



Sharing Information on Progress: UN Principles for Responsible Management Education

Introduction

Babson College has a distinct advantage in implementing the Principles for Responsible Management Education because of our global positioning as leaders in the field of entrepreneurship education. Our undergraduate program has been ranked No. 1 in Entrepreneurship by *U.S. News & World Report* 14 straight times, our graduate program has achieved the same designation for 17 consecutive years, and our Executive Education programs also are highly esteemed globally, ranked in the Top 5 in the world for custom programs by *Financial Times*. Our long-standing focus on innovative and integrated curricula, coupled with our expertise not only in entrepreneurship as a management discipline, but in Entrepreneurial Thought and Action® as they inform all aspects of our campus life, provide powerful platforms from which to launch the action plans which stem from our commitment to the UN PRME. While we incorporate values of global social responsibility into every aspect of our regular policies and procedures—in such areas as our Academic Honor Code and Judicial Board, our residential and campus life programs, and our institutional governance procedures—we will limit the scope of this report to those activities, initiatives, and programs that are directly relevant to our status as signatory to the PRME and member of Globally Responsible Leadership Initiative (GRLI). Further, we embrace our commitment to PRME not only on its own terms, but also as encompassing the full range of United Nations initiatives and covenants of which it is part, including the Universal Declaration of Human Rights and, more directly, the Global Compact and the UNIFEM Women’s Empowerment Principles. Our approach to fulfilling our community responsibilities as members of the UN PRME is, then, organic, holistic, and sustained.

Overview

We interpret Principle 1 of the PRME as an umbrella under which all the other Principles are clustered, and to which each of them contributes. This year at Babson, we made one change that impacts our institutional progress on the PRME at just this high level of operation: redefining our mission. Here is our former Mission Statement:

“Babson College educates men and women to be entrepreneurial leaders in a rapidly changing world. We prepare them to identify opportunities and initiate actions that result in genuine achievement.”

In October 2009, we managed, paradoxically, both to *expand* the mission to include global social responsibility while *streamlining* the statement itself, which now reads:

“Babson College educates leaders who create great economic and social value—everywhere.”

This new Mission Statement is accompanied by a Strategy Statement that articulates how we plan to achieve this goal, and these plans are very much in line with the PRME, most importantly in our emphasis upon embracing “people, planet, and profit *simultaneously*.” A more traditional business model has been to focus upon profit first, and then to allow success in this arena to enable “giving back” to people and to environmental sustainability efforts. Babson’s strategy of shifting the linear temporality of this thinking to a more recursive, circular, and process-



oriented approach is revolutionizing the way that we teach students—and, therefore, the way that our students think and act upon graduating.

Our shift in mission informs all of the other initiatives that will be reported here, and has changed our institutional identity with both internal and external stakeholders, generating tremendous excitement that is translating into action in all areas of our institutional life. Perhaps most substantially—and in keeping with our commitment to **Principles 2 and 3**—are curriculum revisions taking place at both graduate and undergraduate levels.

Curriculum Redesign

In both the Graduate and Undergraduate schools, teams of faculty members from multiple disciplines across campus came together during summer 2009 to reflect upon and research the implications of the new Mission Statement for our curricula. This process resulted in two white papers that were voted upon in our Academic Policy Committees; only after this extensive process of thought, discussion, and affirmation through vote were any curricular changes considered for implementation. In keeping with the PRME's intention that institutional values and practices reflect the principles, we want to emphasize that the process of curricular redesign stemming from the change in Mission Statement followed a meticulous procedure of shared governance at the College; that is, faculty and administration worked collaboratively to produce both the strategy itself and the resulting changes to our programs.

Curricular redesign on both graduate and undergraduate levels reflects the priority of training students to think and to act entrepreneurially in order to meet the complex challenges of the 21st century. This priority emerges naturally from our long history as a leader in entrepreneurial education; however, it reflects our new direction by placing social, economic, and environmental responsibility at the core of our education across management and liberal arts disciplines. As stated in the Executive Summary of the new Babson Strategy Statement, “The current economic crisis has taught us that it is simply inadequate to focus on generating profits without regard to how those profits are being generated.”

