



## Aspen Undergraduate Business Education Consortium

The George Washington University School of Business

March 19-20, 2012 | Washington, D.C.

### Agenda

“... The American academy has been chartered for important public purposes, chiefly in order to educate citizens for democracy. The centrality of business in society, the great number of undergraduates who choose business as their field of study, and the even greater numbers who will be employed in business for their working lives demand that higher education do more than just help students acquire tools for advancing their personal careers in business, although that is an important goal. In order to ensure that its graduates develop the breadth of outlook and conceptual agility for living in a global century, higher education also needs to ensure that students understand the relation of business to the larger world and can act on that understanding as business professionals and as citizens. The question, then, is how best to do this. What should undergraduate business education provide for students?” (Colby, Anne, Ehrlich, Thomas, Sullivan, William, and Dolle, Jonathan. *Rethinking Undergraduate Business Education: Liberal Learning for the Profession*. p. 2.)

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### Welcome!

The Aspen Undergraduate Business Education Consortium is designed to further the aim of better integrating liberal learning into undergraduate business education. Several weeks ago, we asked all participants: Imagine it is the end of the academic year 2012-3 and your team is reflecting on your participation in the Consortium over the last 18 months. Your team believes your participation was exceptionally helpful. What has happened to make that so?

This is what we heard in your answers:

1. We've exchanged ideas regarding integrating business and the liberal arts;
2. The Consortium was more than just a show and tell. We have in hand concrete strategic plans for implementing new initiatives on campus;
3. We developed partnerships, a strong network, and opportunities for future collaboration; and
4. We've gained the knowledge to be able to convince other faculty/administrators/recruiters that this integration is beneficial and necessary.

Tomorrow afternoon, we hope you feel you've advanced on each objective above.

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**Note: All sessions, unless otherwise noted, are in Duquès Hall, 2201 G St. NW, Washington, D.C.**

*Special thanks to The George Washington University School of Business for hosting this inaugural convening!!*



THE GEORGE WASHINGTON UNIVERSITY  
SCHOOL OF  
BUSINESS

## **MONDAY, MARCH 19**

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8:00-9:00	<b>Breakfast</b> (6 <sup>th</sup> Floor Lobby)
9:00-9:30	<b>Welcome</b> (Duquès 151) <i>Doug Guthrie, Dean, The George Washington University School of Business;</i> <i>Judith Samuelson, Executive Director, The Aspen Institute, Business and Society Program;</i> <i>Tom Ehrlich, Co-Author, <u>Rethinking Undergraduate Business Education: Liberal Learning for the Profession</u></i>
9:30-10:30	<b>Session 1: Mapping Organizational Ecosystems</b> (Duquès 151) <i>Fred Dust, Partner, IDEO</i>  The "problem" that draws us together is some version of this: undergraduate business education, now the most popular major in the U.S., is often too narrowly instrumental, and misses opportunities to foster a broad perspective, creative thinking, a sense of one's place in the world, and a rich context for approaching problems that is informed by knowledge of history, literature, culture, and the arts.  Addressing this problem requires implementing curricular and/or extracurricular innovations and new institutional mechanisms. In what ways can design thinking inform our understanding of the systems in which we work and the approaches we can use to drive change?
10:30-11:00	<b>Break</b> (Fishbowl)
11:00-12:00	<b>Session 2: Group Workshops—Change, toward what end?</b> <i>(Duquès 651, 652, and 553—see nametag for room assignment)</i>  What do we mean by "liberal learning"? How do we know it when we see it? Why is it "of value" in business education?  In this interactive session, we'll explore these questions by sharing the goals we seek to achieve through participation in this consortium. What kinds of changes are in our sights – both as individual teams, and collectively?
12:00-1:00	<b>Lunch</b> (6 <sup>th</sup> Floor Lobby/Duquès 650) Sign-up available for "un-conference conference" breakouts this afternoon.
1:00-2:00	<b>Session 3: Building a Common Vision</b> (Duquès 151) <i>Anne Colby, Tom Ehrlich, Bill Sullivan</i>  From the authors' perspective, how might the frameworks and teaching strategies laid out in <u>Rethinking Undergraduate Business Education</u> help those who are working to strengthen and enrich undergraduate business education? How do consortium members' plans illuminate and expand strategies for integrating business and liberal learning?

