



Seattle University

Report on Progress:

Implementation of the U.N. Principles for Responsible Management Education

First report submitted: November, 2010

This revision: March 2013

The Albers School of Business and Economics is pleased to submit our second Communication on Progress Report.

Albers has long been committed to the values expressed in the Principles for Responsible Management Education. The Albers mission is:

Guided by the Jesuit traditions of academic excellence, education for justice, and service to others, we inspire and develop ethical leadership for the global community.

Albers' strategic objectives include the following:

- strengthen and integrate our curriculum and programs particularly in sustainability, ethics, and leadership
- champion social justice
- strengthen our connections locally and globally.

As a result, participating in PRME is one way for Albers to focus our efforts and to hold ourselves accountable to our values.

This document reports on our work over the past several years.

The faculty and staff at Albers work hard to achieve our mission and to apply the principles of responsible management education in our teaching, research, and community involvement.

I am happy to highlight their efforts and successes here, and to reaffirm our commitment to PRIME.

--Joseph Phillips

Dean, Albers School of Business and Economics, Seattle University

Seattle University is a Jesuit Catholic university located on 48 acres on Seattle's Capitol Hill neighborhood, just east of downtown, with a student population of approximately 7,500 enrolled in undergraduate and graduate programs within eight schools. *U.S. News and World Report's* "Best Colleges 2013" ranks Seattle University among the top 10 universities in the West that offer a full range of masters and undergraduate programs.

The Albers School of Business and Economics at Seattle University is home to over 1,600 undergraduate and graduate business students, 63 full-time faculty, and 30 staff-persons.

An Albers education is values-centered and prepares students for ethical and socially responsible leadership. Albers awards undergraduate degrees in business and economics. In addition to our MBA for working professionals, we award graduate degrees in finance, international business, and accounting, as well as the Leadership Executive MBA (L-EMBA).

Our undergraduate, MBA, and L-EMBA programs are nationally ranked by *U.S. News & World Report*. The MBA and undergraduate programs are also nationally ranked by *BusinessWeek*. In addition, the undergraduate specialty areas of Business Ethics and Sustainability were each ranked 7th by *BusinessWeek*. Albers is accredited by AACSB International, a distinction earned by only 5% of business schools worldwide.

This document is organized in three sections.

The first reports on our education activities.

The second summarizes research-related accomplishments.

And the third outlines both Seattle University's and Albers' engagement with the broader community.

Educational Activities, embodying the first three Principles

Principle 1: Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3: Method: We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.

Ethics/sustainability in the curriculum

Both undergraduates and MBA students are required to take a full-quarter course in business ethics, and ethics-related material is incorporated widely across the curriculum. For example: Each course in the accounting major involves at least one ethics-related topic, integrating that material across the major. The *History of Economic Thought* course (taught by Dean Peterson) includes material on ethics to insure that students have a critical understanding of the ethical precepts that underlie the discipline. Albers' business law courses use as a foundation the United Nations Global Compact (UNGC); students reflect on the elements of the UNGC and their (and other standards) efficacy in guiding behavior, how to operationalize the principles, and how progress should be measured and reported (taught by Gail Lasprogata).

This past fall the Albers Center for Business Ethics began operating, directed by John W. Dienhart, the Boeing/Frank Shrontz Chair of Business Ethics at Albers. The Albers Center for Business Ethics is working to integrate ethics-related material across the undergraduate and MBA curriculums. The Center's goal is to insure that students understand the way that ethical commitments and ethical issues run through all business disciplines, and that the material is presented in ways that help students understand the connections across business disciplines. The Center's work focuses on three dimensions, ethical reasoning, empathy, and self-efficacy. Last spring the Center sponsored Ethics Day, which featured 55 speakers in 56 classes, all addressing ethical issues. This spring (April 2013) the program will be expanded to be Ethics Week, and we plan to involve between 100 and 125 classes. The Center is also planning a multi-faith conference devoted to the document published by the Pontifical Council on for Justice and Peace entitled, "The Vocation of the Business Leader."

The International Economic Development specialization within the Economics major addresses the topics of economic growth, economic development, and social justice. The supplemental activities require students to engage in a developing economy context by working with an NGO or travelling to an emerging economy. New to Albers this year is the International Development Internship Program (IDIP). Formerly housed in the Office of the Provost, it was designed as a 20 credit program, the highlight of which is an internship with a non-governmental organization (NGO) in a developing country.

