undergraduate education.

Let's envision how the entire system works, from education to career to leadership—and use that vision to see the roles that actors across the system can play in ensuring a promising future. Students and their parents will demand a blended education. Policy-makers will see the promise of going beyond knee-jerk definitions of 'pre-career.' Faculty and administrators will launch more bold experiments like the ones here—and safeguard the future by providing critical resources. Foundations and philanthropists will help scale and sustain the most successful. We will all benefit from this important work.

Inventory of curricular innovations

To illustrate the power of connecting the liberal arts and business curricula, we've included examples here—26 courses from leading academic institutions—that provide detail on how this work is being accomplished. Each of the five approaches to curricular change—as explained starting on page 3—is listed below and the relevant courses are inventoried under each approach.

1. Start at a different place

PORTICO—BOSTON COLLEGE

Portico (MH100) is a three-credit course for first-year students in the Carroll School of Management. The course offers the first-year undergraduate business student unique opportunities to 1) develop a nuanced method for recognizing and responding to ethical challenges in contemporary business, 2) situate contemporary business in a global and historical perspective, 3) learn about business by engaging with faculty and practitioners, and 4) explore personal aspirations and the opportunities available in the world of work.

- COURSE SYLLABUS

BUSINESS, SOCIETY, AND ETHICS—BOSTON UNIVERSITY

This class gives students the opportunity to explore the role of business in society and the ethical problems global managers face. The course introduces students to the core functions of business, critiques of business practice, the history of sustainability and Corporate Social Responsibility, and the relationship between ethical and business decision-making. Students consider traditional ethical frameworks, decision making biases, and ethical blind spots and apply these to dilemmas faced in accounting, operations, marketing, strategy, and governance. This course stresses written and oral communication skills, logical reasoning and teamwork.

- COURSE SYLLABUS

MANAGEMENT 101—BUCKNELL UNIVERSITY

"Management 101 equips students with the capacity to organize and manage in a way that produces impacts for the common good. Centering organizations around sustainable development goals and infusing triple-bottom-line management throughout an organization is exactly what the next generation of organizational stewards needs to see when they start their academic journey."

– Raquel Alexander, Dean of The Kenneth W. Freeman College of Management at Bucknell University

In MGMT 101, students create and manage companies. They establish their own service missions and business objectives, design and staff their organizations, develop financial and operational control systems—and procedures for organizational, group, and individual performance evaluations. They implement service and business projects and create a final public report. Two self-reflection papers account for 30% of the course grade, prompting students to examine their experiences in the course and how those experiences might inform future leadership roles—in their careers and communities.

- COURSE OVERVIEW
- COURSE SYLLABUS

WHISTLEBLOWING AND THE MANAGEMENT OF ETHICAL DILEMMAS—COPENHAGEN BUSINESS SCHOOL

Whistleblowing has shaken many businesses to their core and brought down many a CEO. A growing number of organizations and corporations are investing in whistleblowing platforms to secure their employees' anonymity. But does the information provided by whistleblowers reveal direct access to the truth? Or do the 'facts' themselves also require careful interpretation? In this course, we use organizational, philosophical and artistic perspectives on whistleblowing to explore whistleblowing as an ethical problem in society and organizations.

- COURSE SYLLABUS

FIRST YEAR SEMINAR: BUSINESS IN SOCIETY—TEXAS CHRISTIAN UNIVERSITY

This course meets broader objectives at TCU's Neeley School of Business by focusing on forging connections between the business world and the larger community. It integrates the study of the liberal arts and business, and builds several distinctive competencies—including communication, critical thinking, and ethics. In seminar-style discussions, students build a framework for understanding the dynamic relationship between business and society, and engage in deliberations around what business is and why it exists as an institution in our society. The course offers first-year students the chance to explore business from the perspectives of a variety of stakeholders, and before their formal business coursework begins in second year.

- COURSE SYLLABUS

FOUNDATIONS OF BUSINESS LEADERSHIP—UTAH STATE UNIVERSITY

Proscholium is a foundations-of-business course that integrates liberal arts into the business curriculum. It uses art, literature, philosophy, history, psychology, political science, and other liberal arts to place business in its broader context in society. Proscholium uses ethical principles throughout as a pedagogical tool to advance skills and personal development. The curriculum prepares freshmen and sophomores to practice the critical thinking, writing, and problem-solving skills they will need to succeed in their business majors and, later, their careers.

- COURSE SYLLABUS
- COURSE READINGS

WHY BUSINESS?—WAKE FOREST UNIVERSITY

In this course, students explore the nature of business and the market economy, investigating how they function, and their expressed purposes. Students examine moral implications of specific issues that arise in a market economy to understand what limits, if any, there should be on business and markets. By the end of the course, students will be able to articulate features of the key functional areas of business, explain how business can contribute to a humane and just society, and express, clearly and cogently, a reasonable answer to the question—'Why business?'