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2:15-3:30

**Session 4: Teaching Samples**

Concurrent sessions – preregistration required via EventBrite.

- A. **Matt Statler, New York University** – Selected module from Professional Responsibility and Leadership that integrates classical texts with a contemporary business case study using dramatic role playing and reflective dialogue, and **Andy Litteral, University of Richmond** – Sample from First Year Seminar course, “Water: Economics, Politics, and Policy.” (*Duquès 651*)

OR

- B. **Todd Breyfogle, The Aspen Institute** – “Leadership, Business, and the Challenge of Self-Knowledge.” An interactive sample of the Aspen Executive Seminar’s 60-year tradition of text-based dialogue using classic texts to think about fundamental ethical and leadership issues. (*Duquès 652*)
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3:30-4:00

**Break (Fishbowl)**

Sign-up available for “un-conference conference” breakouts this afternoon.

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4:00-5:00

**Session 5**

Concurrent sessions— preregistration **not** required for session A; **sign-up at lunch or break for session B**

- A. **Liberal Arts & Lifelong Careers** (*Duquès 651*)  
*Debra Humphreys, Vice President for Communications and Public Affairs, AAC&U; Michael Poerksen, Associate Director, East Central Campus Recruiting Leader, Ernst & Young LLP; Steve Rainey, Partner-in-Charge, Washington, DC/Virginia/Maryland Tax, KPMG LLP*

What are corporations hiring for now? What are companies trying to develop in their own people? What kind of young talent do we need in the workforce to restore trust in markets and create jobs? In what ways does liberal learning make a candidate stronger? How does what we’re hearing from the panel map to our objectives on our campuses?

OR

- B. **“Un-Conference Conference” Breakouts** (*Rooms TBD*)  
Open space for smaller groups to connect based on interests, identified through sign-ups over lunch and break.
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5:00-6:15

**Reception (6<sup>th</sup> Floor Lobby)**

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6:30-7:30

**Walter Isaacson, President and CEO of The Aspen Institute; Author of *Steve Jobs***  
(*Jack Morton Auditorium, 805 21st St NW, Washington, D.C.*)

Walter will focus on Steve Jobs and his love of the humanities – and how Jobs’s ability to stand at the intersection of science and the humanities influenced Apple’s financial success, its famed design sensibilities, and its innovative capacity.

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## TUESDAY, MARCH 20

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8:30-9:00

**Breakfast (6<sup>th</sup> Floor Lobby)**

Sign-ups available for “un-conference conference” breakouts this morning.

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9:00-10:15

**Session 6: Stories of Institutional Change**—In each concurrent session, two schools will kick off, briefly describing institutional change efforts on their campus. The balance of these sessions is moderated dialogue.

Concurrent

sessions—

**preregistration**

**required via**

**EventBrite.**

Stories A (*Duquès 451*)

- *Susan Greenbaum, New York University* – How the College created the Social Impact Core at Stern. This involved setting a new mission for the school, getting faculty on board and working with them to modify coursework.
- *Martin Lariviere, Northwestern University* – Description of collaboration between the Kellogg School of Management and two Northwestern University undergraduate schools (Arts & Sciences and Engineering & Applied Sciences) during the development of the Kellogg Certificate Program for Undergraduates.