This year Seattle U. established The Center for Environmental Justice and Sustainability, the first of Seattle University's "centers of excellence." The purpose of the center is to promote cross cultural scholarship, teaching, and action in the broad realm of sustainability, both on campus and in interaction with local and global communities. Albers faculty were heavily involved in writing the proposal for the center, along with faculty from Arts and Sciences, Engineering, and Theology.

Albers has developed and launched a sustainability specialization as part of the Professional MBA program. The four-course specialization requires an introductory course and a 'specialization capstone' projects course, in which students work with local businesses to address a sustainability-related challenge. Electives in the specialization include, among others, Sustainable Value Creation, Sustainability and Supply Chains, and Managing Change.

The MBA program offers a Graduate Leadership Formation Specialization (GLFS) to a select group of graduate students who are committed to embracing the unique intersection where leadership, business acumen, and social impact overlap. The specialization requires a minimum of two courses on leadership and a nine-month practicum that provides a forum for participants to explore, process, assimilate, and master aspects of leadership theory and behavior. Practicum modules include: Leadership Styles (Learning from effective leadership approaches, including contemporary styles and a social justice framework for leadership); Leading Teams (Creating and composing high performance work teams, establishing and sustaining a motivating context, owning team meetings); Setting Direction (Creating a compelling vision, leading strategically, engaging stakeholders, developing decision-making abilities and approaches); Confident Communication (Establishing practical and effective skills in speaking and writing, artful use of persuasion and influence); People Skills (Cultivating outstanding skills in leading with dignity, understanding people, and maximizing the strength found in difference). Each year members of the Graduate Leadership Formation Specialization cohort select three "Red Winged Leaders" from a group of fourteen nominations, to recognize 3 inspiring individuals who uniquely blend leadership, business acumen, and social impact within the Seattle area for their contributions to the local community. The process was intended to help students better understand leadership and its underlying values. In 2012, the Red Winged Award Finalists were Killian Noe, Jocquelyn Duncan, and Dan Wall. Killian Noe founded the Recovery Café providing healing and joy of contributing to people who once suffered from mental health challenges. Dan Wall created Opportunity Knocks for Expeditors to both help people whose life begins of few prospects of

success and serve as a talent source for the company. Jocquelyn Duncan founded "Work it Out" to support the vulnerable youth.

Albers offers a two-quarter Executive Leadership Certificate and a full six-quarter Leadership Executive-MBA. Both include the following coursework: *Building a Vision for a Global Commons*, *Ethical Leadership*, *Leading Organizations*, and *Leadership for a Just and Humane World*. The *Leading Organizations* course includes a sustainability module, using it as a platform to discuss the role of leaders in addressing global sustainability issues. *Leadership for a Just and Humane World* is a project-based course requiring participant-teams to serve a social justice (vs. charitable) need in the community. Groups choose their domain of service, develop a sustainable model for their project, and implement their projects within the community using executive-level skills. The course provides experiences in leadership and teamwork against a clear set of criteria. Participants learn new methods for making decisions, working in teams, affecting and leading change. And the course is designed to cultivate a richer sense of connection with the broader community, fostering alignment of personal values with organizational and societal needs in order to lead authentically for maximum impact. Examples of past projects include students collaborating as citizen activists to pass legislation in Washington State benefitting foster youth who pursue higher education; students working internationally to provide access to potable water to residents in rural African communities; students working to create, develop, and sustain on-going operation of a community center serving Latino immigrants; and student development of a wellness program for youth in low socio-economic communities where childhood obesity is a chronic issue.

In 2011, the "Albers in India" program for graduate students purchased 300 metric tons of carbon offsets through the Bonneville Environmental Foundation, making the two-week study tour one of the nation's first completely carbon-neutral global education programs.

Service learning in courses

Each undergraduate major is required to offer a service learning course within its curriculum.

In sections of the undergraduate business capstone course taught by Harriet Stephenson, students consult with small and medium-sized businesses and non-profits on projects grounded in triple bottom-line principles, in many cases helping businesses and no-profits develop more sustainable operating models (90% of the organizations could not afford and would not seek consulting on the open market).

Seattle University accounting students have been providing the local community with a valuable tax preparation service since 1975. The program is a joint venture between Seattle University accounting students and the Internal Revenue Service. Students prepare tax returns for the public free of charge. The program was developed with the goal of helping individual taxpayers

cope with the complexity of filing an accurate tax return. It gives accounting students a chance to use their skills to help others in the Seattle University community.