- COURSE SYLLABUS

2. Finish with self-reflection and practice

VOCATION AND THE MEANING OF SUCCESS—AUGSBURG COLLEGE

Keystone 490 is a reflective and immersive examination of the idea of vocation. During the semester, students reflect on the meaning of their educational experiences and prepare for their transition to career. The course's fundamental questions are both self-reflective (e.g., What are my core beliefs? What skills, talents and abilities do I have to offer the world?) and outward looking (e.g., Is the market moral? Is Corporate Social Responsibility possible?). The course includes an immersive experience in Mexico and its indigenous and business cultures, as well as film, readings, and guest speakers to help students answer—at least in a preliminary way—the timeless questions at the heart of the course.

- COURSE SYLLABUS

BUSINESS, ENTREPRENEURSHIP AND ORGANIZATIONS—BROWN UNIVERISTY

The Business, Entrepreneurship and Organizations (BEO) senior capstone requires students to demonstrate the skills and proficiency acquired from coursework in their major. This is a required course for all BEO majors to work with peers across the three tracks of BEO—social innovation, entrepreneurship and technology, and finance and consulting. This course helps seniors synthesize knowledge at several levels: across disciplines, across theoretical and practical knowledge, and across private and public-sector experiences of entrepreneurship. The project-based class is anchored in real world problems at sponsoring organizations, including start-ups, government agencies, social and educational institutions, corporations, NGOs, and advocacy groups.

- COURSE SYLLABUS

PROFESSIONAL RESPONSIBILITY AND LEADERSHIP—NEW YORK UNIVERSITY

This interdisciplinary capstone course gives students the opportunity to reflect on why they are embarking on a business career, and how they intend to act as business professionals. It prompts them to think systemically about the risks and sources of resilience relevant to their professional lives, and to cultivate the habit of engaging in reflective dialogue with diverse stakeholders. The course is a discussion seminar, which kicks off with the foundational question: what is success?

- COURSE SYLLABUS

WHARTON SENIOR CAPSTONE—UNIVERSITY OF PENNSYLVANIA

This interactive simulation course provides students opportunities to draw on their business knowledge—in finance, management, marketing, leadership, and social responsibility—while formulating and executing business strategy in a competitive, team-based environment. Using real-time problem solving in a dynamic simulation, student teams design and implement strategic plans, integrate feedback from the consequences of those decisions and the effects of changing market conditions, and interact with other teams to create social, ecological, and financial value. Students are coached by high-performance team consultants to reflect on their group dynamics and to make data-driven improvements to their decision-making processes.

- COURSE SYLLABUS

3. Recast students as 'makers'

IMPROVISATIONAL LEADERSHIP—UNIVERSITY OF CALIFORNIA, BERKELEY

This highly immersive course draws on improvisational techniques to enhance individual spontaneity, listening and awareness, expressive skills, risk-taking, and the ability to make authentic social and emotional connections. Throughout, students are prompted to reflect on the role emotional intelligence plays in leadership, with the goal of developing an improvisational leadership mindset. One learning objective is to sharpen in-the-moment decision making in order to quickly act on opportunities as they emerge.

- COURSE SYLLABUS

VALUES BASED DECISION MAKING—LEHIGH UNIVERSITY

This course exposes students to the myriad possible value conflicts encountered in business, teaches them how to identify such conflicts, and introduces them to ethical frameworks to use in resolving them. The synergies that exist between business and the liberal arts are presented in three significant ways. First, the ethical frameworks draw on the philosophy of Kant, Mill, Rawls, and other philosophers. Second, the importance of history as a determinant of cultural values permeates the course (for example, the roots of European and American disagreements on the notions of privacy). Third, the course is writing-intensive and, therefore, stresses the importance of the written word in communication.

- COURSE SYLLABUS

FIRE: FIRST-YEAR INNOVATION AND RESEARCH EXPERIENCE—UNIVERSITY OF NEW HAMPSHIRE

In First-year Innovation and Research Experience (FIRE), students explore complex, real-world problems through immersive, team-based activities that engage them from the outset with faculty, alumni and peers. FIRE uses a game framework to assist as students develop multidisciplinary solutions to tackle complex challenges. Recent teams have proposed specific business ideas that address access to clean water, plastics in the ocean, and addiction to drugs and alcohol. Over the course of the year, students are given a series of challenges and earn prizes through participation in mini-games and life skill competitions that culminate in a final presentation of their research before a panel of faculty, peers, and alumni. Each member of the winning team is awarded a cash prize.

- PROGRAM OVERVIEW

BUSINESS OF SAVING NATURE—UNIVERSITY OF VIRGINIA

The preservation of biological diversity is of paramount importance to the continued existence of life on Earth. But a variety of human activities—such as the conversion of natural lands for agriculture and urbanization, and the alteration of wetlands and aquatic ecosystems—have caused the extinction of many species and threaten the existence of many more. The conflict between economic and environmental concerns is particularly acute in the developing world and countries heavily dependent on natural resources. This cross-listed interdisciplinary course explores topics in a series of on-campus classes as well as an *in situ* experience on a study tour during spring break (in Cuba in 2017). The course focuses on business principles, environmental practices and the management of biodiversity—looking beyond traditional scientific concerns about taxonomy and sustainable harvesting, and customary economic concerns about wealth maximization and resource allocation.

