Fordham University
New York, U.S.A.

Gabelli School of Business

Graduate School of Business Administration

Sharing Information on Progress
United National Global Compact Initiative
Forum on Principles for Responsible Management Education

June 2013
# Fordham’s Submission in Progress 2013

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from Highest Level Executive</td>
<td>3</td>
</tr>
<tr>
<td>Statement of the Six Principles for Responsible Management Education</td>
<td>4</td>
</tr>
<tr>
<td>Principle 1 - Purpose: Jesuit Principles and University overview</td>
<td>5</td>
</tr>
<tr>
<td>Principle 2 - Values: Highlights of Faculty and Programs</td>
<td>8</td>
</tr>
<tr>
<td>Principle 3 - Methods and Educational Frameworks</td>
<td>14</td>
</tr>
<tr>
<td>Principle 4 - Research: A compilation of faculty research 2007 – 2011</td>
<td>20</td>
</tr>
<tr>
<td>Principles 5&amp;6 - Partnership and Dialogue: Corporate Partners and Events</td>
<td>24</td>
</tr>
</tbody>
</table>
In posting this 2nd PRME report, the Fordham University Business Schools show their strong commitment to the Principles for Responsible Management Education (PRME). We are also pleased to report that we have recently been invited to join the PRME Champion’s Group in a leadership role where we will meet more schools and businesses engaged in the PRME message.

In our first 2011 report, we highlighted a number of new initiatives intended to stimulate PRME thinking on the part of our faculty, students, and administrators. Now in our 2013 report, we can identify more faculty than before who are actively engaging students in the PRME values through their teaching and research. It is exciting to see how their educational innovations are creating a unified message across the traditional “silos” of academic areas.

We have launched several new initiatives in 2011-2013. The first is our growing Sustainable Business Minor, created jointly with Fordham’s liberal arts college. Courses in the minor have been filling to capacity, and we are pleased to be adding electives in the areas of Finance, Digital Technologies, Microfinance, and Ethics, with more courses being planned. The second initiative is the new Integrated Core for sophomore students requiring them to work through the same cases and educational materials across different core subjects so they gain the perspective needed to see the relationships between business and societal challenges. Third, we have added new global sustainability courses to the MBA program.

We also have four research centers related to the PRME message, two of them new since our last report in 2011. They are our Centers for Humanistic Management (new), Digital Transformation (new), Healthcare Innovation, and Positive Marketing.

Globally, in 2012, we co-founded the Sustainability Affinity Group for Jesuit Business schools in PRME where we are working to broaden the PRME membership. Our goal is to achieve 50 International Association of Jesuit Business School (IAJBS) member signatories by the time of the IAJBS annual meeting in Seoul, Korea 2014. We have also played a very active role in the creation of the IAJBS Journal of Management for Global Sustainability, which strongly supports the PRME.

We believe that the curricular, extracurricular, research, educational, and network strategies contained in the pages of this report are helping our community recognize the delicate balance between business and society. Raising this awareness will empower our students in meeting the real world challenge of creating business profits while also creating value and benefit for future generations.

Sincerely,

Donna Rapaccioli, PhD.
Dean of Gabelli School of Business
Dean of the Faculty of Business
The Principles for Responsible Management Education

As an institution of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

**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.

**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.

**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, students, business, government, consumers, media, civil society organizations, and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
**Jesuit Academic Principles**

Fordham University has a long history of dedication to values-centered education, consistent with the Jesuit principles of *Cura personalis* (care of the individual person), *Homines pro aliis* (men and women for others) and *Magis* (more, i.e., never ending improvement). The complex problems facing our students include the global challenges of extreme poverty, natural resource depletion, political unrest, chronic financial instability, and rising mistrust of business enterprises. We must prepare our business students to face these challenges by balancing profit creation with caring for Creation. This mission embodies the goal that our graduates will foster a global society that is both ethical and sustainable far into the future.

