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.)

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.

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!!*
MONDAY, MARCH 19

8:00-9:00  Breakfast (6th Floor Lobby)

9:00-9:30  Welcome (Duques 151)
            Doug Guthrie, Dean, The George Washington University School of Business;
            Judith Samuelson, Executive Director, The Aspen Institute, Business and Society Program;
            Tom Ehrlich, Co-Author, Rethinking Undergraduate Business Education: Liberal Learning for
            the Profession

9:30-10:30  Session 1: Mapping Organizational Ecosystems (Duques 151)
            Fred Dust, Partner, IDEO

            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  Break (Fishbowl)

11:00-12:00  Session 2: Group Workshops—Change, toward what end? (Duques 651, 652, and 553—see nametag for room assignment)

            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  Lunch (6th Floor Lobby/Duques 650)
            Sign-up available for “un-conference conference” breakouts this afternoon.

1:00-2:00  Session 3: Building a Common Vision (Duques 151)
            Anne Colby, Tom Ehrlich, Bill Sullivan

            From the authors’ perspective, how might the frameworks and teaching strategies laid out in Rethinking Undergraduate Business Education 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?
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)

3:30-4:00 Break *(Fishbowl)*
Sign-up available for “un-conference conference” breakouts this afternoon.

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.

5:00-6:15 Reception *(6th Floor Lobby)*

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.
Tuesday, March 20

8:30-9:00
Breakfast (6th Floor Lobby)
Sign-ups available for “un-conference conference” breakouts this morning.

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.

Stories A (Duques 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 (Duques 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 (Duques 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 multifaceted 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 (Duques 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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<tr>
<th>Time</th>
<th>Event Description</th>
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<tr>
<td>10:15-10:45</td>
<td><strong>Break (Fishbowl)</strong></td>
<td>Sign-ups available for “un-conference conference” breakouts this morning.</td>
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<td>10:45-11:45</td>
<td><strong>Session 7: “Un-Conference Conference” Breakouts (Rooms TBD)</strong></td>
<td>Before we dive into action planning, what questions remain top-of-mind? What topics are unexplored?</td>
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<td>12:00-1:30</td>
<td><strong>Session 8: Working Lunch/Small Groups–From Thought to Action (Rooms TBD – see nametag for room assignment)</strong></td>
<td>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.</td>
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<td><strong>Group 1 – development of interdisciplinary courses/seminars</strong></td>
<td>New York University, University of Pennsylvania, University of St. Gallen</td>
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<td><strong>Group 2 – development of interdisciplinary courses</strong></td>
<td>Georgia College &amp; State University, La Salle University, University of St. Thomas</td>
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<td><strong>Group 3 – development of a freshman/introductory course</strong></td>
<td>University of Michigan, University of Richmond, University of Denver</td>
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<td><strong>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</strong></td>
<td>Southwestern University, Northwestern University, The George Washington University</td>
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<td><strong>Group 5 – development of a new program</strong></td>
<td>The University of North Carolina at Chapel Hill, Georgetown University, ESADE Business School, Copenhagen Business School</td>
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<td><strong>Group 6 – conduct assessment/review of programs/pathways</strong></td>
<td>Alma College, Dominican University of California, Santa Clara University</td>
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<td><strong>Group 7 – new course sequence, core curriculum</strong></td>
<td>Augsburg College, Augustana College, Franklin &amp; Marshall College, Philadelphia University</td>
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<td><strong>Group 8 – new course cluster, course sequence</strong></td>
<td>Wake Forest University, Babson College, Syracuse University, Bentley University</td>
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<td><strong>Group 9 - TBD</strong></td>
<td>University of Notre Dame, University of Virginia, The College of William &amp; Mary</td>
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<td>1:45-2:45</td>
<td><strong>Closing (Duques 451)</strong></td>
<td>Gary Knell, President and CEO of National Public Radio; Former CEO of Sesame Workshop</td>
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<td>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!</td>
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**SPEAKER AND FACILITATOR BIOS**

**Todd Breyfogle**  
*Director of Seminars, The Aspen Institute*

Todd Breyfogle is Director of Seminars for the Aspen Institute, overseeing a number of seminar offerings—including the Aspen Seminar (formerly the Executive Seminar), since 1950 the heart of the Aspen Institute’s neutral forum for enlightened and lively discussion, and the Aspen-Wye Programs for liberal arts faculty and administrators, co-sponsored with AAC&U.

