

## Aspen Undergraduate Business Education Consortium

Robins School of Business, University of Richmond

June 8-10, 2014 | Richmond, VA

### AGENDA



“I regret not taking management classes.”

... And we might add to the caption: ... and sociology, and history, and languages, and more!<sup>1</sup>

### Welcome to the Aspen Undergraduate Business Education Consortium!

The Consortium is designed to further the aim of better integrating the liberal arts, liberal learning<sup>2</sup> and business education. Our objectives for the Consortium are:

- To create a forum for peer learning – about the integration of liberal arts, liberal learning, and business education – among a set of diverse institutions
- To support exemplary schools in furthering their own campus-based initiatives – their “pilot projects”
- To support exemplary faculty and administrators in becoming better change agents and *intrapreneurs* within their institutions
- To raise the visibility of innovative pedagogies, curricular designs, and campus cultures that promote liberal learning, and
- To explore ways to “raise the bar” in the collective space of undergraduate business education and to strengthen demand among students, educators, and recruiters for the infusion of liberal learning in undergraduate business education.

<sup>1</sup> Cartoon from HBR, January-February 2014.

<sup>2</sup> What is liberal learning? For our purposes, we draw on “Rethinking Undergraduate Business Education: Liberal Learning for the Profession,” where authors Anne Colby, Thomas Ehrlich, William Sullivan and Jonathan Dolle state: “**The purpose of liberal learning is to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means to engage responsibly with the life of their times.**”

With these ambitions in mind, we've carefully crafted the next 1.5 days to allow for maximum exchange of ideas – focused in particular around innovative teaching, curricular designs, and institutional mechanisms that are effective in advancing the kind of integration we seek. The next 1.5 days will be paired with our 2015 convening, and, perhaps more importantly, the work you are each doing on campus to bring to fruition your pilot projects.

A participant sent us high praise after one of our previous convenings, writing that the convening felt like “two tons of caffeine injected directly into my brain.” While that doesn't sound particularly safe(!), we hope you find this convening equally energizing.

Cheers!

Claire, Paige,

and the rest of the team at the Aspen Institute Business and Society Program

### SPECIAL THANKS TO...

#### OUR HOST



#### OUR SPONSORS & SUPPORTERS



## **OPENING NOTES ON AGENDA:**

- Fuller session descriptions follow; see page 6.
- Many of the links below refer to [CasePlace.org](http://CasePlace.org), Aspen BSP's library of teaching resources designed for business school faculty. A [portal](#) on CasePlace.org features materials that support the goals of the Aspen Consortium. We encourage participating schools to submit cases, articles, syllabi, videos, etc. – adding to the 62 items already posted! Please send submissions to [paige.soffen@aspeninstitute.org](mailto:paige.soffen@aspeninstitute.org).

## **SUNDAY, JUNE 8**

6:00-8:00 **Welcoming Reception** (*Urban Farmhouse Market and Café, 1217 East Cary Street—just a 1 minute walk from the Omni Richmond Hotel*).

**A special thanks to Markel Corporation for their generous contribution to tonight's festivities!**

## **MONDAY, JUNE 9**

7:30 **Shuttle bus pick-up** (*Omni Richmond Hotel, 100 South 12th Street*)

Note: Shuttles will pick participants up at the East Cary Street Entrance to the hotel (the entrance closest to the Starbucks).