- COURSE SYLLABUS

LONDON SUMMER INTERNSHIP PROGRAM—WASHINGTON AND LEE UNIVERSITY

Washington and Lee University offers a London Summer Internship Program open to all majors and provides students with an overseas business experience while learning about the culture and history of contemporary Britain. This combination allows students to have a better understanding of both the workplace and the people they work with. This course begins with an examination of the principal institutions and behavior patterns of British politics, including the structure of government and the interaction of voters, parties, and leaders. It addresses several current or controversial issues which have a marked impact on the political world in Britain. Field trips include visits to Parliament and other relevant sites. The students end the summer with credit for two courses—one in a politics course (Contemporary Britain), and the other in an internship course.

- PROGRAM OVERVIEW

4. Provide curricular counterweights

LIBERAL STUDIES MAJOR—BENTLEY UNIVERSITY

Bentley's Liberal Studies Major (LSM) is an interdisciplinary co-major, paired with a primary B.S. major. Students opt to complete an LSM concentration in rich topical areas like American Studies, Earth, Environment, and Global Sustainability, or Media, Arts and Society. The concentrations are designed to give students opportunities for in-depth study of issues from theoretical, practical, and cross disciplinary perspectives. The LSM consists of eight courses: at least six must be from Arts & Science departments, and no more than four may be in one discipline. At the end of the course, students write a unifying piece that demonstrates their reconciliation of assumptions, goals and ideas from disciplines within the LSM and/or between the LSM and their chosen major.

- MORE INFORMATION

MINOR IN ENTREPRENEURSHIP—CLARK UNIVERSITY

While Clark offers a traditional management minor, it has offered a minor in entrepreneurship (ENT) since 2005. The ENT program was specifically developed to support students majoring in non-business disciplines to explore entrepreneurial opportunities shaped by a liberal arts foundation. While the program was originally housed in the School of Management, it has been transitioned to a University-wide program to reach students across the entire campus. A few courses required by the ENT minor overlap the business curriculum, but the number of ENT-specific courses offered has gradually increased, moving the program more clearly into the liberal arts core at Clark University.

- MORE INFORMATION

FIRST YEAR DEVELOPMENT PROGRAM—GEORGE WASHINGTON UNIVERSITY

"We designed our First Year Development Program not only as the launching pad for students' four-year path of personal and professional development as leaders, but also as a lab for integrating the study of business with the liberal arts."

-- Leo Moersen, Associate Dean of Undergraduate Programs, George Washington School of Business, George Washington University

Sparked in part by feedback from prospective employers interested in attracting graduates with broad knowledge, along with requisite business skills and liberal arts anchored analytical thinking capabilities, the George Washington School of Business (GWSB) revamped its BBA curriculum in 2014 to incorporate a required minor in a non-business discipline. With the goal of helping students make intentional connections between a liberal arts minor and business major, the required First Year Development Program (FYDP) prompts students to reflect on the options, influences, and expected outcomes of their minor.

- MORE INFORMATION

ENTREPRENEURSHIP, ORGANIZATIONS, AND SOCIETY—MOUNT HOLYOKE COLLEGE

Embedded in opportunities and challenges in the global economy is the problem of global inequalities. This insight informs Mount Holyoke's interdisciplinary minor in Entrepreneurship, Organizations, and Society (EOS) in which students acquire knowledge, skills, and dispositions to succeed in different types of organizations and contribute to solving today's vexing problems. The minor emphasizes creativity, resilience, and understanding of the socio-economic structures that shape the context in which organizations operate. Students choose courses in four areas: Entrepreneurship, Organizations and Power, Structures of Inequality, and Financial Analysis. They acquire and apply learning in internships, pitch competitions, and start-up projects.

- MORE INFORMATION

GLOBAL BUSINESS STUDIES PROGRAM—UNIVERSITY OF MIAMI

This is an innovative co-major launched in 2015 that adds a customized program of regional studies coursework—in language, literature, religion, arts, philosophy, culture, anthropology, history, political science, economics, and/or geography—to the student's business curriculum and major. Critical keys to the Global Business Studies program are co-curricular support and activities that serve as the glue between the business and liberal arts pursuits, preparing and empowering each student to answer a pressing, complex, global question in an integrative capstone thesis.

- MORE INFORMATION

5. Curate the course catalog

GLOBAL CAPITALISM INTEGRATIVE PATHWAY—CONNECTICUT COLLEGE

The Global Capitalism Integrative Pathway cultivates critical thinking on the topic of capitalism as a social, economic, and cultural form. The first half of the course introduces students to global capitalism as a historical and theoretical field of study and an arena of conflict and engagement. In the second half of the course, students develop an animating question, map itinerary courses, create a global-local engagement plan, and fashion preliminary ideas for a capstone project. Each Pathway requires purposeful engagement in a local or international context, such as study away, an internship, or community-based learning. All students in the Pathway complete at least three Curricular Itinerary courses, based on their specific interests and animating questions.