Both graduate and undergraduate curricula prioritize practice and action-oriented learning. In our graduate programs, curricula are designed at every level to broaden focus from profit-making to include social and environmental value generation, as well as to emphasize “world-changing” activity. On the undergraduate side, new curricula designed to prepare students to think and act entrepreneurially are emerging from three key themes:

- The importance of training students to understand themselves within the frameworks of their changing social, cultural, economic, political, and historical contexts
- The embrace of “social, environmental, and economic responsibility and sustainability” (SEERS) at the heart of all business practice
- An analytical method that builds upon both predictive and creative approaches to Entrepreneurial Thought and Action

The new graduate and undergraduate curricula, then, reflect innovations in both intended content of learning and in the form of delivery and the methods taught to students. The outcome of these changes is that our students graduate prepared to focus upon possibility, innovation, value creation, and action. As the White Paper emerging from the Undergraduate Task Force on Curriculum Redesign asserts, “Students need to be able to ask not *whether* a sustainability solution to a particular challenge is possible, but *how* to creatively develop, implement, and measure the effects of responsible and sustainable solutions.”



On the undergraduate level, one thing we have purposefully not changed is our award-winning integrated curriculum, built upon a three-tiered structure that weaves management and liberal arts coursework together to create a fully integrated program during four years of study. At Foundation (first-year), Intermediate (sophomore and junior years), and Advanced levels (senior year), core and elective courses are required in both management and liberal arts disciplines, presenting a holistic learning program that enables a multidisciplinary approach to the themes of the PRME: social, economic, and environmental responsibility.

The principles coming from the new Babson Mission and Strategy are incorporated into special elective courses and activities, and also are infused into our core offerings. Some examples of elective courses that reflect our commitment to the PRME:

Undergraduate:

- Business and the Environment
- Environmental and Sustainable Entrepreneurship
- Environmental Economic Policy and Analysis
- Global Warming, Business, and Society
- Imagining Sustainability: Nature, Humanity, Business, and the End of Sorrow
- Energy: Past, Present, and Future
- Social Entrepreneurship by Design
- Intolerance, Culture, and the Law
- Ethical Issues in Research and Technology
- After the Dictator (Spanish language and literature)
- Ethics/Contemporary Ethics
- Interdisciplinary Approaches to Human Rights
- International Film, Literature, and Economic Human Rights
- Literature and the Ascent of Money
- Philosophical Problems of Economic Justice
- Issues in Leadership and Ethics
- Business and Economic Policy in Developing Countries
- Business, Values, and Ethics in History
- Minority Voices in Entrepreneurship

Graduate:

- Green Marketing
- Sustainable Entrepreneurship Inspired By Nature
- Options for Creating Social and Economic Value
- Entrepreneurial Philanthropy
- Social Entrepreneurship
- Environmental Entrepreneurship
- Economics, Ethics, and Organization
- Corporate Social Responsibility
- Managing in a Diverse Workplace



Curricular innovations related to the PRME are not limited to elective courses; indeed, our core Foundation programs in both liberal arts and management are informed by a commitment to ethics and social, economic, and environmental responsibility. Both graduate and undergraduate required courses in Macroeconomics focus upon individual and collective social responsibility, and courses in negotiations regularly incorporate cases and role-playing exercises that focus upon issues of multiculturalism and ethics. Required first-year liberal arts courses are based upon themes related to social justice and—central to the new curriculum—examination of the self in context. Several Babson courses have incorporated the Principles for Responsible Management Education as materials for study and analysis, including Social Entrepreneurship on the graduate level, and Economic Human Rights on the undergraduate level. Art courses use post-consumer materials in the production of art in multiple media. Regular coursework in the Organizational Behavior section of the integrated Organizing for Effective Management course stream focuses on issues of ethics, identity, diversity, and cross-cultural interaction, and the final exam for that course stream asks students to consider the social and environmental impacts of outsourcing and/or changing product structure to make a product more environmentally sustainable in production, use, and disposal. In short, topics, methodologies, materials, and required work in courses across our curricula are infused with attention to social and environmental responsibility.