In *Environmental and Natural Resource Economics*, students participate in service learning by completing an economic analysis for an environmentally nonprofit organization (taught by Gareth Green). Projects included: a cost-benefit analysis to determine the impact of the Western Climate Initiatives' proposed Cap and Trade program (for the Washington State Office of Financial Management); a cost-benefit analysis of filtering pollutants from entering the Duwamish River (for Seattle Public Utilities); and cost-benefit analyses for maintenance, construction, and sustainability efforts on the Seattle University campus.

In *Business Statistics*, students participate in service learning by conducting a price comparison study for a local nonprofit organization, the Neighborhood Farmers Market Alliance, that runs seven urban Seattle farmers markets (taught by Stacey Jones).

Sections of MBA-level *Leadership Skills and Team Development* have performed service learning projects at a number of organizations including the Boys and Girls Clubs of King County--Gold Creek Lodge, Juvenile Arthritis Camp--Pacific Northwest, the Ronald McDonald House in Seattle, the Greenwood Food Bank, the Eastside Domestic Violence Program, and Habitat for Humanity.

E-Commerce and Information Systems undergraduate courses (part of Albers' Management Department, taught by James Lee) require a quarter-long team project. Many of the teams develop websites to help local small businesses build solid identities on the Web. Teams have worked with a local tea shop, a restaurant, and a consumer products importer.

Project Management is offered as an elective in the MBA Program (taught by Greg Magnan). Teams of students use project management tools to plan and execute "mini make-over" projects for local service organizations. Past projects supported agencies that serve foster youth, adults in transition from substance abuse, at-risk spouses, homeless youth, housing for those living with HIV/AIDS, early childhood learning, low-income senior citizens, and agencies that work to educate the community on organic gardening benefits and techniques.

Service learning projects for *Financial Markets and Institutions* (taught by Bonnie Buchanan) involve working with a local nonprofit that provides help and assistance to the needy. Projects included quantifying cost savings associated with building a new sustainable location, and helping the organization with budgeting and funding models.

Cohorts in the Albers Undergraduate Leadership Program (Winter 2010, Winter 2011, Winter 2012) completed service-learning projects as part of their leadership education (taught by Sharon Lobel). Students provided service to the community as part of Seattle University's annual Labor of Love day.

The Hong Kong/Viet Nam Study Tour 2012 organized by Quan Le and David Reid incorporated Academic Service-Learning projects at the Center for Sponsoring Agent Orange/Dioxin Victims in Da Nang, and PeaceTrees Vietnam in Quang Tri Province. The students and faculty raised \$500 to support children affected by agent orange/dioxin, and \$725 to remodel a house of a landmine survivor and his family, planted trees at the Danaan Parry Landmine Education Center, purchased toys and school supplies for ethnic minority children at a school near the Vietnam-Laos border.

Related extra-curricular activities

Seattle University Enactus (formerly SIFE) is a student organization dedicated to serving the community through the promotion of free enterprise and the support of entrepreneurial endeavors of all individuals. Through the projects of Seattle Enactus, we strive to empower people in need, inspire environmental sustainability, and generate a positive profit to encourage responsible economic development in a sustainable manner. By focusing on homeless, youth, small businesses, and struggling communities in developing countries, Seattle Enactus is dedicated to, in line with Seattle University's mission, educating the whole person, to professional formation, and to empowering leaders for a just and humane world. Seattle University's Enactus team devotes thousands of hours volunteering in Seattle and around the world empowering individuals to improve their quality of life and standard of living.

In 2013, Seattle Enactus projects included (1) empowering the homeless to gain jobs by orchestrating a three-phase project: (a) non-perishable food drives were organized collecting tens of thousands of pounds of canned food then they were delivered to the homeless on the streets of Seattle and in homeless shelters; (b) training programs were implemented at a regional homeless shelter to assist women develop the skills necessary to acquire jobs; (c) a career fair was orchestrated for men and women from regional homeless shelters and veterans, including those from the training program at the women's shelter, with Seattle Enactus sponsors performing real interviews and hiring individuals; (2) working with small businesses in Seattle to develop their potential by developing business plans and implementing more efficient structures to optimize performance and maximize utility; Seattle Enactus is providing marketing and accounting support to these small businesses, and acting as a liaison between community members and small businesses; (3) creating environmentally sustainable gardens around the Seattle region to create autonomous farms that are energy-independent, thereby relieving the reliance on external, and often not clean energy; (4) working with Enactus teams in Ghana to implement computer labs in rural schools so students who wish to attend high school may pass the compulsory exam on computers necessary to acquire further education by: (a) collecting computers in Seattle with The Village Net; (b) working with local Seattle high school students to wipe the hard drives and create a program of instruction for Ghanians; (c) bringing several students to Ghana once a year to install these computers and implement a computer training program. Seattle Enactus strives to innovate and create new programs whenever possible, and

