



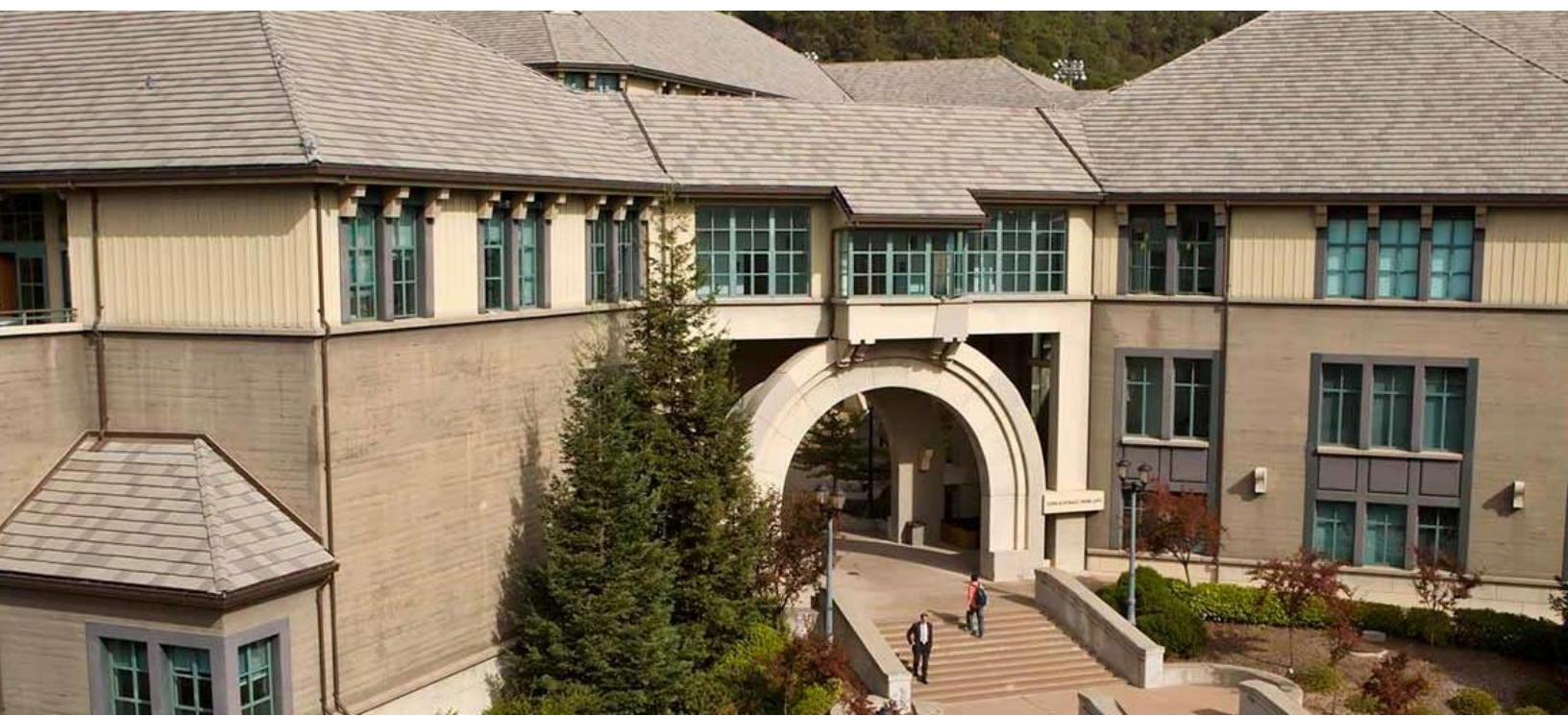
THE ASPEN INSTITUTE
**BUSINESS
& SOCIETY**
PROGRAM



ASPEN UNDERGRADUATE CONSORTIUM

Haas School of Business at the University of California,
Berkeley

June 4 – 6, 2017, Berkeley





2017 Aspen Undergraduate Convening: In Ten Tweets

In June 2017, 37 colleges and universities—national and international—gathered at the Aspen Undergraduate Consortium to exchange ideas around strengthening the connections between the liberal arts, liberal learning and business education. This was the sixth convening of the Undergraduate Consortium.

BACKGROUND

Business is a deeply humanistic enterprise. Businesses design and deliver goods and services to meet human needs, train and develop employees, and shape our lives and societies in profound ways. Yet the education of future business leaders often separates the humanistic from the technical.

The Aspen Consortium is a community of educators, from a diverse set of institutions, who are charting a new course at their institution, drawing on the content and pedagogies of both the liberal arts and business education, in order to equip future business leaders to make positive contributions over the course of their careers to our economy, communities and society.

JUNE 2017 CONVENING BY THE NUMBERS

37 colleges and universities participated, with **102** total attendees.

39 attendees hold an administrative role at their institutions (often in combination with a teaching role).

12 attendees hailed from humanities/liberal arts disciplines.

CONVENING GOALS

- **CONNECT** with peers from a diverse set of institutions.
- **INSPIRE** each other by sharing innovative pedagogies, curricular designs, and campus cultures that fuse the humanities, liberal learning and business education.
- **LEARN** practical strategies and tools for leading change.
- **ENVISION** what is possible in the collective space of Undergraduate Education.