Babson also has increased its global course offerings to include more courses focused on socially responsible experiential and service learning. Each year, for instance, curriculum based service-learning courses are offered in South Africa and Ghana, respectively, in which students study the economies, histories, and cultures of the countries while teaching entrepreneurship to youth in disadvantaged areas (South Africa) or to community members (Ghana). In this way, students put their classroom knowledge of entrepreneurship to use by teaching citizens in countries with developing economies, while also gaining cross-cultural knowledge and skills that come with a traditional study abroad experience. Another off-shore course offers students the opportunity to travel to Norway to study environmental entrepreneurship, and Babson has developed a new course, Social Responsibility through Eco-Enterprise in Turkey, in which students learn about Turkish culture and society while also working with a local women's business that makes marketable goods from post-consumer and industrial waste.

Long a centerpiece of our practice-oriented education, Babson's Management Consulting Field Experience (MCFE) program has offered more options for consulting experience in the areas of social enterprise and environmental sustainability. Three consecutive teams of students have completed MCFEs in Rwanda, helping to develop an English Language Institute for professionals, an alternative health clinic, and, most recently, the Babson-Rwanda Entrepreneurship Center, which raised \$100,000 to help members of the Rwandan Private Sector Federation develop business ideas into action plans. We continue to develop global learning opportunities for students that, taken together, form a key platform for developing our commitment to PRME.

In addition, several graduate MCFE projects have focused upon social and environmental sustainability, as well as global cooperation. For instance, the Graduate Office of Experiential Learning has offered a Green MCFE course with five project sponsors and student teams focusing on companies facing business problems related to alternative energies and environmental sustainability. In addition, a graduate MCFE team this year conducted a feasibility assessment designed to promote global interactions and service opportunities between U.S. Muslim youth and international Muslim youth.

Finally, in 2009, Babson became host and home base for the innovative new *Giving Voice to Values* (GVV) curriculum, which will be featured at the Second Global Forum for Responsible Management Education. Developed



by business educator and consultant Mary C. Gentile in conjunction with the Aspen Institute and Yale University, GVV is a practice-based approach to ethics which has been piloted in more than 100 sites, including MBA programs at MIT, Stanford, Yale, INSEAD, and Harvard. In a nutshell, “Rather than a focus on ethical *analysis*, the *Giving Voice to Values (GVV)* curriculum focuses on ethical *implementation* and asks the question: “What if I were going to act on my values? What would I say and do? How could I be most effective?” (“New Approach to Business Curriculum”). The second *Harvard Business Review* article on this work appeared in March 2010, and another piece is forthcoming in the *Stanford Social Innovation Review* in September. Gentile’s book, *Giving Voice to Values: How to Speak Your Mind When You Know What’s Right*, will be released from Yale University Press this summer, and Babson is working on faculty development programs to begin to implement GVV principles and curricula at graduate and undergraduate levels. Among the many innovative pedagogies Babson has to share with the PRME community, the *GVV* curriculum is among the most significant, and we urge our colleagues to consider how this teaching approach might be incorporated into your programs.

These many curricular innovations are, of course, accompanied by cocurricular activities and events that are consciously leveraged to build upon classroom learning; here is a representative sample:

- Native American environmentalist and activist Winona LaDuke spoke on issues of ethics and justice, citizenship and responsibility, co-hosted by the Sorenson Center for the Arts, the Green Tower (student living-learning community devoted to environmental sustainability), and the History and Society Division in conjunction with its course *Crises in Citizenship and Community*
- Sudanese-American artist Elshafei Dafalla Mohamed held a three-week residency during which time he produced a Babson community installation, *Delirium II*, using fingerprints taken from more than 100 students, staff, and faculty, that invited our community to reflect upon our individuality, our interconnected humanity, and the impact we have on the world and one another. Mohamed visited several courses during his residency and delivered a major artist’s talk about the importance of embracing diverse religious, ethnic, and racial identities, as well as another installation and performance entitled *Unshackled Memory*, which memorialized those lost to the Trans-Atlantic slave trade.
- *Global Film Series*, showcasing films from a variety of global perspectives followed by facilitated discussion
- Jamaican-American Poet Claudia Rankine read from her four books of poetry addressing issues of global diversity, conflict, and responsibility
- Ethos Alliance campus initiative screening of *Crude*, film about oil eco-disaster in Ecuadorian Amazon and efforts to hold Texaco-Chevron responsible for corporate pollution and community displacement
- At the End of the Day, a four-part interactive forum on socially responsible enterprise, using the life and work of distinguished entrepreneur Alan Lewis as an exemplar
- Masai dancers and cultural educators, hosted by Babson African Students’ Organization, spoke with students about environmental devastation resulting from climate change in Kenya; event raised more than \$1,000 for Kenyan communities for educational purposes