works closely with a Seattle Enactus Advisory Board to see these programs through to completion.

Adding to the previously formed undergraduate chapter, MBA students recently established a Net Impact chapter for graduate students on campus. Both groups are looking forward to hosting events on campus and networking with like-minded organizations and other local chapters, including the professional chapter in Seattle.

The Seattle University Project Center was established in 1987 as a collaboration between the College of Science and Engineering and the Albers School of Business and Economics. The Project Center links small teams of students with companies and nonprofit organizations to work on real-world business and engineering challenges. Albers MBA students work on projects in teams under faculty supervision, as part of three consulting courses: *International Business Consulting*, *New Ventures Consulting*, *Social Entrepreneurship*, and *Sustainable Business Consulting*. Each student provides approximately 100 hours of work in an academic quarter. Over thirty-five MBA teams have successfully consulted with small businesses, including restaurants, retail stores, a print shop, and an independent video store. One multi-year project is especially noteworthy: Ten teams of MBA students have worked closely with Sound Transit, Seattle Central Community College, and the Capitol Hill neighborhood business community to develop plans to mitigate the effects of a large public works construction project.

Albers graduate students participate in the MBA Service Project every April. This is a nation-wide initiative, partnering with other Jesuit schools, to serve our communities. In 2009, students partnered with Seattle Public Schools to improve the grounds at Rainier Beach High School. In 2010, students collected office supplies and donations for Washington Cash, a local non-profit organization that serves low-income entrepreneurs. In 2011, Albers MBA students partnered with CAMP: Central Area Motivation Program. Students donated non-perishable food items, baby materials, or toiletries during service week. In 2012, Albers MBA students partnered with MAGIS office and the Office of Alumni to provide service at various sites around Seattle, including St. Francis House and Yesler Terrace. Students, faculty and staff were given the option of what kind of service they wanted to offer (ie., clean, paint, grounds, etc.). The program was coordinated by the Albers Graduate Students Association and the office of Albers Graduate Programs.

Moneythink is a student club in the Albers School, comprised mainly of business students (but open to all). Moneythink reaches out to neighborhoods that are economically disadvantaged and vulnerable. Club members run workshops for high school students on financial literacy and teach basic money management skills. At the same time, the club molds university students into teachers, mentors, and leaders, so that they members gain valuable on-site training and experience. The club's mission statement reads: "Moneythink aims to foster smart money management among high school students, promoting decisions and habits that will lead to a lifetime of financial independence. Through a flexible curriculum, discussion-based classes, and

connecting students with bright and motivated college-age mentors, we give students encouragement and support to set ambitious goals, and the tools they need to reach them.”

The Albers Innovation and Entrepreneurship Center conducts an annual business plan competition and sustainability is one of the screening criteria. A Social Enterprise award is one of the prizes in the competition.

Alpha Kappa Psi (AKPsi) business fraternity is the largest student business organization on Seattle University's campus. The mission of AKPsi is to develop fraternity members (both men and women), foster scientific research in business fields and educate the public about business and the role business plays in the community. To this end, the fraternity engages in a number of service events such as canned food drives, Junior Achievement, Northwest Harvest and raising funds for the Ronald McDonald House. Through these activities, the club enables leadership formation and the opportunity to practice skills acquired in business courses in support of the neighborhoods bordering the Seattle University campus.

Research-related activities, as described in the second and fourth Principles

Principle 2: Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

[Principle 2 is repeated here because we consider research to be an “academic activity.”]