**OR**

Stories B (*Duquès 651*)

- *Phyllis Brown, Santa Clara University* – Overview of the process being put in place to assess liberal education in the Core Curriculum Pathways for business students. This will include the electronic repository, the rubrics, the actual assessment, and thoughts on closing the feedback loop with faculty.
- *Mary Grace Neville, Southwestern University* – Overview of the “Performance Competency” model and assessment tool used in the Business Capstone course. Liberal arts capacities that are assessed by teachers and peers include systems thinking perspective, critical thinking, communication skills (oral and written), and other capabilities that equip students for lifelong learning.

**OR**

Stories C (*Duquès 652*)

- *Marilyn Durkin, Bentley University* – Institutional process that resulted in the implementation of the LSM (Liberal Studies Major), as well as its trajectory since. The LSM seems particularly relevant to the mission of the consortium and the story of its origins, passage, and subsequent development may be instructive.
- *Georgette Phillips, University of Pennsylvania* – Capstone course for seniors. Describe what has been learned at the pedagogical level about offering a multi-faceted and integrative simulation. Also discuss what has been learned in terms of developing and championing such a course and how to implement this to the satisfaction of administrators, faculty, support staff, and students.

**OR**

Stories D (*Duquès 553*)

- *Pierre Guillet de Monthoux, Copenhagen Business School* – The MPP (Management, Politics, and Philosophy) department and the story behind its creation and maintenance, its success, and the costs of that success.
  - *Vincent Kaufmann, University of St. Gallen* – Overview of the “contextual studies” at the University of St. Gallen and the story and reasons behind its successful implementation. The goal of the “contextual studies” is to enhance the cultural competence, the reflection competence, as well as selected practical skills of ALL students.
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10:15-10:45	<p><b>Break (Fishbowl)</b> Sign-ups available for “un-conference conference” breakouts this morning.</p>
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10:45-11:45	<p><b>Session 7: “Un-Conference Conference” Breakouts (Rooms TBD)</b></p> <p>Before we dive into action planning, what questions remain top-of-mind? What topics are unexplored?</p>
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12:00-1:30	<p><b>Session 8: Working Lunch/Small Groups–From Thought to Action (Rooms TBD – see nametag for room assignment)</b></p> <p>Please grab your lunch from the Lobby before heading to assigned room. Groups of 3-4 schools will meet. Groups are loosely organized around project type. This session has been designed for schools to discuss their projects, how the past two days have influenced their plans, and the next steps each team will take on their campus.</p> <p><b>Group 1 – development of interdisciplinary courses/seminars</b> New York University, University of Pennsylvania, University of St. Gallen</p> <p><b>Group 2 – development of interdisciplinary courses</b> Georgia College &amp; State University, La Salle University , University of St. Thomas</p> <p><b>Group 3 – development of a freshman/introductory course</b> University of Michigan, University of Richmond, University of Denver</p> <p><b>Group 4 – convene a committee, start a dialogue, or develop business plan around how the recommendations of the book can come alive in existing programs on campus</b> Southwestern University, Northwestern University, The George Washington University</p> <p><b>Group 5 – development of a new program</b> The University of North Carolina at Chapel Hill, Georgetown University, ESADE Business School, Copenhagen Business School</p> <p><b>Group 6 – conduct assessment/review of programs/pathways</b> Alma College, Dominican University of California, Santa Clara University</p> <p><b>Group 7 – new course sequence, core curriculum</b> Augsburg College, Augustana College, Franklin &amp; Marshall College, Philadelphia University</p> <p><b>Group 8 – new course cluster, course sequence</b> Wake Forest University, Babson College, Syracuse University, Bentley University</p> <p><b>Group 9 - TBD</b> University of Notre Dame, University of Virginia, The College of William &amp; Mary</p>
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1:45-2:45	<p><b>Closing (Duquès 451)</b> <i>Gary Knell, President and CEO of National Public Radio; Former CEO of Sesame Workshop</i></p> <p>Gary will share thoughts on institutional change, on the connections between liberal learning and civic discourse, and – perhaps – on which Sesame Street character shows the most evidence of a liberal arts education!</p>

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