8:00-9:00 **Breakfast and Welcome** (*Alice Haynes Room, Tyler Haynes Commons*)

**Ed Ayers**, *President, University of Richmond*

**Nancy Baganoff**, *Dean, Robins School of Business, University of Richmond*

**Claire Preisser**, *Senior Program Manager, Aspen Institute Business and Society Program*

9:00-9:30 **Session 1—Pilot Project Workshop** (*Alice Haynes Room, Tyler Haynes Commons*)

*See back of nametag for table assignment.*

*In small groups, one school (assigned in advance) will introduce their pilot project. Participants will discuss associated challenges and opportunities and explore how discussions over the next two days might be helpful in executing the pilot. We will return to the pilot in Session 8.*

9:45-10:45 **Session 2—Liberal Learning and the Curriculum**  
*Concurrent sessions. See back of nametag for room number.*  
(*Classrooms located in the Robins School of Business*)

*In pursuing the integration of liberal learning and business education, what kinds of learning outcomes are we seeking? (In other words, why try to “integrate” at all?) To begin to answer this question, we've organized this session—and Session 7—around four proposed learning outcomes:*

**A. Developing Cross-Cultural Fluency (BUS 205)**

Discussion Starter—Utah State University on their [Huntsman School Scholar Semester](#)

**B. Developing an Entrepreneurial Mindset (Q 282)**

Discussion Starter—University of San Diego on [“Global Social Entrepreneurship”](#)

**C. Developing Stewardship—for Business and Society (BUS 207)**

Discussion Starter—Franklin & Marshall on digital storytelling in their capstone course, “Corporate America”

**D. Developing a Historical Perspective (BUS 223)**

Discussion Starter—University of Richmond on their history of economics course, [“Leadership and Economic Policy: The Keynes-Hayek Debate”](#)

*These four outcomes have come to the fore in discussions with participants and in the Aspen Institute's work in management education writ large. They are not by any means a complete list of outcomes—and we will explore more broadly the question of learning outcomes in Session 6.*

10:45-11:15 **Break** (*Moelchert Commons*)

11:15-12:15 **Session 3—Liberal Learning and Institutional Mechanisms**  
(Classrooms located in the Robins School of Business)  
Concurrent sessions.

*How can various institutional mechanisms support our goal of integration?*

- A. The Minor** (*BUS 223*)  
Discussion Starters—Cornell University, The George Washington University
- B. The Double Major & Joint Degree Programs** (*BUS 205*)  
Discussion Starter—University of Pennsylvania
- C. Study Abroad Programs** (*Q 282*)  
Discussion Starters— Miami University (Ohio), University of California, Berkeley
- D. Leadership Initiatives / Honors Programs** (*Q 288*)  
Discussion Starters—Texas Christian University
- E. New Models in Student Engagement and Student Services** (*Q 154*)  
Discussion Starter—Clark University
- F. The Challenge of Faculty Development** (*Q 300*)  
Discussion Starter—Gonzaga University
- G. Interdisciplinary courses** (*BUS 207*)  
Discussion Starter— Boston University, Washington & Lee University

12:30-1:45 **Lunch: Tabletop Discussions with GMAC** (*Alice Haynes Room, Tyler Haynes Commons*)

*What trends are participants observing around student interest in graduate management education? Who pursues MBAs? Who are the primary influencers with regards to students' post-graduation choices—including their decision to pursue graduate education?*

2:00-3:30 **Session 4—Liberal Learning and the Curriculum: Teaching Samples**  
(Classrooms located in the Robins School of Business)  
Concurrent sessions.

*See back of nametag for room number.*

*In concurrent sessions, participants will experience one another's teaching:*

- A. ["Portico"](#)** (Boston College) (*BUS 205*)  
Introducing global, historical, philosophical, and ethical perspectives on business.
- B. ["Victorian Literature for Accounting Students"](#)** (University of Richmond) (*BUS 207*)  
Building a love of reading, via paired accounting and literature classes.
- C. ["ComCaseCompetition"](#)** (Copenhagen Business School) (*Q282*)  
Practicing problem definition via a global communications case competition.