Principle 4: Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

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Albers faculty published the following papers in peer-reviewed journals over the past five years, and one book, with primary focus on issues related to responsible management (on ethics and sustainability broadly construed):

(organized alphabetically by author, names of co-authors from other schools in parentheses)

“Managerial Decision-making on Moral Issues and the Effects of Teaching Ethics,” *Journal of Business Ethics* 78:1-2 (2008), by Vidya Awasthi

“Integrating a Social Justice Perspective in Economics Education: Creating a Distinctly Catholic Education,” *Catholic Education, A Journal of Inquiry and Practice* 13:4 (2010), by Dave Carrithers and Dean Peterson

“Moral and amoral conceptions of trust, with an application in organizational ethics,” *Journal of Business Ethics* 112:1 (2013), by M.A. Cohen and J.W. Dienhart

“Empathy in business ethics education,” *Journal of Business Ethics Education* 9 (2012), by Marc A. Cohen

“The Narrow Application of Rawls in Business Ethics: A Political Conception of Both Stakeholder Theory and the Morality of Markets,” *The Journal of Business Ethics* 113:1 (2013), by Marc A. Cohen

“Citizens, Kant and corporate responsibility for the environment,” in Denis G. Arnold and Jared Harris (eds.), *Kantian Business Ethics: Critical Perspectives* (Edward Elgar, 2012), by M.A. Cohen and J. Dienhart

“Sustainability cross sector collaboration institutions, and governance,” *Business Ethics Quarterly*, 20:4 (2010), by John Dienhart

“Sustainability, Collaboration, and Governance: A Harbinger of Institutional Change?” *Business and Society Review* (2010), by John W. Dienhart and Jessica Ludescher.

“Managerial Moral Principles,” *Business Ethics Quarterly* 19:4 (2009), by (E. Soule), (M. Hedahl), and John W. Dienhart

“The Separation Thesis: Perhaps Nine Lives Are Enough,” *Business Ethics Quarterly* 18:3 (2008), by John W. Dienhart

“The Ethical Commitment to Compliance: Building Value-based Cultures,” *California Management Review* 50:2 (2008), by John W. Dienhart and (T. Tyler)

“Why Aren’t More Water Rights Being Transferred in Washington State?” *American Water Resources Association Newsletter, Washington Section* (October-December, 2009), by Gareth P. Green

“Learning Statistics at the Farmers Market? A Comparison of Academic Service Learning and Case Studies in an Introductory Business Statistic Course,” *Journal of Statistics Education*, forthcoming (November 2011), by Bridget Hiedemann and Stacey Jones

“Dynamic Social Norms and the Transformation of Women’s Higher Education, 1965-1975,” *Social Science History Journal* 33:3 (2009), by Stacey Jones

“Does voluntary corporate citizenship pay? An examination of the United Nation’s Global Compact,” *International Journal of Accounting & Information Management* Vol. 19: 3 (2011), by M. Kimbro and Z. Cao

“Financial Performance and Voluntary Environmental Disclosures during the Asian Crisis,” *International Journal Business Performance Management* 12: 1 (2011), by M. Kimbro (and S. Rosen Melendy)

“Leading the Way to a Better Tomorrow: Best Practices for Creative Collaboration by Cross-Sector Partnerships,” *Journal of Law and Social Change* (forthcoming), by Gail Lasprogata and (M. Cotten)

“Developing Dual-Agenda Leaders: Pedagogy Design and Impact in a Leadership Executive MBA,” *The Journal of Corporate Citizenship* 43 (May 2011), by Sharon Lobel and Marilyn Gist

“Caritas in Veritate: Promises and Challenges of the Catholic Contribution to Sustainability,”
Journal of Catholic Social Thought 9: 2 (Summer 2012), by Jessica Christie Ludescher

“Sustainable Development and the Destruction of the Amazon: A Call for Universal
Responsibility,” *Environmental Ethics* 33:2 (2011), by Jessica C. Ludescher

“Opening Pandora’s Box: Corporate Social Responsibility Exposed,” *The Independent Review: A
Journal of Political Economy* 15:1 (2010), by Jessica C. Ludescher and Rubina Mahsud

“On Supply Chains and Reputation Risk: Tracking Changes in Supplier Codes of Conduct,”
International Journal of Procurement Management (forthcoming), by Gregory M. Magnan, Talia
Alcantar (MBA student), Kenneth Henshaw (MBA student), (S.E. Fawcett)

“‘Tastes Great or More Fulfilling’: The Effect of Brand Reputation on Consumer Social
Responsibility Advertising for Fair Trade Coffee,” *Corporate Reputation Review*, 12:2 (2009), by
Carl Obermiller, Chauncey Burke, Gareth Green, and Erin Talbott

“Economic and Social Characteristics of Albanian Immigrant Entrepreneurs in Greece,” *Journal
of Developmental Entrepreneurship*, 14:2 (2009), by Meenakshi Rishi and (D. Halkas et al.).