- PATHWAY OVERVIEW

LEADERSHIP CERTIFICATE—CORNELL UNIVERSITY

"The student leadership certificate at Cornell University is an interdisciplinary initiative that integrates course work and co-curricular activities to prepare the next generation of global citizens for service and their professional aspirations."

-- Lynn Wooten, David J. Nolan Dean of The Dyson School of Applied Economics & Management, Cornell University

Cornell's leadership certificate is offered to all undergraduates at the University. Students collaborate with community partners in Ithaca to solve complex, intractable issues such as poverty, climate change, and educational inequity. The certificate comprises intensive community engagement, written reflections, leadership workshops and peer mentoring. Guiding questions include: How do my social identities shape my view of the world and influence choices I make?

What risks and sacrifices can I make now? What is meaningful work? The certificate typically takes two years to complete, and students can extend their experience by applying to serve as Engaged Ambassadors. A team of twelve Ambassadors coordinate every aspect of the certificate.

- PROGRAM OVERVIEW

LAW, MARKETS, AND THE CORPORATION + LAW, MONEY, AND MEANING—FRANKLIN & MARSHALL COLLEGE

Franklin & Marshall's paired course model links two courses—Law, Markets, and the Corporation (business law) and Law, Money, and Meaning (political theory)—using guest lectures, common readings, and joint class meetings and events. The courses are linked by a common aim of elucidating and reflecting upon 'the economist view of the world.' The intended outcomes deepen student understanding of the origins and broader significance of standard business concepts; develop student awareness of the multiple potential frames for business choices; increase students' ability to couple market considerations with a broader range of values; and stimulate reflection about the underlying justifications for the community to regulate commercial activity—or not.

- LAW, MARKETS, AND THE CORPORATION SYLLABUS
- LAW, MONEY, AND MEANING SYLLABUS

CORE PATHWAYS—SANTA CLARA UNIVERSITY

The Pathways requirement is part of Santa Clara's core curriculum. Twenty-four Pathways focus on topics as diverse as Beauty, Democracy, and Race, Place and Social Inequalities. The Pathways—and their associated required cumulative writing assignment—cultivate students' ability to make intentional and reflective educational choices, to study a theme from a number of disciplinary or methodological perspectives, and to perceive connections and relationships among ideas. Students are allowed to include two classes in their major as part of their Pathway, but the Pathways requirement motivates many students to complete courses based on their interests rather than simply to satisfy a particular requirement.

- PATHWAY OVERVIEW
- PATHWAY LISTINGS & COURSES

NAVIGATING UNCERTAINTY—UNIVERSITY OF WISCONSIN-MADISON

The Navigating Uncertainty Pathway seeks to expand the role and impact of the humanities in the undergraduate business curriculum at the University of Wisconsin-Madison. It includes three humanities seminars—focused on Navigating Uncertainty—for business and humanities majors during their first two years of introductory college coursework. This is a project-based, mentor-supported co-curricular experiential learning opportunity for interdisciplinary teams of upper-level undergraduates where they will experience first-hand the process of navigating uncertainty. It integrates cross-disciplinary faculty thought leadership in a visiting speaker series titled 'Foreseeing the Future.'

- PATHWAY OVERVIEW

Aspen Undergraduate Tools for Change

1. Create the vision for change

"If you want to build a ship, don't drum up the men to gather wood, divide the work, and give orders. Instead, teach them to yearn for the vast and endless sea."

Antoine de Saint-Exupéry

In this workshop, participants work together in teams to articulate the 'why' of their projects through a 1-3 sentence 'pitch.' This session focuses on answering such questions as:

- Why should we work to bring business and the liberal arts together in new and creative ways? What is it about the current educational and broader social situation that calls for new and creative integration?
- What is the distinctive contribution of the liberal arts to the study of business—and the future practice of business?
- How does this work connect to the mission of our school or department? How can aspects of this work that directly support institutional mission help frame our efforts?

Session instructions

Advance preparation

Pre-readings for participants:

- How Great Leaders Inspire Action (Video), Simon Sinek
- "Review: Made to Stick," Judy Samuelson
- Copies of relevant university/college/department mission statement for each participant

Time 80-90 minutes

Process

Option 1 – Single project: Break out into 4 teams of 4-6 all *working on a pitch for the same project*. Return to large group to share pitches, receive feedback and then take best ideas from each pitch to create a common vision statement.

Option 2 – Multiple projects: Break out into 4 teams of 4-6 all *working on pitches for varying projects.* Return to large group to share pitches, receive feedback and refine vision statements.