"From the very beginnings, Jesuit education has been characterized by a number of different qualities: We have a great emphasis on care for the individual student; We have a great desire to introduce excellence and rigor into the classroom and every subject we teach; Third, we believe that students have to be invited to wrestle with the great ethical issues of their time. We want them to be bothered by the realization that they don't know everything and bothered by injustice." —*Joseph M. McShane, S.J., President of Fordham University Quotation taken from the David Hartman PBS program, "A Walk Through the Bronx"

**An Overview of Fordham University’s Business Schools**

Founded in 1841, Fordham is the Jesuit University of New York, offering exceptional education distinguished by the Jesuit tradition to approximately 14,700 students in its four undergraduate colleges and its six graduate and professional schools.

Fordham has two business schools: the Gabelli School of Business (GSB, and formerly the College of Business Administration, CBA) offering undergraduate day and evening programs that lead to Bachelor of Science degrees in Applied Accounting and Finance, Accounting Information Systems, Finance, Management of Information and Communications Systems (MICS), Marketing, and Public Accounting. Additionally, students may also pursue a Bachelor of Science degree in Business Administration, in which they can choose among a number of concentrations. An administration degree is also available, along with numerous options for specializations. Minors in Business Law and Ethics, or in any liberal arts area (via Fordham’s College at Rose Hill) are also available. GSB classes are taught primarily at Fordham’s Rose Hill campus in the Bronx.

Fordham’s Graduate School of Business (GBA) includes full time, part time and an executive program (EMBA). Students can earn a Master of Business Administration with six area concentrations offered in Accounting & Taxation, Communications & Media Management, Finance & Business Economics, Information and Communication Systems, Management Systems, and Marketing. Additionally, 12 Master of Science degrees are now offered in

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**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.
Accounting, Business Analytics, Business Enterprise, Global Finance, Information Systems, Investor Relations, Marketing Intelligence, Media Entrepreneurship, Media Management, Taxation, Quantitative Finance, and a 3 Continent Master of Science in Global Management. GBA’s courses are taught at the Lincoln Center campus in New York City and also at the Westchester Campus in West Harrison, New York. The EMBA program is offered at Lincoln Center and Westchester.

Fordham has a long tradition of teaching Jesuit values of ethics, social justice, and caring for others, embodied in all areas of the university and reflected in its commitment to the PRME. Teaching students to think in terms that consider ethical decision-making is a basic tenet of a Fordham education.

**Fordham Business School Deans and PRME Related Initiatives**

Dean Rapaccioli, Ph.D., Dean of the Gabelli School of Business, and Dean of the Faculty of Business (for both graduate and undergraduate faculty), has been involved in many efforts to bring the message of social justice and sustainability to her leadership at Fordham. Highlights of her efforts in this area include:

- Development and launch of a Sustainability in Business Minor joint program with Liberal Arts Dean Michael Latham started in the Fall of 2011. Registration has been strong in these courses which have been filled to capacity.

- Steering Committee member of the Fordham University Consortium for Social Justice, created in 2009. Linking 19 separate areas of the University, the Consortium aims to facilitate information sharing among the wide range of University members working on social justice concerns, including research, programmatic, academic, and service activities. The purpose is to provide opportunities for dialogue to bring light to social justice educational initiatives across all Fordham campuses.

- Dr. Rapaccioli initiated Fordham’s relationships with the UN Global Compact in 2007 with the PRME in 2010, and with the PRME Champions Group in 2013. Her intention in forging these partnerships is to enhance student and faculty opportunities for learning about social, economic and environmental global challenges. Dr. Rapaccioli says: “business is about maximizing the wealth of all stakeholders. People, planets and profits are all important, and their relative significance may change, depending on where one stands at any point in time. Overall, the importance and delicate balance of all three must be recognized by business leaders. It is our role to encourage our students to explore these concepts as we prepare them for the future.”

- Participant in the United Nations Global Compact Development Fund for Women (UNIFEM). This Fund seeks to support the empowering of women to participate fully in economic life across all sectors and throughout all levels of economic activity.
David Gautschi, Ph.D., Dean of the Graduate School of Business, also brings a strong commitment for social justice and global sustainability to his new position at Fordham. Dr. Gautschi has extensive experience in creating business education programs incorporating sustainable technologies, particularly in the context of the global economy. He has initiated a number of exciting additions to the graduate business school at Fordham, including:

- **Entrepreneurship Program** - to provide students with the core building blocks of entrepreneurship to challenge them to think, feel, and act differently to really understand how to “truly make a difference and take the road less traveled.”