Selected Student Organizations, Living-Learning Communities, and Initiatives

In keeping with Babson's entrepreneurial identity, each of Babson's student organizations and living-learning communities (theme-based residence halls) is highly active, hosting events, speakers, and activities. Here are some student groups that contribute to our campus-wide commitment to PRME:

- Babson Green Tower: living-learning community devoted to issues of environmental sustainability
- Babson ONE Tower: (Origins of Necessary Equality) living-learning community devoted to promoting multiculturalism and understanding across difference
- Babson Philanthropy Tower: living-learning community that cultivates a humanitarian spirit and promotes the use of an entrepreneurial mindset in order to create social profit
- Babson Energy and Environmental Club: promoting renewable energy technologies and working on campus sustainability—installed wind turbine in 2009!
- Net Impact: organization devoted to using entrepreneurship to create a better world
- Habitat for Humanity: annual student trips to build affordable homes in places such as El Salvador, Mexico, and New Orleans. In 2009–2010, Babson participated in three trips, sending 45 volunteers to El Salvador.
- Babson CUEs: (CommUnity Educators) student team working with Residential Life staff on issues of diversity and inclusion across campus
- Arise Africa Forum 2010: Graduate students designed and hosted the Arise Africa 2010 conference, meant both to introduce the Babson community to African culture and business, and also to help Babson to deliver an entrepreneurial education that engages with issues specific to African social and economic environments
- Be the Change: Undergraduate students designed and hosted the Be the Change conference, which hosted student teams from five universities participating in the American Association of Colleges and Universities Core Commitments program. Each team brainstormed a proposal for an initiative on their campus that would improve social and/or environmental responsibility and sustainability, and proposals were delivered in a Rocket Pitch competition. The winning teams were provided funds to implement their ideas.

Admissions and Recruitment: Diversity and Inclusion

In accordance with Principle 3, Babson is deeply cognizant of the necessity of creating a learning environment conducive to effectively instituting the curricular changes deriving from the Principles of Responsible Management Education. Perhaps most importantly, the work of fostering that environment begins with the creation of our community, including recruitment and support of students, faculty, and staff. Babson has worked hard to build a diverse, inclusive community whose members are committed to social and environmental responsibility, starting by funding several important recruitment and scholarship programs:

- Posse Scholars: Babson was the first business school to work with the Posse Foundation to offer full scholarship to students in danger of being overlooked; in turn, Posse Scholars naturally become change agents on campus, bringing diverse perspectives to this small New England college. According to Posse founder and President Deborah Bial, “Posse links powerful young leaders to highly selective colleges and universities. Through teamwork, students become leaders and real agents for change.” The Posse Program



requires a rigorous program of mentoring and retreats designed not only to support the Posse Scholars at Babson, but also to facilitate broader campus engagement with issues of diversity and inclusion.

- Bernon Scholars: The Bernon Scholar Program, associated with our Bernon Center for Public Service, recognizes and rewards community and civic engagement, distinguishing students who have committed themselves to service, community engagement, and social responsibility. The goal of the Bernon Scholar Program is to formally engage students in service work embedded in their academic and cocurricular experiences.
- Weissman Scholars: Babson’s most prominent scholarship program, selecting five student-leaders and providing tuition along with research and travel funds to give these students a springboard from which to “help create a better world.”
- Women’s Leadership Scholars: recognizes high-potential women leaders, based on academic achievement and demonstrated leadership
- Diversity Leadership Awards: given to those students with the greatest potential for leadership in creating a richly diverse environment at Babson

In addition to these efforts in recruiting excellent, diverse, and committed students, Babson has committed significant time and resources to increasing diversity—of staff, faculty, and students—as well as to creating a more inclusive, welcoming community for all of our members. We created the position of Chief Diversity Officer, and we established a standing Council on Inclusiveness and Community, made up of faculty, staff, and students, and charged with creating a diverse, multicultural and inclusive community and firmly embedding principles of diversity and inclusion into our regular operating procedures. A new Director of Multicultural and International Education position also has been created to define the intersection between multicultural education and internationalization, and to advance College strategies arising from this common ground.