Materials

- Clock with timer
- Flipchart or whiteboard and 3-4 colored markers per break-out group
- Handheld microphone for reporting back (depending on room size)
- Tape to hang pitches to walls

Room set-up

- Large room with round tables (one per team) to accommodate work in plenary and break-outs
- Wall space to hang pitches

Session flow

Step 1: Plenary 15 minutes

Review key learning from background reading with the group and introduce session objectives: In order to motivate others to share our vision and act on it, we must both create "yearning" *and* a short elevator pitch. While curricular change is complex, and requires an adequate theory of change, we need to be able to talk about our projects in simple, concrete terms that grab and hold our audience's attention.

Step 2: Break-outs 30 minutes

Provide instructions to groups on drafting pitches, and ongoing reminders of time (10 minutes to go, 5 minutes to go).

Step 3: Plenary 30-40 minutes

Present and refine: facilitator guides "pitch" presentations and feedback. Remind group presenting that they have up to **2 minutes** to set up and present their pitches with context about their initiative. The pitch itself should be no more than 3 sentences.

If following Option 1, when soliciting feedback, ask for

- comments about what participants liked best about the pitch (**2 minutes**).
- clarifying questions (**2 minutes**), and
- Give the four teams up to **20 minutes** to take the best language and messaging from each pitch to refine/re-write a single pitch for their common project.

If following Option 2, when soliciting feedback, ask for

- comments about what participants liked best about the pitch (**2 minutes**).
- clarifying questions (**2 minutes**), and
- suggestions for improvement (**2 minutes**).
- In the next two minutes, give the team presenting a chance to refine/re-write the pitch with help from the group (**2 minutes**). Be sure to celebrate each team as you wrap up and move to the next.

Step 4: Plenary 2-3 minutes Wrap-up and reflections

2. Lead without formal authority

This session is focused on understanding how best to create and sustain change without formal organizational control. It addresses such issues as: What is the process for getting an innovative idea accepted and creating impactful, sustainable change? When the organizational backdrop lacks definitive structure and lines of authority are not clear, innovators must appeal to stakeholders both intellectually and emotionally. In this hands-on working session, participants consider the key stakeholders for their initiative and devise strategies to influence the culture, capability and mindset—paving a path for long-term success.

Advance preparation

Pre-readings for participants:

- Elephant & Rider (Video)
- "Making the Emotional Case for Change: An Interview with Chip Heath," McKinsey Quarterly
- Stakeholder Analysis Tool

Time 50-60 minutes

Materials

- Video projection capability
- Flip chart in front of room (draw power/interest grid from stakeholder analysis tool above)
- One flip chart per group

Room set-up

- Large room with round tables (one per team) to accommodate work in plenary and break-outs

Session flow

Step 1: Plenary 10 minutes

Introduction: Facilitator reviews learning from background readings with the group and introduces session objectives.

Show 2 minute video of elephant and rider and discuss the need to understand the mindset of all your stakeholders and what barriers might be in your way or where you can harness existing momentum.

Step 2: Break-outs 30 minutes

Work in project-based teams using the stakeholder analysis tool to:

1) Identify all stakeholders.
2) Evaluate and prioritize stakeholders. Consider their current mindset and capabilities. Who has the power to make the desired change and who is the most vulnerable to pressure? Who are allies? Active supporters?
3) Create a plan to reach the people in power and manage their involvement in your project. How much do they currently know about your work and what additional information do they need? Who or what motivates them? If you don't know, how will you obtain this information? How will you continue to engage and communicate progress? How will this vary by stakeholder?
4) Identify immediate next steps.

Step 3: Plenary 10 minutes

Debrief process of stakeholder mapping, questions and next steps.

3. Reframe the problem

This activity gives participants the chance to practice three problem-reframing strategies. In large, complex institutions, the ability to reframe problems is a powerful skill because hasty problem-solving often prevents actual problem-solving. Successful solutions usually require patience, openness, curiosity, and the ability to reflect on such questions as: How would someone 20 years ago or 20 years from now think about this problem? How would a relative, friend, or colleague describe the problem?

Objective: To practice stating clearly and succinctly what problem you are working on and then to look at it from different angles and see alternative ways of framing the problem. At the end of the workshop, you should have a revised statement of the problem you are trying to solve.

There are many strategies for reframing problems. During this workshop, you will practice using three:

- Changing perspective
- Imposing constraints
- Building on strengths

Remember that you don't have to be an expert in the problem itself to help reframe it. Fresh eyes on a problem can really help us see it differently.

Advance preparation

Advance work for participants:

- Each participant articulates a problem statement in 1-2 sentences. What problem, if you solved it, would lead to the result you hope for?

Time 70 minutes

Room set-up

Optimally, small groups can find quiet spaces for discussion.

Session flow

Step 1: Plenary 5 minutes

Facilitator introduces session and objectives.

Step 2: Individual reflection 5 minutes

Participants begin by writing their own problem statements.

Step 3: Small group formation (5 minutes)

Form groups of three. In each round, there will be a presenter and two reframers. Participants rotate roles every round so that each person has one chance to be a presenter and two chances to be a reframer.