Educated at Colorado College, Oxford University (as a Rhodes Scholar), and the University of Chicago’s Committee on Social Thought (as a Century Fellow and Javitz Fellow), Todd has served as a moderator for the Aspen Institute and has published and lectured widely on the great books, political philosophy, theology, literature, and liberal education. He is a recipient of research and curriculum grants from the National Endowment for the Humanities, the Arts and Humanities Research Board (UK), and the Templeton Foundation, and edits *The American Oxonian*, the quarterly publication of the Association of American Rhodes Scholars. He is the editor of *Literary Imagination, Ancient and Modern* (University of Chicago Press) and is co-editor of a five-volume commentary on Augustine’s *City of God* for Oxford University Press. He serves on several non-profit boards, including serving as vice-chair of the board of the American Academy for Liberal Education. Before joining the Aspen Institute, Todd was a Fellow and Program Officer at Liberty Fund, served as Director of the Honors Program at the University of Denver, taught graduate courses as an adjunct professor at the Iliff School of Theology, and was a visiting lecturer in philosophy and religion at the University of Tulsa. He has lectured at universities in the UK, US, and India, including Oxford, Cambridge, Princeton, Dartmouth, and the University of Chicago.

**Anne Colby**  
*Consulting Professor, Stanford University*

Anne Colby is Consulting Professor at Stanford University. Prior to that, she was director of the Henry Murray Research Center at Harvard University and then Senior Scholar at the Carnegie Foundation for the Advancement of Teaching. She is co-author of *The Measurement of Moral Judgment; Some Do Care: Contemporary Lives of Moral Commitment; Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility; Educating Lawyers; Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement; Educating Engineers: Designing for the Future of the Field; and Rethinking Undergraduate Business Education: Liberal Learning for the Profession*. Colby is also co-editor of *Ethnography and Human Development: Context and Meaning in Human Inquiry; Competence and Character through Life; and Looking at Lives: American Longitudinal Studies of the Twentieth Century*. A life-span developmental psychologist, Colby holds a B.A. from McGill University and a Ph.D. in psychology from Columbia University.
Fred Dust
Partner, IDEO

As a Partner at IDEO, Fred leads Systems at Scale, the group responsible for helping clients to answer large, systemic questions about infrastructure, from governmental shifts to behavioral change and beyond.

During his tenure, he has taken Nike executives shopping, helped to guide the realization of a future-focused education center at Stanford University, and worked with patients and staff to build innovative service models for the Mayo Clinic and Kaiser Permanente. He’s also collaborated with the American Red Cross to redesign its donation experience and the Transportation Security Administration to evolve airport security. Most recently, he’s worked with the Bill & Melinda Gates and Rockefeller foundations, the University of Phoenix, the US Agency for International Development, the US Office of Personnel Management, and the US Social Security Administration.

Fred serves on the Board of Governors at Parsons The New School and on the Advisory Board of the Aspen Institute. He lectures widely on various topics, including design methodology, future experience trends, and the potential of business on social innovation. He has taught classes at California College of the Arts and at the School of Environmental Design at the University of California, Berkeley. He holds numerous guest professor positions, including the Bruce Goff lectureship at the University of Oklahoma.


Prior to joining IDEO, Fred was a project architect at Fernau & Hartman, where he worked on retail and corporate projects, such as the Smith & Hawken headquarters and retail prototype and Oxygen Media. He also spent eight years working in the art world with major organizations (Hotwire Productions, the San Francisco Museum of Modern Art, Galería de la Raza, and others) and independent artists, supervising the development of interactive art installations and assisting in the production of film video projects.

Fred holds a Bachelor’s degree in art history from Reed College and a Master’s in architecture from the School of Environmental Design at UC Berkeley.

Tom Ehrlich
Visiting Professor, Stanford University School of Education

Thomas Ehrlich is a visiting professor at the Stanford University School of Education. From 2000 to 2010 he was a Senior Scholar at The Carnegie Foundation for the Advancement of Teaching. He has previously served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School. He was also the first president of the Legal Services Corporation in Washington, DC, and the first director of the International Development Cooperation Agency, reporting to then-president Carter. After his tenure at Indiana University, he was a Distinguished University Scholar at California State University and taught regularly at San Francisco State University. He is author, co-author, or editor of thirteen books. He is a trustee of Mills College and has been a trustee of the University of Pennsylvania and Bennett College. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees.
Doug Guthrie  
*Dean, The George Washington University School of Business; Professor of International Business and Professor of Management, School of Business*

Dr. Doug Guthrie is Dean of the George Washington University School of Business and Professor of International Business and Professor of Management. He is a recognized expert in the fields of economic reform in China, leadership and corporate governance, and corporate social responsibility.