Principle 4: Research

In addition to the research production of individual scholars and thought leaders among the faculty and staff at Babson, much of which focuses upon issues of social justice, responsibility, ethics, and inclusion across the business and liberal arts disciplines, Babson has several large-scale research projects that we consider to be part of our “action research” agenda; that is, research that has specific indicators for action embedded within its findings. These projects include, for instance, the research associated with the *Giving Voice to Values* curriculum (discussed above), as well as:

- The Global Entrepreneurship Monitor (GEM): The Global Entrepreneurship Monitor is the largest and longest-standing globally focused entrepreneurship research. Researchers from Babson College, the London Business School, and a university team for each participating country, explore the role of entrepreneurship in national economic growth. More than 200 scholars and researchers are currently participating in the GEM project. The results of GEM data analysis are used as a key benchmarking indicator by a number of distinguished regional, national, and supranational authorities around the world.
- The Diana Project: Babson is a partner on the Diana Project. Named after the goddess of the hunt, the Diana Project is a multiyear and multiuniversity study of female business owners and business growth activities. As entrepreneurship is central to economic growth around the world, the progress of women-owned businesses is vital for wealth creation, innovation, and economic advancement in all countries. The



Diana Project investigates the apparent disconnect between opportunities and resources in equity funding for high-growth, women-owned businesses.

- The Successful Transgenerational Entrepreneurship Practices (STEP) project: The STEP Project explores the entrepreneurial process within family businesses and practices for building legacies of social and economic wealth across generations.
- The MEL (Manager-Entrepreneur-Leader) Institute: This Institute, launched by Babson Marketing Professor Phil Dover, serves as a platform for research and debate on the role of the leadership team for sustainable growth through continuous innovation.

Other faculty and staff research that focuses upon issues of global social and economic responsibility includes:

- A faculty member alliance with the New England Forestry Foundation, a not-for-profit group that promotes sustainable forestry. Research includes a sustainability project at the Quabbin Reservoir in the Swift River Valley, MA, studying and capturing, in text and images, the challenges and possibilities of managing the forests, wildlife, and economies in a sustainable fashion.
- A faculty member serving on the Golden Rice Humanitarian Board, a grouping that pushes for the commercialization of Golden Rice to alleviate Vitamin A deficiency in developing countries, provided workshops for MBA market researchers from the Manila-based Asian Institute of Management to do field research and to bring modern marketing research principles to their work.
- Based on research on the relationship between the Town of Wellesley and its economically “poor” population, a faculty member in Entrepreneurship is leading an ongoing dialogue with members of civic organizations and the Town of Wellesley designed to create initiatives to be launched in 2011 by Babson College and cooperating corporations to provide sustainable alternatives to welfare as a means of reducing poverty in our community.

Finally, a list of publications, presentations, and works in progress that we hope will be of interest to our PRME colleagues for their own research and teaching is amended to this document.

Principles 5 and 6: Partnerships

As part of the strategy to meet our new mission with its focus on global social and economic responsibility, Babson has increased its partnership capacities in multiple sectors, and has enjoyed tremendous success in our goal to democratize entrepreneurship education and catalyze social and economic value creation everywhere. Our initiatives have taken us into the White House, the boardrooms of major corporations, and to civil and educational organizations all around the world:

- Babson supported the Obama administration in creating the first Presidential Summit on Entrepreneurship in April 2010. More than 250 participants from 50 countries, mostly representing countries with large Muslim populations, attended the summit, which was designed to strengthen connections between business leaders, foundations, and social entrepreneurs in the United States and Muslim-majority countries (MMC), including their minority populations, and Muslim communities around the world. Based upon this partnership, Babson has been asked by the Department of State and the White House to develop a set of similar summits on Social Entrepreneurship.
- New partnerships to build educational institutions focused on entrepreneurship in Abu Dhabi, United Arab Emirates, and Jeddah, Saudi Arabia, respectively, hold social value creation as central to their missions.