The presenter starts the conversation by stating, clearly and succinctly, the problem he/she would like to work on. The reframers help the presenter reframe his/her problem by using one of the problem reframing techniques below.

Don't go into problem-solving mode! The reframers' role is not to solve the presenter's problem, but rather to practice the techniques below to help the presenter to see the problem in a new light.

Round one: Problem reframing technique #1—Change perspective

Step 4: Small groups 15 minutes

Our interpretation of any problem is often limited by our own perspective. But how might a given challenge be interpreted by others? Create a list of engaged stakeholders and some unexpected characters, and adopt their perspective in order to widen your own.

Sample questions for reframers include:

- How would a colleague define the same situation?
- How would your mother define the problem you are working on?
- How would your boss see the problem?
- In what ways do you think colleagues from five years ago would have defined the problem?
- Who amongst your stakeholders is concerned with the problem? How would each describe it?

Round two: Problem reframing technique #2—Impose constraints

Step 5: Small groups 15 minutes

Switch presenters.

We often assume that the best way to break through a problem is to free ourselves from all constraints, but such freedom can be overwhelming. Innovation never happens in a vacuum. To reframe your problem, layer on additional constraints in order to sharpen your thinking.

Sample questions for reframers include:

- What if you chose to focus on a very specific target group? (e.g., if you are concerned with reducing obesity in a major city, how does the problem change if you focus solely on teenagers or children under 5?)
- What if you limited the timeframe for action?
- What if you looked for the first small win? How could you design a small experiment to test one idea?
- What if you took away...? (e.g., your executive champion, staffing resources, a stakeholder group, etc.)

Round three: Problem reframing technique #3—Build on strengths

Step 6: Small groups 15 minutes

Switch presenters.

When we're trying to solve a problem we often go straight to critical analysis. This can produce great insights, but it isn't the only recipe for breakthrough thinking. Focus instead on the positive. Building on strengths borrows from the insights of appreciative inquiry by encouraging us to focus on the conditions of positive performance.

Sample questions for reframers include:

- What is working really well?
- What is it about the way you work that is best in class?
- Reflecting on your family life, tell a story about a time when you felt most connected?
- When has your work felt most impactful? What were you doing at the time?
- When was your team working at its best? What made that level of performance possible?

Step 7: Small groups 10 minutes

Wrap-up. Still in small groups, each participant reviews his or her original problem statement, revises it, and shares the revised framing with small group.

Created by the Aspen Institute Business & Society First Movers Fellowship Program.

4. Coach one another

In this session, participants explore the role and benefits of coaching and using a coach as a thinking partner who offers support, perspective and accountability for individuals seeking to create change. Peer coaching offers a formalized structure and mutual benefits through an action-oriented approach to problem solving. In a peer coaching workshop, participants listen actively to a challenge, help clarify the issue, and offer feedback and fresh thinking, while considering what the case example suggests about their own challenges and the potential to collaborate.

Advance preparation

Pre-readings for participants:

- "How to Cultivate a Peer Coaching Network," Stew Friedman
- "How Peer Coaching Can Strengthen a Business," Rola Tassabehji, YPO

Additional preparation for facilitator:

- Schedule calls with *presenter*, and then with *moderator* and *presenter* together.
- With *presenter*, help her prepare a brief overview of her project, consider the intended impact, briefly describe the challenge she faces, and narrow the challenge down to a **single key question** that will be the focus of the coaching session. High quality question formulation is key to a successful session.
- With *moderator* and *presenter* together, review the challenge and key questions, as well as the peer coaching protocol and roles for the session.

Time 90 minutes

Materials

- Clock with timer
- Copies of peer coaching process
- 6" x 8" post-it notes (10+ per coach)
- Markers for writing headlines (1 per participant)
- 12 blank sheets of paper for moderator
- Flipchart or whiteboard and markers for presenter

Room set-up

Before time starts, arrange seating in half circle next to a wall. Presenter stands or sits with back to wall, or off to side, during initial presentation. Moderator hands out one marker and 10+ post-it notes to each coach.

Session flow

Roles

- *Presenter*: Individual who brings an issue to the group to be discussed. (The presenter may choose to have a colleague who is close to the project join them after Step 2 to help respond to questions. However, the session works best when a single presenter provides the overview of the challenge and key question.)
- *Moderator*: Individual who guides the group through the protocol, watches the time, and monitors discussion.
- *Coaches*: Peer coaching does not require a room of experts on the issue-at-hand, but it is important that those who are present are willing participants. 10 to 12 coaches are ideal. We suggest no less than 8, no more than 15.

Session introduction

Step 1: Full group 5 minutes

Introduce protocol, identify roles, review norms: The moderator introduces self, describes the process, and introduces the presenter. When describing the process, moderator emphasizes the major elements of the process including problem definition, idea generation and idea evaluation and explains that he will guide coaches to keep to the process as defined.