Prior to joining GW, Dr. Guthrie served as Professor of Management at New York University’s Leonard N. Stern School of Business. Dr. Guthrie held visiting positions at Harvard Business School, INSEAD and the graduate schools of business at Columbia, Stanford, and Emory University. He served as Director of the Business Institutions Initiative at the Social Science Research Council (1999-2003) and Academic Director of the Berlin School of Creative Leadership from 2008-2011.

Dr. Guthrie holds an A.B. in East Asian Languages and Civilizations with a concentration in Chinese literature from the University of Chicago. He earned his Master’s and Ph.D. degrees in organizational sociology from the University of California, Berkeley. His doctoral research was recognized with the American Sociological Association’s national award for the top dissertation in the field in 1997. Fluent in Mandarin Chinese, Dr. Guthrie studied in Taipei, Taiwan during his undergraduate years and conducted his doctoral research in Shanghai, China.

Debra Humphreys  
*Vice President for Communications and Public Affairs, Association of American Colleges and Universities (AAC&U)*

Debra Humphreys received her B.A. from Williams College and her Ph.D. in English from Rutgers University. Dr. Humphreys is currently the Vice President for Communications and Public Affairs at the Association of American Colleges and Universities—a position she has held since 2001. Prior to that, she served as Director of Programs in the Office of Diversity, Equity and Global Initiatives at AAC&U where she directed programs on women’s issues and diversity in higher education.

Humphreys currently oversees public affairs programs and outreach, media relations and the development of all of AAC&U’s publications, marketing efforts, and Web resources. In this role, she has supervised the publication of many books, monographs, and quarterlies, and multiple Web sites. Under her leadership, AAC&U has dramatically increased its publications sales and coverage of its issues in various print and electronic media outlets. Since 2001 when she became Vice President, AAC&U’s institutional members have also grown to more than 1250 members. Humphreys regularly serves as AAC&U’s official spokesperson. In that role, she has appeared on Fox News, NBC Nightly News, the PBS program, To the Contrary, and has had op-eds published in USA Today and The Chronicle of Higher Education.

She is currently leading national and state-level advocacy efforts related to issues of student success and the quality of student learning in higher education. As part of AAC&U’s campaign, Liberal Education and America’s Promise: Excellence for Everyone as a Nation Goes to College, she is helping to build communications capacity on the part of college and university leaders and faculty members and educate the public about the value of an engaged liberal education to prepare for the changing global economy. Humphreys also is helping to coordinate the policy strand of AAC&U’s Lumina Foundation supported initiatives, Quality Collaboratives, working in nine states to advance transfer and assessment policies that better account for students' demonstrated accomplishment of learning.
Walter Isaacson
*President and CEO, The Aspen Institute*

Walter Isaacson is the president and CEO of the Aspen Institute, a nonpartisan educational and policy studies institute based in Washington, DC. He has been the chairman and CEO of CNN and the editor of TIME magazine.


Isaacson was born on May 20, 1952, in New Orleans. He is a graduate of Harvard College and Pembroke College of Oxford University, where he was a Rhodes Scholar. He began his career at The Sunday Times of London and then the New Orleans Times-Picayune/States-Item. He joined TIME in 1978 and served as a political correspondent, national editor, and editor of new media before becoming the magazine’s 14th editor in 1996. He became chairman and CEO of CNN in 2001, and then president and CEO of the Aspen Institute in 2003.

He is the chairman of the board of Teach for America, which recruits recent college graduates to teach in underserved communities. He was appointed by President Barack Obama and confirmed by the Senate to serve as the chairman of the Broadcasting Board of Governors, which oversees Voice of America, Radio Free Europe, and other international broadcasts of the United States, a position he held until 2012. He is vice-chair of Partners for a New Beginning, a public-private group tasked with forging ties between the United States and the Muslim world. He is on the board of United Airlines, Tulane University, and the Overseers of Harvard University. From 2005-2007, after Hurricane Katrina, he was the vice-chair of the Louisiana Recovery Authority. He lives with his wife and daughter in Washington, DC.