- Babson participated in this year's Rainbow PUSH Coalition conference, with Babson President Leonard A. Schlesinger as a panelist along with Martin Luther King III and others discussing opportunities for social change through business. The Rainbow PUSH Coalition, founded by the Reverend Jesse Jackson in 1996, is a multiracial, multiissue, progressive, international membership organization dedicated to improving the lives of all people by serving as a voice for the voiceless and to protect, defend, and gain civil rights by leveling the economic and educational playing fields. President Schlesinger spoke about Babson's commitment to using entrepreneurial education to "democratize entrepreneurship" as a global value-creation tool.
- Babson is partnering with Goldman Sachs in their *10,000 Women* project, a five-year investment to provide 10,000 underserved women around the world with a business education. Babson is using this work as a foundation to build research and further partnerships to help support the social and economic value created through the initial initiative.
- Babson faculty members have partnered with the Center for Women's Business Research on a national, multiyear research project designed to identify the barriers and challenges that women of color face in the pursuit of business growth and to create individual, community, and ultimately, national action plans to overcome those barriers.
- A Babson faculty member partners with a local anti-poverty NGO, Cradles to Crayons, to run major clothing drives and to create service-learning curricula and opportunities.
- Babson is a member of the Global Business School Network, an international nonprofit organization working to strengthen management education for emerging markets through a unique global network of business schools.
- Babson has been selected as one of five universities to comprise the second Ashoka Changemaker Consortium. Ashoka, the world's largest network of social entrepreneurs, and our membership in this group enables all members of our community to share best practices for social change while also supporting new ideas and ventures.
- Babson is partnering with Latrobe University in Melbourne to co-host the Annual Conference on Accounting and Organizational Change, bringing together academic and accounting researchers to consider how accounting is implicated in facilitating or impeding organizational change. This year's conference takes Organizational Change for Social Good as its theme.
- Babson faculty member John Whitman is partnering with internationally acclaimed filmmaker Mary Mazzio, the National Cooperative Business Association, and the International Cooperative Alliance, to make *Cooperative Youth*: a compelling, new documentary on the power of youth cooperatives to create both economic and social value, worldwide.

Perhaps most significantly, Babson's commitment to PRME is demonstrated in our leadership role in the Globally Responsible Leadership Initiative (GRLI), which in essence imagined and put into practice the Principles for Responsible Management Education. Babson Undergraduate Dean Dennis Hanno has been a board member of GRLI since October 2008, and, this year, Babson hosted the GRLI General Assembly, which met just after the PRME meeting in New York. Our program, Shifting Gear: Globally Responsible Leadership and Entrepreneurial Thought Leadership, brought Babson's emphasis upon social entrepreneurship to bear upon ongoing GRLI conversations about the elements and practices of globally responsible leadership.



Conclusion: Taking the Principles to Heart—and Into the Future

We would like to conclude our report by emphasizing the extent to which our manifestation of the Principles for Responsible Management Education is organic and authentic, infusing our organizational practices and informing our future aspirations. At every level of organization, Babson is committed to the values espoused by the PRME.

- This year, President Schlesinger signed the American College and University Presidents' Climate Commitment, pledging to work toward neutralizing Babson's greenhouse gas emissions while accelerating research and education to help restabilize the earth's climate.
- Our Director of Facilities, Shelley Kaplan, has worked tirelessly on our Green Campus Initiative, which has worked to improve lighting to reduce lighting levels and energy use, better exhaust and ventilation rates to meet industry standards, and optimizing computer usage. As a result of these simple practices alone, Babson's energy use was down 6 percent in one year.
- The Babson Sustainability Steering Committee is a college-wide committee comprised of faculty, staff, and students who work together to identify opportunities for energy and water conservation and efficiency, use and purchase of sustainable products, and reducing the campus' carbon footprint. This group performed a Sustainability Survey and Report that outlined near-term and longer-term goals and initiatives to build on current sustainable practices at Babson.
- Babson has greatly expanded both its energy management and recycling programs, with significant success. We recently installed nearly \$500,000 in energy-efficiency improvements that will save \$322,000 a year. In terms of grounds management, we have implemented an organic fertilization program for all our campus lawns, changed from all-wood mulch to a combination of wood and compost, and upgraded our campus irrigation controls to have more control of irrigation schedules and water usage.
- This year, Babson shifted to online delivery of all grades, student academic plans, and undergraduate degree checklists, thereby saving reams of paper and demonstrating our globally responsible leadership and commitment to environmental sustainability.