“Global Financial “Fixes: A Political Economy Perspective,” the *India Economy Review* 5 (2008),
by Meenakshi Rishi (with K. Burruss)

“Female Immigrant Entrepreneurship in India,” in *Female Immigrant Entrepreneurs: The
Economic and Social Impact of a Global Phenomenon*, Halkias, Daphne, Thurman, Paul,
Harkiolakis, Nicholas, Hwang, Rebecca, Okpara, John and Smith, Celina. (Eds.) (Gower Publishing
Limited, Hampshire, UK, 2011), by Meenakshi Rishi

“Students’ Perceptions of Ethical Behavior--A Comparison of Attitudes Towards Entrepreneurs
and Traditional Business Managers”, *Journal of Applied Management and Entrepreneurship* 85:5
(2012), by Leo Simpson, (co-authored with J. Batchelor, M. Harris and S. Gibson)

“Hypocrisy at The Lectern: Do Our Personal Lifestyle Choices Reflect Our Spoken Commitment to
Global Sustainability?” *Journal of Management for Global Sustainability* 1 (2012), by Bill Weis

Socially Responsible Investment in a Global Environment (Edward Elgar Publishing Limited, U.K.,
2010), by (Hung-Gay Fung), (Sheryl A. Law), and Jot Yau

“Business Ethics Research: A Global Perspective,” *Journal of Business Ethics*, 95:1 (August 2010),
by (K.C. Chan), (H.-G. Fung), and Jot Yau

“Using a Social Enterprise Service-Learning Strategy in an Introductory Management Accounting Course,” *Issues in Accounting Education* 27:1 (2012), by Tina Zamora

“One Laptop Per Child: The \$100 Challenge” *Issues in Accounting Education*, Vol. 27:3 (2012), by Tina Zamora (and Andrea Alston Roberts)

In addition to these publications, faculty members have presented research on ethics and sustainability topics at academic meetings across the business disciplines.

Engagement with the broader community, as expressed in the fifth and sixth Principles

Principle 5: Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6: Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups, and stakeholders on critical issues related to global social responsibility and sustainability.

We understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students.

Albers' involvement in the broader community is expressed in a number of programs.

The service learning projects and extracurricular activities described in the section on Educational Activities also make a significant contribution to the surrounding community.

Albers sponsors two programs for high school juniors and seniors; the programs are intended to introduce the students to the basics of business, introduce them to college life, and talk with them about the option of applying to Albers. The Summer Business Institute is a program for high school juniors from underrepresented minorities (defined as Hispanic, African American, and Native American Indian). For the past eight years 20-30 students from around the Puget Sound region have come to campus for four days to live in the dorms, eat on campus, take business classes, visit sponsoring corporations, and experience college life. The business classes are taught by Albers professors and include courses such as finance and accounting, business ethics, business law, management, marketing, business communications, entrepreneurship, and economics. Students are also briefed on the college admissions process and financial aid. In addition, during winter quarter, Albers partners with the Seattle Public Schools through their career academies, including the Academy of Finance, to offer students an introduction to business. High school juniors and seniors come to campus once a week to learn the basics of business, including finance, marketing, entrepreneurship, ethics, economics, and management. As with the Summer Business Institute, the courses are taught by Albers professors.

The Community Development and Entrepreneurship Clinic provides business and legal consulting services to the underserved and minority members of the Seattle community. The Clinic itself is a joint venture between the Albers School of Business and Economics and its

Entrepreneurship Center and the Seattle University School of Law: MBA and law students work under the supervision of student mentors and faculty. Clients come to the Clinic primarily from two community based micro-lenders, Community Capital Development (www.seattleccd.com) and Washington CASH (www.washingtoncash.org). To date, the Clinic has served over 75 clients. One of the more impressive stories involves a woman who came to us the first year of the Clinic and has since participated in two additional projects; she has grown her company from something barely subsisting to now generating over \$100,000 per year in revenue. The Entrepreneurship Center raised funds from donors to guarantee loans provided to the Clinics' clients by the two micro-lenders mentioned above. In addition, Seattle University lent Community Capital Development (CCD) funds to support micro-loans made to organizations in the Seattle U. neighborhood; and as part of this agreement Albers students assist CCD in loan request due diligence.