Gary Knell
*President and CEO, NPR*

As President and CEO, Gary Knell leads NPR’s worldwide media operations, which include partnerships with 900 public radio stations.

Knell oversees the fiscal, operational, and journalistic integrity of NPR and leads the building of the organization and its philanthropic base to support and leverage the strengths of NPR and its extensive network of stations. As a strong advocate of innovation, he is a key driver in leveraging new technologies to advance NPR’s core mission and grow audience for all of public media.

With a career in public media spanning nearly three decades, Knell served as CEO of Sesame Workshop for 12 years before joining NPR in 2011. During his tenure at Sesame, which he joined in 1989 and assumed the role of COO in 1998 before moving into the CEO role in 2000, the organization expanded its revenue base, audience and global recognition. Knell was instrumental in focusing the organization on Sesame Street’s worldwide mission, including the creation of groundbreaking co-productions in South Africa, India, Northern Ireland and Egypt.

Prior to joining Sesame Workshop, Knell was managing director of Manager Media International, a print and multimedia publishing company based in Bangkok, Hong Kong, and Singapore. He has also served as senior vice president and general counsel at WNET/Channel 13 in New York, was counsel to the U.S. Senate Judiciary and Governmental Affairs Committees in Washington, D.C. and worked in the California State Legislature and Governor’s Office.
Knell is a member of the Council on Foreign Relations. He serves on the boards of Heidrick and Struggles, an executive search firm; AARP Services, Inc; National Geographic Education Foundation; and the Jacob Burns Film Center. Knell is an advisor to the Annenberg School of Communications at USC and Common Sense Media.

A Gordon Grand Fellow at Yale University, Knell was a guest lecturer at Harvard University, Duke University, and Carnegie Mellon University. He served as the commencement speaker at Johns Hopkins University, UCLA, and the University of Texas at Austin.

Knell received a Bachelor of Arts degree in Political Science and Journalism from the University of California at Los Angeles and a J.D. from Loyola University School of Law.

Nancy McGaw
Deputy Director, The Aspen Institute, Business and Society Program

Nancy McGaw is Deputy Director of the Business and Society Program at the Aspen Institute and Director of the Center for Business Education. She leads research initiatives to uncover trends in corporate leadership and management education and oversees the Center’s programs including: Beyond Grey Pinstripes, an alternative ranking of business schools and global database; CasePlace.org, an online resource to help faculty and business practitioners integrate social, ethical and environmental issues into their teaching and research; and M.B.A. student attitude research.

She also directs the First Movers Fellowship program, an innovation lab for exceptional business professionals who have demonstrated an ability and passion for imagining new products, services, and business models that achieve profitable business growth and lasting, positive social impacts. The Fellowship provides both a leadership development opportunity for the individual Fellows and an organizational development strategy for the Fellows' companies. The vision is that nurturing a critical mass of innovators across companies and industries will help ensure that business lives up to its full potential as a vehicle for positive social change.

Ms. McGaw joined the Aspen Institute in 2000 from a career in corporate banking and international development. From 1997 to 1999 she was Director of Corporate Partnerships at The Synergos Institute, a nonprofit organization dedicated to developing effective sustainable solutions to global poverty. Previously, she was a Managing Director at the Bank of America where she managed a team of professionals specializing in credit analysis and structuring for multinational corporate clients. She has worked overseas in Japan and England. She has a B.A. from Michigan State University and an M.A. from the Nitze School of Advanced International Studies at Johns Hopkins University.

Michael Poerksen
Associate Director, East Central Campus Recruiting Leader, Ernst & Young LLP

Michael Poerksen is Ernst & Young’s East Central Campus Recruiting Leader, based in McLean, Virginia. Mike oversees campus recruiting activity and operations at colleges and universities for the Ernst & Young offices in Kentucky, Maryland, Ohio, Pennsylvania, Virginia, Washington, DC, and West Virginia. Mike joined Ernst & Young in 2007 and has more than 20 years human resources management experience, with an emphasis in campus recruiting and college relations.

Mike is a member of the Society for Human Resources Management, Leesburg-Greater Loudoun SHRM, National Association of Colleges and Employers, and the Big Ten Network Fan Advisory Council. Mike is an annual rider in the MS
Bike Ride of the National Capital Chapter, finishing in Greater Washington’s Top 50 fundraiser list in 2011. Mike is currently an adjunct professor at the University of Maryland’s Robert H. Smith School of Business.