3:30-4:00 **Break** (*Moelchert Commons*)

4:00-5:15 **Session 5—Plenary with Jeremy Neuner** (*Ukrop Auditorium*)

*Jeremy is CEO of NextSpace, a provider of professional workspace and creative community for freelancers, entrepreneurs and creative class professionals. He is also co-author of "The Rise of the Naked Economy: How to Benefit from the Changing Workplace." Jeremy will share his thoughts on education for entrepreneurship, the future of work, and how re-thinking work and the workplace can make us happier, more productive, a just a bit more sane.*

5:30 **Shuttle bus pick-up**

## **TUESDAY, JUNE 10**

7:30 **Shuttle bus pick-up** (*Omni Richmond Hotel, 100 South 12th Street*)

Note: Shuttles will pick participants up at the East Cary Street Entrance to the hotel (the entrance closest to the Starbucks).

8:00-8:30 **Breakfast** (*Moelchert Commons*)

8:30-9:45 **Session 6—Plenary on Learning Outcomes** (*Ukrop Auditorium*)

*Yesterday, we heard about many curricular and institutional mechanisms aimed at better “integration.” But what does stronger integration offer today’s students? What learning outcomes are most important for today’s students—for their careers, as well as their civic lives?*

- **Richard Arum**, Senior Fellow, Postsecondary Success, Bill & Melinda Gates Foundation; Professor of Sociology & Education, New York University
- **Ellen Glazerman**, Executive Director, Ernst & Young Foundation and Director, University Relations, EY
- **William Sullivan (Moderator)**, Co-author of “Rethinking Undergraduate Business Education” and Senior Scholar at the Center for Inquiry in the Liberal Arts at Wabash College

9:45-10:15 **Break** (*Moelchert Commons*)

10:15-11:45 **Session 7—Liberal Learning and the Curriculum**  
(*Classrooms located in the Robins School of Business*)

*Concurrent sessions. See back of nametag for room number.*

- A. Developing Cross-Cultural Fluency** (*BUS 205*)  
Discussion Starters—Wisconsin School of Business and Ernst & Young on the Global Leaders Mindset Program
- B. Developing an Entrepreneurial Mindset** (*BUS 223*)  
Discussion Starters—Gonzaga University on their [Hogan Entrepreneurial Leadership Program](#); Lehigh University on [Mountaintop](#)
- C. Developing Stewardship—for Business and Society** (*BUS 225*)  
Discussion Starters—ESADE on their service learning internship program, [“South in Catalan”](#); The University of Texas at Austin on their [“Ethics Unwrapped”](#) course content initiative
- D. Developing a Historical Perspective** (*Q 282*)  
Discussion Starters—The George Washington University on [“Financial History”](#); University of Michigan on [“Business & Leaders: The Positive Difference”](#)

12:00-1:00 **Session 8—Lunch and Pilot Project Workshop, Continued** (*Alice Haynes Rm, Tyler Haynes Commons*)

*See back of nametag for table assignment.*

*If you could highlight the 3-4 most important learnings over the last two days, what would they be? How do these inform the pilot project you learned about in Session 1? What do they imply for your own work before our next convening?*

1:00-1:30 **Session 9—Conclusions and Open Questions**

1:45 **Shuttle buses to airport and Omni Richmond Hotel**

## Concurrent Session Descriptions

**Session 2—Liberal Learning and the Curriculum** (*classrooms located in the Robins School of Business*).

*In concurrent sessions, participants will exchange ideas about courses relevant to four proposed learning outcomes:*

### **A. Developing Cross-Cultural Fluency**

Discussion Starter—Utah State University on their [Huntsman School Scholar Semester](#)

Cross-cultural frameworks tend to rely upon generalized stereotypes to facilitate individual learning and understanding. Is this problematic? Drawing upon her experience in the Huntsman Scholar Program, **Dr. Shannon Peterson** explores how the levels of analysis framework can be used to unpack culture's multi-dimensional nature. Key questions: What are cultural sources and boundaries? Is self-awareness a pre-requisite for cross-cultural fluency? Does understanding the "why" behind cultural differences enhance cultural understanding and learning in the business classroom?