A number of speakers addressed social and environmental responsibilities in the context of business, including: Steve Davis, President & CEO of PATH, who spoke as part of the Albers Executive Speakers Series, Howard Schultz, President & CEO of Starbucks, Jim Sinegal, former CEO of Costco Wholesale, David Beckman, President of Bread for the World, and representatives from Point32 addressed the development of a the Bullitt Foundation Building, the world's greenest office building.

Albers courses actively involve outside speakers on a regular basis. In the 2011-2012 academic year we had 267 outside speakers, and expect a similar number going forward.

In Spring Quarter 2009 Albers hosted a conference on sustainability and business, "Working Collaboratively for Sustainability: Learning from Failure and Success," organized by John W. Dienhart, the Boeing/Frank Shrontz Chair of Business Ethics at Albers. The conference focused on cross-sector collaboration (business, government, and NGO) in addressing sustainability. It featured over 50 speakers from the United States, the United Kingdom, Canada, Central and South America, and was attended by approximately 300 students, faculty, and members of the local business community. Several papers from the conference will be published in *Business and Society Review*, with an introductory essay, "Sustainability, Collaboration, and Governance A Harbinger of Institutional Change?" by John Dienhart and Jessica Ludescher. They argue that pressures for sustainable solutions require the three main social sectors--government, business, and CSO's (civil society organizations)--to work together, and this will require the development of new governance mechanisms.

Albers' faculty and staff are active in the broader community.

John W. Dienhart serves as Director of the Northwest Ethics Network, an independent group of ethics and compliance officers from the Seattle and Puget Sound area. The group meets quarterly to discuss how values and compliance intersect to create healthy governance and

employment cultures. Members include: Microsoft, Starbucks, Weyerhaeuser, the City of Seattle, King County, Swedish Hospital, Regence Health Care.

Albers participates in the following University-wide activities that embody the values expressed in PRME.

Seattle University launched a major initiative in the local community to improve the academic achievement of local low-income youth. The Seattle University Youth Initiative (SUYI) aims to become a national model of campus-community engagement.

The University's Center for the Study of Justice in Society sponsors yearly research seminars that foster interdisciplinary and collaborative faculty scholarship on select justice issues; provides writing workshops where faculty learn practical tools for structuring research and writing activity; hosts informal gatherings over meals for faculty to share their ideas, frustrations, and concerns as they engage in scholarly work; and presents short educational conferences on specific types of justice scholarship, such as community-based research. The During the 2009-2010 academic year, the Center sponsored a seminar on Transforming Business: Enterprise Solutions to Poverty, directed by Meenakshi Rishi of the Department of Economics, Albers School. Meenakshi Rishi and Albers faculty-member Bridget Hiedemann are on the Center's Board of Directors.

Sarah Bee, Senior Lecturer, Accounting Department, is one of the leaders of Africa Start Up, a program to provide training to low income entrepreneurs in Africa. The program started in Malawi in 2010, but has now moved to Ghana. Several times a year, Sarah and her students travel to Ghana where they partner with Ashesi University to deliver business training for small businesses. By partnering with Ashesi, the program has developed a sustainable model to deliver this much needed program.

Seattle University President Fr. Stephen Sundborg was an early signatory of the American College & University Presidents' Climate Commitment (ACUPCC). In 2010, the University submitted its Climate Action Plan, committing to: (a) expand sustainability in the curriculum, (b) expand sustainability-related student programs, (c) increase sustainable practices in university operations, and d) share knowledge with others. These goals easily map to all six of the PRME principals. The committee established to oversee the University's execution of the plan will involve faculty from all of the schools on campus, including Albers, as well as local business leaders in sustainability and community members. The University's report committee was co-chaired by a faculty member from Albers.

Human Resources and the Center for Service and Community Engagement placed 89 faculty and staff, 10 from Albers, in various neighborhood organizations to give back to the community. Projects addressed community needs such as environmental restoration, homelessness, social

services, and more. Following the service projects, volunteer opportunities were showcased as staff was encouraged to take advantage of the new Community Service Leave Benefit that the university offers (Fall 2010).

The original report was written/complied by a committee.

Readers should feel free to contact any of the committee members, or Dean Joseph Philips, for more information.

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