Future plans, with dedicated resources committed to implement them, include a partnership between Babson, the Franklin W. Olin College of Engineering, and Wellesley College to design a joint certificate program for students interested in environmental sustainability, as well as building upon resources centered in our Lewis Institute to create new courses in social entrepreneurship, corporate social responsibility, and social innovation in American cities. Such educational innovations through the Lewis Institute will extend to the graduate and executive education levels, focusing on educating social entrepreneurs—leaders prepared to improve the business outcomes and social impact of their organization's current efforts and investments in CSR. We plan to build on our existing case-writing activities to include many more cases focused upon social responsibility and hybrid organizational models that embrace social and economic value-creation, and, this fall, we launched a new Babson tradition focused on social entrepreneurship during first-year orientation: *From Day One: Making a Difference*, introduces the entire incoming class to the broad notion of social entrepreneurship and social change, exploring what social impact can be at Babson as a beginning immersion into our culture.

Indeed, the name of this initiative, From Day One, captures our feeling about committing to the UN PRME now and in future: that commitment will be evident to our students “from day one” on campus, and will permeate our institutional culture from the ground up.

Faculty Publications, Presentations & Works-In-Progress Related to PRME

Published

Articles

- Greenberg, D.N., Clair, J., & Ladge, J. 2009. Negotiating pregnancy at work: Public and private conflicts. *Negotiation and Conflict Management Research*: 2(1): 42-57.
- Hotchkiss, C. “Modern Law for Global Supply Chains: The Rotterdam Rules,” *Business Law Review* 2009.
- Gai, Y. “Investment in Nutrition: A Global View of Donations in Direct Nutrition Intervention,” *Journal of Development Alternatives and Area Studies*, Vol. 28, No 1, 2009, pp 226-269.
- Allen, I.E., Brush, C. and Neck, H. “The landscape of social entrepreneurship.” *Business Horizons* 52, 2009, 13-19.
- Brush, C. “A Gender Aware Framework for Women’s Entrepreneurship” with A. de Bruin and F. Welter, *International Journal of Gender and Entrepreneurship*, 1:1, 2009, 8-23.
- Brush, C. “Diana: A Symbol of Women Entrepreneurs’ Hunt for Knowledge, Money and the Rewards of Entrepreneurship” with N. Carter, P. Greene, M. Hart, E. Gatewood, *Small Business Economics*, 32:2, 2009, 129-144.
- Whitman, J. “Measuring Social Values in Philanthropic Foundations.” *Nonprofit Management & Leadership*, Vol. 19, No. 3, Spring 2009, pp. 305-325.