### **B. Developing an Entrepreneurial Mindset**

Discussion Starter—University of San Diego on ["Global Social Entrepreneurship"](#)

This interactive session, led by **Professor Patricia Marquez**, will address two central issues. First, what is the entrepreneurial mindset? The discussion will include the AshokaU framework for ways of thinking, knowing, interacting, and being, which emphasizes the importance of redefining disciplinary boundaries and pedagogical strategies. The second is about ways in which the University of San Diego is developing the mindset in their courses. Professor Marquez will lead a discussion focused on innovations, as well as challenges faced in the implementation.

### **C. Developing Stewardship—for Business and Society**

Discussion Starter—Franklin & Marshall on digital storytelling in their capstone course, "Corporate America"

This session will explore the pedagogical possibilities of digital storytelling in business courses. Drawing on his use of digital storytelling in teaching his "Corporate America" capstone course, **Professor Jeffrey Nesteruk** will lead a discussion on how digital storytelling might foster a richer and more creative integration of business and liberal education. Among the key questions we will ask ourselves: How can digital storytelling promote multiple framing? Foster the reflective exploration of meaning?

### **D. Developing a Historical Perspective**

Discussion Starter—University of Richmond on their history of economics course, ["Leadership and Economic Policy: The Keynes-Hayek Debate"](#)

How might instructors use historical materials to engage students in debates about more current economic issues? **Professor Sandra Peart** will lead this session which explores how to meet this interdisciplinary challenge while tapping into students' eagerness to examine contested ideas. The element of surprise is one key to success. Students are quickly engaged when they are surprised to find that there is something of lasting substance in an old text! Using old debates in print, images that illustrate the contests and recent videos, the course explores current disputes over immigration, healthcare, or private and public debt. As such, classroom discussions tap into students' interest in their (uncertain) future.

Students explore two questions using debates amongst economists as a policy laboratory. First, what is the scope for policy makers to lead the economy through crises and the inevitable ups and downs that accompany economic expansion? How much agency should policy makers assume and when are unusual mechanisms called for? Second, what leadership role do economists legitimately play in the development and implementation of new economic policy? Reading and discussing the policy proposals of the past, students explore the answers to these and other questions in today's economic contexts.

**Session 3—Liberal Learning and Institutional Mechanisms** (*classrooms located in the Robins School of Business*).  
*How can various institutional mechanisms support our goal of integration?*

**A. The Minor**

Discussion Starters—Cornell University, The George Washington University

Given the high cost of undergraduate education and an increased emphasis on that education's ability to provide a career path for students, the growth of business majors and minors is hardly surprising. Cornell's undergraduate business programs offer an excellent case study as they vary in the degree to which the university's deep liberal arts tradition is embedded in degree requirements. Professors Avery, Johnson and McLaughlin from Cornell will briefly describe the differences across Cornell's programs with respect to emphasis on liberal learning and possible steps to improve the educational "balance" across programs. Professor McHugh and Dean Bajeux from GWU will discuss two new curricula that also look to achieve this "balance." One is a new Bachelor of Science degree program with a major in Finance and a required second major of a student's choosing outside of the business school. The second is a new BBA curriculum (starting Fall 2014), requiring all students to have a minor outside of the business school. The focus will then turn to the institutional mechanisms that other schools and colleges are using to achieve a balance between professional and liberal learning.

**B. The Double Major & Joint Degree Programs**

Discussion Starter—University of Pennsylvania

Among the ways Wharton integrates business and liberal learning is through coordinated dual degree programs. Four programs feature distinctive curricula that integrate business with international studies (Huntsman), life sciences (Vagelos), technology (Fisher), and nursing (Nursing and Health Care Management); specialized courses that synthesize knowledge; and administrative offices that provide curricular oversight, advising, and alumni connectivity.

**C. Study Abroad Programs**

Discussion Starters—Miami University (Ohio), University of California, Berkeley

This session explores the relationship between study abroad programs offered by business schools and liberal education. Beyond the contributions made towards a student's liberal education by just being abroad, we'll explore how the specifics of the study abroad program impact that relationship by looking at several different types of programs offered by the Haas School at UC-Berkeley and the Farmer School at Miami University.