Problem definition

Step 2: Full group 5-10 minutes

The presenter introduces self, gives a brief overview of the issue, describes the context, and frames a specific question for the peer coaching group to consider. The problem framing and quality of the presenter's reflections on the target issue are key features of this protocol.

Step 3: Full group 10 minutes

Group asks clarifying questions. These are questions with factual responses that can be answered with a yes/no or a short phrase. Presenter responds briefly to each question.

Step 4: Full group 10 minutes

Group asks probing questions. The group now shifts to asking probing questions of the presenter: open-ended, thought-provoking questions are intended to help the presenter clarify and expand thinking around the question and issue. The presenter responds but does not discuss the answers. The moderator concludes by asking the presenter to restate the focus question. The question may have shifted a bit based on questions in Steps 3 & 4.

Idea generation

Step 5: Individual work 10 minutes

Coaches individually brainstorm & write headlines. Coaches are asked to spend ~ 10 silent minutes writing down ideas about the focus question/issue on paper, and one headline idea or image per Post-it to summarize each of their ideas. *There is no discussion during this time.*

Idea evaluation

Step 6: Full group 20 minutes

Moderator facilitates idea sharing by coaches. The moderator asks for coaches to share ideas, putting post-its up on the wall while the coach offers a brief explanation, if required. The moderator then asks for similar ideas. When no more similar ideas exist, a coach offers a new idea. The moderator groups post-its and categorizes the ideas, as categories become obvious, by writing an overarching concept on a blank sheet of paper and taping it above a collection of similar ideas. The group keeps offering ideas until the time limit is reached or all ideas are offered.

Moderator asks coaches for help in categorizing ideas as the wall space fills up. When new ideas emerge during the discussion, moderator needs to encourage the coach to write it down, so it can be added to the idea collection on the wall.

Moderator scans sheets and post-its in front of coaches to see if any ideas have not yet been contributed (especially by quieter people).

Presenter does not speak during this time.

Step 7: Full group 15-20 minutes

Presenter asks for clarification and shared conversation. Presenter asks for clarification or further discussion on intriguing ideas, and may also share initial reactions to the proposed solutions and next steps.

Presenter drives this portion of the discussion. Moderator may assist.

Step 8: Full group 5 minutes

Presenter summarizes, describing what was said and which ideas are most resonant.

Step 9: Full group 5 minutes

Done! Moderator leads a brief discussion on process. What did the group learn? What worked and what didn't—with the session and protocol?

Presenter may want to take photos of the brainstorm headlines, as categorized on the wall, and then remove cards for further work.

With thanks to the Aspen Institute Business & Society First Movers Fellowship Program and the Aspen Institute's Action Leaders Forum for significant portions of this description—and to the Young Presidents' Organization (YPO) for the inspiration provided by their peer coaching model.

5. Articulate a theory of change

"Success is series of small wins." – Jaime Tardy

This session tackles the issues of why some institutional initiatives thrive—and how we can codify conditions that lead to success. The objective is to deconstruct a successful change effort through the use of a 'logic model'—a framework to outline project components, as well as to assess and disseminate progress and results, and identify replicable strategies for change. Presenters explain the theory of change for their innovation, describe project resources (inputs), core project components (activities), direct outputs from program activities and short, medium and long-term outcomes.

The logic model illustrates a connection between planned work and intended results. (More information is in pre-reading, below, from W.K. Kellogg Foundation).

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
Inputs: what we invest	Activities: what we do	Outputs: direct products from program activities	Short-term outcomes: changes in knowledge, skills, attitudes, opinions	Medium-term outcomes: changes in behavior/actions that result from new knowledge	Long-term impact: meaningful changes that impact values and skills necessary for effective leadership and responsible decision making

Your planned work describes the resources you think you need to implement your project and what you intend to do with them.

1. Resources/inputs include the human, financial, organizational, and community resources available to a program to direct toward the work.
2. Program activities are the actions the program takes with its resources. Activities are the processes, tools, events, technology, and actions that are intentional aspects of project implementation. These interventions are used to bring about the intended changes.

Your intended results include all the desired results—outputs, outcomes and impact.

3. Outputs are the direct products of the program activities.

4. Outcomes are the specific changes in project participants' behavior, knowledge, skills (short term 1-3 years, medium term 4-6 years).
5. Impact is the fundamental (long-term) change expected.

Of course, while the logic model seems to imply something linear and fixed, change does not occur neatly as planned. There are often unforeseen challenges that require modifications to our theory of change and/or iterations on our initial plan. Having said that, it is helpful to reflect on the logic model components when examining successful curricular integration initiatives to explore what works and how.

Advance preparation

Pre-readings for participants:

- Logic Model Development Guide, W. K. Kellogg Foundation
- "The Strategic Plan is Dead. Love Live Strategy," Dana O'Donovan and Noah Rimland Flower
- "Small Wins and Feeling Good," Teresa Amabile and Steve Kramer

Additional preparation for presenter:

- Populate logic model(s) with relevant project components and prepare presentation following format below.

Time Variable (This exercise can explore just one change effort, or multiple).