Presentations

- Bell, J. & Lundblad, H. Exxon Valdez, an analysis of 20 years of accounting for environmental disaster. Portland State University, Conference on Business and Sustainability, November, 2009.
- Hotchkiss, C. “The Founder’s Dilemma: Special Ethical Challenges and Opportunities for Entrepreneurs,” Annual Meeting of the Academy of Legal Studies in Business, Denver CO, August, 2009.
- Lester, T. “Harassment, Retaliation and Relief—Can Laws Like the Proposed Employment Nondiscrimination Act Improve the Plight of Gay Employees?” Valparaiso Law School (Fall 2009).
- Lester, T. “The Pedagogy of Inclusion – Teaching about Sexual Orientation and Homophobia,” Valparaiso Law School (Fall 2009).
- Lester, T. “Animals Rights and the Food Industry,” Conference on the Future of Food, Center for the Environment, Wellesley College (Fall 2009).
- Goldberg, E.S. “Reading, ‘Righting,’ and Recognition: Literature and Human Rights in the New Global Era.” Scholars’ Symposium, Department of English, University of Tampa, 23 September 2009.
- Goldberg, E.S. “Explosions in Black and White: Race, Gender, and Human Rights in Caryl Phillips’ *Cambridge* and *A Distant Shore*.” African Literature Association, University of Vermont, 15-19 April 2009.
- Goldberg, E.S. “Literature and Economic Human Rights: A Post-Marxist Reading of Aravind Adiga’s *The White Tiger*.” For panel *Human Rights Literary Culture Within/Against Globalization*. American Comparative Literature Association, Harvard University, 26-29 March 2009.
- Goldberg, E.S. “The Missing Frontier: Literature and Economic Rights.” Series in Human Rights. University of North Carolina, Greensboro. 19-20 February 2009.
- Rademacher, V. “Transatlantic Crossings: Post-Dictatorship Transitions and Cultural Transformation in Spain, Argentina, Chile.” International Conference on Development & Assessment of Intercultural Conference, University of Arizona, 30 January 2010. (published proceedings)
- Gai, Y. “Family Structure, Parent Social Capital and Early Childhood Health,” Southern Economics Association 79th Annual Conference, San Antonio, Texas, 21-23 November 2009.
- Harris, N. “Principles of Environmental and Resource Policy: Uses and Limits of Conventional Economic Analysis,” guest lecturer in 21st Century Entrepreneurship, College of the Atlantic, Maine, Summer 2009.
- Ceru, D. “Entrepreneurship & Empowering Women,” Keynote Graduation Address, Barcelona Active, Barcelona, Spain, October 2009.

- DiCarlo, L. “Social Entrepreneurship in Context: The Garbage Ladies Project,” BIARI, Brown University, Providence, RI, June 2009.
- Whitman, J. “Social Values as an Alternative to GDP as a Measure of National Well-Being,” Urban Institute, Washington, DC, 26 August 2009.

Book Chapters

- Jones, K. “Regionalism and Problems of Representation in the WTO,” in John-ren Chen, Christian Smekal, and Karl Socher (eds), *Contributions to the Study of International Institutions and Global Governance*. Innsbruck: Innsbruck University Press, 2009.
- Neck, H.M. (2010). Social entrepreneurship. In B. Bygrave and A. Zacharakis eds. Portable MBA in Entrepreneurship, Wiley, pp. 411-436.

Edited Book

- *Women’s Entrepreneurship and Growth Influences: An International Perspective*. Ed. C. Brush, C. Henry, A. de Bruin, E. Gatewood. Cheltenham, UK: Edward Elgar Publishing, 2010.

Book Review

- Whitman, J. “Teaching U.S. History to Advance Social Justice.” Invited book review of *Interpreting National History: Race, Identity, and Pedagogy in Classrooms and Communities*, by Terrie Epstein. New York: Routledge, 2009. *Teachers College Record*, Columbia University, <http://www.tcrecord.org/Content.asp?ContentID=15497>.

Works in Progress

Articles

- Bell, J. & H. Lundblad. A Comparison of ExxonMobil’s Sustainability Reporting to Outcomes.
- Lester, T. Teaching about environmental issues.
- Way, M. “Divorced Parents, New Spouses and Giving to Children of Prior Relationships”
- Way, M. Divorce, Remarriage and Inter-Vivos Transfers from Parents to Adult Children in Mexico”
- DiCarlo, L. Social Entrepreneurship in Context
- Neck, H.M. Skills, knowledge, and incentive for starting social ventures: Implications for social entrepreneurship education, with Susan Mueller.

Case studies

- Bell, J. History of Sustainability at Sodexo. Case for MBA students.

Book Chapters

- Rademacher, V. “Playing for Real: Simulated Games of Identity in Spain’s Gen X Narrative,” in *Generation X Goes Global*.
- DiCarlo, L. The Importance of Identity and Context in Management Education, with S. Deets.

Edited Books

- *Teaching Literature and Human Rights*. Ed. Elizabeth Swanson Goldberg and Alexandra Schultheis
- *Theoretical Perspectives on Literature and Human Rights*. Ed. Elizabeth Swanson Goldberg and Alexandra Schultheis.
- Greenberg, D.N., McKone-Sweet, K., & Wilson, J. *Entrepreneurial Thought and Action for a Better World*

Book

- Godwyn, M. and Stoddard, D. *Minority Women: the (In) Visible Entrepreneurs*.