**D. Leadership Initiatives / Honors Programs**

Discussion Starter—Texas Christian University

Two premier programs at Neeley are the Neeley Fellows and the BNSF Next Generation Leadership program. The Neeley Fellows is an honors program that includes professional development and experiential learning. The BNSF Next Generation Leadership Program focuses on leadership concepts, team-building skills, and crucial conversation techniques. Both programs enhance liberal learning through rigorous coursework, international travel, and service learning. Learn about how Neeley defines and develops these two programs and the challenges faced with distinguishing and integrating the two.

**E. New Models in Student Engagement and Student Services**

Discussion Starter—Clark University

This session will focus on student engagement by looking at Clark University's Liberal Education and Effective Practice ("LEEP") framework including the University's adoption of a common set of student learning outcomes, acceptance of a developmental pathway approach, and a learning model that links curricular and co-curricular activities, especially through the LEEP Center advising model.

## F. The Challenge of Faculty Development

### Discussion Starter—Gonzaga University

At Gonzaga University, the Center for Teaching and Advising supports the integration of the liberal arts with business. The center provides a physical space where faculty from all over campus can meet. It also sponsors programming to bring faculty together over the common issues of advising students, makes arrangements for classroom observation visits by faculty from different departments, sponsors interdisciplinary book groups and other programs, and sponsors a program on creating productive discomfort in the classroom.

### Interdisciplinary Courses

#### Discussion Starters—Boston University, Washington & Lee

Boston University will begin by discussing its approach to integrating liberal arts through collaboration between BU's College of Fine Arts School of Theatre and the required undergraduate Organizational Behavior course (500 students per semester) at the School of Management. Faculty integrate a live stage play into the OB curriculum to teach complex lessons on teamwork, creativity, power, leadership, conflict, and social dynamics. As a counterpoint to this model of integrating liberal arts at a large urban university, the Washington & Lee University representatives will talk about their strategic initiative to integrate business with the liberal arts. This has largely been accomplished through individual faculty initiatives such as: "The Advertising and Liberal Arts Symposium" led by Professor Amanda Bower and the spring-term course, "The Business of Contemporary Art" taught by accounting professor Raquel Alexander.

### Session 4—Liberal Learning and the Curriculum: Teaching Samples (*classrooms located in the Robins School of Business*)

*In concurrent sessions, participants will experience one another's teaching:*

#### A. ["Portico"](#) (Boston College)

Introducing global, historical, philosophical, and ethical perspectives on business.

This session, led by **Professor Michael Smith**, features an exercise used in the freshman business class Portico. It will be a guided discussion of an article from the *New York Times*, "The Extraordinary Science of Addictive Junk Food." Its purpose will be to analyze some ethical implications of the article through the close reading of passages from classics in ethics (emphasizing Kant). We will see that these ethical resources not only help us critically identify problematic practices in the food industry, but also find constructive solutions from within the industry itself.

#### B. ["Victorian Literature for Accounting Students"](#) (University of Richmond)

Building a love of reading, via paired accounting and literature classes.

The session will provide a brief demonstration of how the two classes, Government and Nonprofit Accounting and Victorian Literature for Accountants, were run on a daily basis. Participants will have the opportunity to experience the Socratic teaching method of the accounting class from **Professor Joe Ben Hoyle** and the free-writing and discussion that characterized the literature class from **Professor Libby Gruner**.

#### C. ["CommunicationCaseCompetition"](#) (Copenhagen Business School)

Practicing problem definition via a global communications case competition.