Materials

- Video projection capability to display logic model
- Hard copies of logic model for use in break-outs (one per group)

Room set-up

- Large room with round tables (one per team) to accommodate work in plenary and break-outs.

Session flow

Step 1: Plenary 5 minutes

Introduction: Facilitator reviews learning from background reading with the group and introduces session objectives.

Step 2: Plenary 10 minutes

Presenter shares:

- What is the initiative/course/curriculum?
- Why? What was/is the motivation for this effort? What meaningful changes/impacts do you hope to achieve? (Presenter uses the logic model, starting at the right side and walking through to the left, to describe his or her change effort).

Step 3: Plenary 15 minutes

Facilitator asks clarifying questions and invites the audience to do the same. Possible questions:

- What pre-existing institutional conditions allowed these initiatives to take root? What institutional conditions allowed them to thrive?
- Did you have to make any compromises along the way -- something you had to give up on in pursuit of a larger goal?
- Did you invoke your institutional mission as a guidepost in shaping these initiatives or selling them internally?
- How do you measure success?
- Knowing what you know now, what would you do differently, if you were starting over?
- Do you view this change as a small change or as a truly catalytic one?

Step 4: Plenary

Repeat steps 2 and 3 for each innovation, if examining more than one change effort.

Step 5: Break-outs 1 hour (Option 1)

Break out in project-based teams to complete the logic model for their respective initiatives.

Step 5: Paired conversations 5 minutes (Option 2)

Turn to your neighbor. When you reflect on this story, what have you heard that makes you think differently about any changes you are involved with at your school?

Step 6: Plenary 10 minutes

Wrap-up. Facilitator asks for a few interesting ideas that came up in discussion pairs or groups.

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Appendix: Aspen Undergraduate Consortium Participants 2012 – 2017

***Undergraduate programs included in this inventory in bold**

Alma College
Augsburg College
Augustana College
Babson College
Bentley University
Boston College
Boston University
Brown University
Bucknell University
Cass Business School
Claremont McKenna College
Clark University
College of The Holy Cross
Copenhagen Business School
Cornell University
Dominican University of California
Emory College
ESADE Business School
Fordham University
Franklin & Marshall College
George Mason University
Georgetown University
Georgia College and State University
Gettysburg College
Gonzaga University
Indiana University
La Salle University
Lehigh University
Loyola University Maryland
Miami University (Ohio)
Mt. Holyoke College
New York University
Northwestern University
Oberlin College
Philadelphia University
Portland State University
Providence College
Rice University
Rochester Institute of Technology
San Francisco State University
Santa Clara University
Seattle University
Southwestern University
Syracuse University
Texas A&M University - Central
Texas Christian University
The College of William & Mary
The George Washington University
The University of Texas at Austin
United States Military Academy at West Point
University of California, Berkeley
University of Colorado Boulder
University of Denver
University of Illinois
University of Miami
University of Michigan
University of New Hampshire
University of North Carolina at Chapel Hill
University of Richmond
University of Pennsylvania
University of San Diego
University of Southern California
University of St. Gallen
University of St. Thomas
University of Utah
University of Virginia
University of Wisconsin – Madison
Utah State University
Villanova University
Wake Forest University
Washington and Lee University
Whittier College
Yeshiva University

THE ASPEN INSTITUTE

BUSINESS & SOCIETY PROGRAM

About Us

The Aspen Institute Undergraduate Network, founded in 2012, is a community of faculty and educators from business schools and liberal arts colleges that is prototyping new approaches to blending the liberal arts and business. The resulting new courses and curricula are focused on giving students with business aspirations a broader context that will help them make sound, high-quality business decisions that will stand the test of time. Our gatherings and workshops provide participants with inspiration, a view of the 'state of the art' in integrating the liberal arts and business, and practical ideas for change in courses, curricula, and campus cultures. For more information, visit www.aspeninstitute.org/aspenundergrad.

The Aspen Institute Business and Society Program (Aspen BSP), founded in 1998, works with business executives and scholars to align business decisions and investments with the long-term health of society—and the planet. Through carefully designed networks, working groups and focused dialogue, the Program identifies and inspires thought leaders and 'intrapreneurs' to challenge conventional ideas about capitalism and markets, to test new measures of business success and to connect classroom theory and business practice. The Business and Society Program is best known for the First Movers Fellowship (corporate social intrapreneurs committed to driving new products, services and practices that create business value and meaningful social impact), for dialogue on curbing short-termism in business and capital markets, and for fresh thinking about the purpose of the corporation. For more information, visit www.aspenbsp.org. To receive our weekly journal of teachable ideas about business and society, visit www.aspeninstitute.org/ideasworthteaching.

The Aspen Institute is an educational and policy studies organization based in Washington, D.C. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues. The Institute is based in Washington, DC; Aspen, Colorado; and on the Wye River on Maryland's Eastern Shore. It also has offices in New York City and an international network of partners. For more information, visit www.aspeninstitute.org.

Endnotes

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