



## **Selection Criteria for the Aspen Institute Faculty Pioneer Awards, 2014**

For over a decade, the Aspen Institute's Faculty Pioneer Awards have recognized faculty who are at the vanguard of teaching and scholarship. Dubbed "the Oscars of the business school world" by the *Financial Times*, these awards celebrate educators who demonstrate leadership and risk-taking—and blaze a trail toward curriculum and scholarship that deeply examines the relationships between capital markets, firms, and the public good.

This year, we are accepting nominations of business school faculty who have developed and taught courses at the graduate level that prompt students to examine critically **the intersection of the public and private sectors in value creation and problem-solving.**

Our focus on this topic stems from the considerable debate about what interventions—public and/or private—are optimal for solving some of our most complex social and environmental problems. We would like to identify and recognize faculty who are teaching innovative courses that help students understand how government and the private sector contribute to economic growth and social value. We are interested in courses that explore the evolving roles, responsibilities and relationships of the public and private sector—and how the two sectors can work together, or support one another in a mutually reinforcing way, to derive fair, efficient solutions to pressing social and environmental problems.

We are not looking for courses that focus solely on one sector, without some consideration of the other. Similarly, while we understand that NGOs are a critical actor at the public/private interface, we are less interested in NGO activity and nonprofit partnerships per se and more interested in fundamental questions about the roles and public expectations of business and government.

Among the themes that we will consider are:

- **Understanding the public and private sectors**—For example, we are looking for faculty who challenge students to examine fundamental questions about the roles of government and private enterprise in creating social and economic value; about the costs and benefits to citizens for different approaches; about the conditions (political, social, cultural and economic) that shape these approaches; and about the different ways in which public and private roles have been defined by societies across time and place. Recognizing that the incentives of business and managers are not always aligned with public welfare, we are also interested in courses that help students to identify and confront misalignments—and to explore in the classroom appropriate responses.
- **Assessing the comparative advantages of business and government**—What mix of public and private interventions is optimal for achieving fair and efficient solutions for some of our most pressing problems? How can the roles of each sector strengthen the functioning of the other? Especially as boundaries between government and business get increasingly

blurry (e.g., the use of market-based strategies by government), how are faculty helping students tease out the effectiveness of different tools and approaches? Under what conditions is each effective?

- **Navigating the public/ private interface**—How can students develop the skills and “tools” they need to successfully navigate the public and private interface? Relevant courses might, for example, help students build competencies in message framing, listening, partnering, negotiating, visioning and the art of compromise—all in the context of building productive working relationships between public and private actors.
- **Influencing the public/private relationship**—Recognizing that the public/private relationship is constantly evolving, how can faculty prompt students to think critically about the public/private relationship as it exists, and to question if/how it should be changed? Examples might include discussions of the design of regulation and public policies or of institutional incentives that give shape to the public/private relationship.

**Time frame:** We will be accepting nominations online for the 2014 Faculty Pioneer Awards from April 1 to April 30, 2014.

**Nomination procedures:** To submit nominations, please visit our website (<https://aspeninstitute.wufoo.com/forms/faculty-pioneer-awards-2014/>). You will be asked to provide the name and contact details for you and the nominee, the nominee’s CV (or URL) and a 500 word statement summarizing the nominee’s accomplishments and highlighting the course(s) the nominee teaches that prompt students to examine critically **the intersection of the public and private sectors in value creation and problem-solving**.

**Eligibility:** Candidates must teach at the graduate level in a business school.

**Selection of award winners:** Nominators will be informed in early June if their candidate has been selected for the final round of competition. At that time, we will request additional information about the nominee that will be provided to the judging panel selecting this year’s award winners. Final selection will be made during the summer with a press release scheduled for early September, 2014.

**Questions?** Contact Claire Preisser at [claire.preisser@aspeninstitute.org](mailto:claire.preisser@aspeninstitute.org).