JUNE 2017 CONVENING IN TEN TWEETS

The convening spanned a wide range of views and ideas. Here, we capture key takeaways, building off **tweet-sized insights** shared by participants during the Consortium. (Quotes below, if not otherwise attributed, are in the words of Consortium participants).

1. “60%+ courses at [our institution] have problem-solving as an objective—but far fewer challenge students with: what is the problem? **Creative thinking is a skill that we need to emphasize ... so that we give students the chance to frame the problem.**”

2. We often lament that students are overly-instrumental in their approach to education—choosing and valuing courses that they expect will be directly useful in securing a job. But is instrumentality all bad? **What if we instead tapped the students’ desire for instrumentality, but suggested different ends?** Could we work on pitching “the classical humanities [as] useful—instrumental, yes, but for the good of society?” (Response to Session 6A.)

3. “Connecting travel experiences to big/complex problems (like sustainability) naturally integrates more cross disciplinary content.” (Response to Session 1B.)

4. **How might we “imagine a liberal arts education as analogous to an apprenticeship?”** What would that look like? Could it lead to increased student engagement? (Response to Session 5.)

5. Hearing about cross-disciplinary collaborations opens up fresh thinking. “I need to look for opportunities to partner with faculty across campus—could be surprisingly good possibilities.” (Response to Session 3A.)

6. **“The transformation from [producing business leaders who are] ‘purpose consumers’ to [creating those who are] ‘purpose creators.’ So powerful!”**

7. “Facilitated (structural) **brainstorming can help you identify seeds to pursue** for what seem to be intractable problems.” (Response to Session 4.)

8. “Being present has to be intentional. It’s easy to get distracted or too far ‘out in front’ of ourselves and, as a result, we miss what’s happening.” Being “in the moment” seems a necessary condition for listening, for absorbing another’s point of view, and perhaps even changing one’s mind—experiences that can move us closer to the aspiration of the classroom as “a rehearsal space for democracy.” **How can we create environments where students can practice being present?**

9. **“What if we ask how we want our students to feel or, more appropriately, what we want them to experience?”** How would posing this question change how we teach—and how we design and deliver courses and programs?

10. **“Failure is not always failure—and it’s all relative/contextual.”** How do we teach students what this means rhetorically & that there are times & places to ‘fail safely’ but also, that there are different levels & consequences to failure?” (Response to Session 2B.)



EXCERPTS FROM CONVENING AGENDA

Session 1B—The Business of Saving Nature
Presenter: *Mark White, University of Virginia*
Discussant: *Neil Niman, University of New Hampshire*



Session 2B—Improvisational Leadership
Presenter: *Cort Worthington, Haas School of Business, University of California, Berkeley*

Session 3A—Collaborative Innovation
Presenters: *Sara Beckman, Haas School of Business and Lisa Wymore, Theater and Dance Performance Studies, University of California, Berkeley*



Session 4—Peer Coaching Sessions

Session 5—Apple’s Implicit Promise
Joel Podolny, Vice President, Apple and Dean, Apple University



Session 6A—Liberal Learning as a Quest for Purpose
Presenter: *William Sullivan, New American Colleges and Universities*

Session 9B—Facilitating Connections: Creating Intentional Linkages to a Liberal Arts Minor for Business Majors
Presenters: *Anna Helm, Leo Moersen, David Ruda, George Washington University*



PARTICIPATING INSTITUTIONS

Babson College
Bentley University
Boston College
Boston University
Brown University
Copenhagen Business School
ESADE Business School
Fordham University
Franklin & Marshall College
George Mason University
Indiana University
Lehigh University
Loyola University Maryland
Miami University
New York University
Oberlin College
San Francisco State University
Santa Clara University

Syracuse University
Texas Christian University
The College of William & Mary
The George Washington University
University of California, Berkeley
University of Illinois
University of Miami
University of Michigan
University of New Hampshire
University of Pennsylvania
University of Southern California
University of Utah
University of Virginia
University of Wisconsin-Madison
Utah State University
Wake Forest University
Washington and Lee University
Whittier College
Yeshiva University



“It’s hard to find a CEO of a great company who isn’t intentional about culture; why don’t business school leaders do the same?”

– Richard Lyons, Dean, Haas School of Business, University of California, Berkeley

NEXT PHASE & STAYING CONNECTED

Sign up for [Ideas Worth Teaching](#), our weekly email with teaching resources "to prompt new conversations in the classroom about the relationships between corporations, capital markets, and the public good."

Stay tuned for the launch of the Aspen Business & Society Idea Bank, a repository of innovative course ideas and programs integrating business and liberal learning. If you would like to submit an idea, please contact us!

Hold your calendars for the next convening of the Undergraduate Consortium in Copenhagen.

June 17th - 20th, 2018!

More information about the Aspen Undergraduate program is available at www.aspenbsp.org
We welcome your ideas and engagement!

SPECIAL THANKS TO.....

Our generous host –



And our supporters –



Let's continue the conversation on social media! Follow us @AspenBizSociety #AspenUndergrad



The Aspen Institute Business and Society Program, 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 Program, for dialogue on curbing short-termism in business and capital markets, and for fresh thinking about the purpose of the corporation. (See www.AspenBSP.org)

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ⁱ Delbanco, Andrew, *College: What it Was, Is, and Should Be*, 1952, Princeton University Press.