At CBS students do a lot of problem-based project work (PBPW) and use a lot of real time and real life cases (RLC). They are expected to use those in order to find their own research question/s (called "problem formulation") in the given frame for a case analysis. In this session **Professor Karl-Heinz Pognner** will introduce a case, "The Maersk Group in Africa" (taken from the CommunicationCaseCompetition 13). The participants will get input about how to develop good research questions, that take into account both academic rigor and social, societal or organizational relevance, and are both relevant and interesting. After this short intro the participants will themselves experience the intellectual challenge to transfer a good idea, spontaneous astonishment, triggering



paradox, wondering into a research question that is able to guide, manage and steer the design and process of the project.

## Session 7—Liberal Learning and the Curriculum (*classrooms located in the Robins School of Business*)

### A. Developing Cross-Cultural Fluency

Discussion Starters—Wisconsin School of Business and Ernst & Young on Global Leaders Mindset Program

**Professor Terry Warfield**, Wisconsin School of Business and **Ellen Glazerman**, EY will discuss the importance of developing the “Global Mindset” each from their unique vantage points in academia and the corporate sphere. Professor Warfield will lead participants through a Global Leaders Mindset exercise used in his Accounting 100 class and also share efforts underway at Wisconsin to infuse the program into other parts of BBA. Key discussion questions include: What are other schools doing to help their students develop cross-cultural fluency? What are some approaches that universities and corporations use to assess a person’s level of cross-cultural fluency?

### B. Developing an Entrepreneurial Mindset

Discussion Starters—Gonzaga University on their [Hogan Entrepreneurial Leadership Program](#); Lehigh University on [Mountaintop](#)

**Professor Chris Stevens** will provide an overview of the Hogan Entrepreneurial Leadership Program at Gonzaga University which is a three-year, highly selective, undergraduate minor that immerses students in the fundamental concepts and practices of creating new enterprises in the private and public sectors. Students take the Entrepreneurial Leadership minor in conjunction with their chosen major in any academic field, including business, engineering, computer science, biology, chemistry, math, education, and the liberal arts. **Professor Katrina Zalatan** will discuss Lehigh University’s Mountaintop project, a campus located atop South Mountain where two former Bethlehem Steel research facilities have been transformed into a 21<sup>st</sup> century learning community. Described by Lehigh as a place for inquiry based learning, Professor Zalatan will discuss the history and goals for the Mountaintop campus as well as how the Mountaintop project is redefining physical and collaborative learning environments.

### C. Developing Stewardship—for Business and Society

Discussion Starters— ESADE on their service learning internship program, [South in Catalan](#); The University of Texas at Austin on their [Ethics Unwrapped](#) course content initiative.

**Professor Marc Vilanova** will introduce ESADE’s service learning internship program, South in Catalan, which sends students to a developing country for a few months to work on social projects. The program includes courses on culture and competences, the service learning experience itself, and then a debriefing and reflection afterward. **Professor Meme Drumwright, Professor Robert Prentice, and Cara Biasucci** from The University of Texas at Austin will discuss the Ethics Unwrapped initiative. By sharing stories and real world examples, the initiative encourages ethical decision-making and behavior. All of the videos, and the teaching resources that go with them, provide a platform for fostering meaningful discussion about ethics in the classroom, boardroom, and beyond. Discussion will center on how each of these disparate examples both confront the questions: What is business’ role in society? What obligations does business have to solve our most pressing societal issues? How can we best prepare our students to steer their firms in this direction?

### D. Developing a Historical Perspective

Discussion Starters—University of Michigan on [“Business & Leaders: The Positive Difference”](#); The George Washington University on “History of Finance”

**Professor Lynn Wooten** will discuss how she uses a case study on the history of Ford Motor Company in the Ross course “Business & Leaders the Positive Difference” and **Professor Arthur Wilson** will discuss his course “History of Finance” which covers ancient to modern finance and encounters questions such as “What is money?”. These two examples will be used to launch a discussion around the importance of history in business education. Key questions will include: Does history matter in business? If so, why? Where are the opportunities to integrate history into undergraduate business education? Why is it often missing?