Mike holds a Professional in Human Resources certification from the Society for Human Resources Management and a Certified Public Accountant license from the commonwealth of Pennsylvania. He earned his Bachelor's degree in Accounting, and a concentration in the Legal Environment of Business from Penn State and his Masters in Business Administration in Human Resources Management from the University of Pittsburgh’s Katz Graduate School of Business.

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

Claire Preisser is Senior Program Manager at the Aspen Institute Business and Society Program. In this role, she focuses on dialogue-based projects with business academics and executives, and is currently leading the creation of a new network of undergraduate business educators. Claire was Program Manager and Associate Director of the Business and Society Program from 2001-7. In 2008-9, Claire was Development Director at the Tobin Project, which seeks to connect academic research agendas with pressing public policy issues. She has also served as freelance writer on several projects examining corporate leadership.

Claire’s early career experiences include two years at a boutique management consulting firm specializing in systems thinking and seven years in direct service roles with the elderly, women in recovery, and political refugees. Claire holds a B.A. from The College of William and Mary and an M.B.A. from The F.W. Olin Graduate School of Business at Babson College.

**Steve Rainey**  
*Partner-in-Charge, Washington, DC/Virginia/Maryland Tax, KPMG LLP*

Steven Rainey (Steve) is the partner in charge of Tax for KPMG’s Washington DC, Virginia, and Maryland business unit. Previously, Steve was with KPMG’s Washington National Tax practice for ten years, focusing on the taxation of corporations filing consolidated returns and mergers & acquisitions and serving in various other roles. Steve attended the University of Florida for both undergraduate and graduate school. He currently sits on the Board of Directors for Junior Achievement and is an adjunct professor at American University.

**Judith Samuelson**  
*Executive Director, The Aspen Institute, Business and Society Program*

Judy Samuelson created the Aspen Business and Society Program, an independently supported program at the Aspen Institute, in 1998. Aspen BSP respects the power of business to shape the long-term health of society, and works to align business decisions with the public good. It engages leaders and social-intrapreneurs—from MBAs to CEOs—in dialogue, networks and public programs that put common sense decision-making at the heart of business practice and education.

Signature programs include Beyond Grey Pinstripes, a global data base and report card on MBA business education, and the Corporate Values Strategy Group, a forum for business leaders to promote change in policy and business practice in pursuit of long-term value creation. Judy spearheaded the creation of the Aspen Principles, a set of guidelines to
spotlight short-termism in business and capital markets, and promote long-term focus by companies and institutional investors. The Principles are widely cited and were recently named one of “50 Stars in Seriously Long-Term Innovation”.

Before Aspen, Judy led the Ford Foundation’s office of Program Related-Investments. She has also been a middle-market banker in New York’s garment center for Bankers Trust Company, as well as a lobbyist and legislative aide working on health and education issues in California.

Judy studied Political Science and Art History at UCLA and has a Master’s Degree from the Yale School of Management. She held Board positions at ACCION-New York, All Souls Unitarian Church, and Net Impact, where she is Chair Emeritus. In 2011, Judy was named a Top 100 Thought Leader in Trustworthy Business Behavior. Judy publishes widely and blogs for Huffington Post.

William Sullivan

Senior Scholar at the Center for Inquiry in the Liberal Arts at Wabash College; Director of the Educating Tomorrow’s Lawyers project at the University of Denver

William M. Sullivan is Senior Scholar at the Center for Inquiry in the Liberal Arts at Wabash College and Director of the Educating Tomorrow’s Lawyers project at the University of Denver. He was formerly Senior Scholar at the Carnegie Foundation for the Advancement of Teaching where he co-directed the Preparation for the Professions Program, comparing education across professions. Sullivan’s most recent book is the co-authored Rethinking Undergraduate Business Education: Liberal Learning for the Profession. He is the author of Work and Integrity: The Crisis and Promise of Professionalism in America, and co-author of Educating Lawyers: Preparation for the Profession of Law as well as A New Agenda for Higher Education: Shaping a Life of the Mind for Practice. Sullivan’s scholarly interests include the philosophy and sociology of culture and he is co-author of Habits of the Heart: Individualism and Commitment in American Life and The Good Society. Prior to his work at the Carnegie Foundation, Sullivan was professor of philosophy at La Salle University. He earned his Ph.D. in philosophy at Fordham University.