- **Masters in Business Enterprise** - uses an experiential learning approach to highlight basic business skills, processes and contexts as well as contemporary issues related to sustainability, among others, in the business world.

- **Masters in Global Management across 3 Continents** - a unique global master’s degree where students study at 3 premier business schools across 3 continents to understand the interdependences of the global community. Partners in the program include Antwerp Management School in Belgium and Xavier Institute of Management in India.

- **Fordham Accelerator for Business** - a 12 week intensive course designed to prepare entrepreneurs to launch a business. Created as an entrepreneur’s “boot camp” the process from idea inception to business launch includes a holistic approach to business that’s “uniquely Fordham” - in the Fordham educational tradition of *cura personalis*, or care for the whole person, FAB participants will receive personal mentoring and will be trained to understand all aspects of new business development, including the societal value of business, and the responsibilities of business leadership.

*The development of ethics, social justice, and sustainability principles in our students is enthusiastically supported by Fordham Business Schools faculty and administration, and it is our vision that sustainability perspectives be at the forefront of a Fordham business school educational experience. Ultimately, Fordham’s goal is that the global sustainability values reflected in the PRME will become the building blocks in all subject areas in the business schools.*
**Principle 2 – Our 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.

**PRME Related Funded Chairs, Academic Programs, and Research Centers**

Fordham has developed numerous curricular, research and extracurricular strategies in both the Graduate School of Business and the undergraduate Gabelli School of Business to bring the PRME values to the forefront. Highlights are below, starting with the graduate school, and followed by undergraduate. The fact that faculty are shared between the two schools provides opportunities for undergraduate students to register (by permission) for graduate level courses related to the Sustainable Business Minor, and to interact with faculty who are doing research in a graduate setting. The faculty are now creating undergraduate courses to mirror what had originally been offered to graduate students previously- in recognition of the increasing importance for embedding the PRME values early. This melding between graduate and undergraduate teaching is a tremendous asset for the undergraduate students who are motivated to push beyond what might be set boundaries in other institutions.

One of the earliest initiatives at Fordham in the Business Schools was the creation in 2004, through a generous alumnus gift, of the **James A. F. Stoner Faculty Chair in Global Sustainability.** The Chair position currently supports research, publication, course development, and social action on global sustainability. Dr. Stoner, is the third chair holder since its inception and is currently teaching **Developing the Sustainable Mindset, and Spiritual and Religious Contributions to Global Sustainability,** just two of ten graduate management area seminars and courses he has developed or co-developed on global sustainability since the founding of the Chair. Dr. Stoner believes that “global sustainability is, at its core, a spiritual problem” and he brings this perspective to all his teaching, research and writings.

Dr. Stoner has been active in the International Association of Jesuit Business Schools (IAJBS) efforts to bring a greater number of member schools to the PRME. In addition, he is the co-founder of the new IAJBS Journal of Management for Global Sustainability, which strongly supports the PRME.

The **Global Sustainability Designation** earned by students in the graduate business school was launched in 2008 as the result of a student team project in one of Dr. Stoner’s courses. Over 50 courses have been identified in total.

Another key academic area where sustainability and the PRME are being embedded is in **Sustainability in Finance,** being taught by **Associate Professor Frank Werner, Ph.D.** An outspoken advocate for viewing finance models from a different perspective, Dr. Werner gives his students an eye opening experience when they attend this graduate course, now in its 4th year. Dr. Werner speaks internationally on the topic, and in 2010 published a book titled: “The Amazing Journey of Adam Smith” that describes how
Associate Professor Sharon Livesey, J.D., is another faculty member actively engaging students in the PRME thinking in her graduate and undergraduate classrooms. Her research explores the relationship between language and social change, particularly as relates to the role of business in promoting more socially- and environmentally-friendly practice. Dr. Livesey’s published work on business and sustainability includes studies of business-environmental partnerships, corporate social and environmental reporting, and business response to environmental crises. She is currently teaching negotiations and cross cultural communications to undergraduate students, often incorporating case studies that involve societal problems. Her graduate courses include: Management & Communication for Global Sustainability, in which students are asked to imagine being part of an organization becoming more socially and environmentally responsible while serving the needs of its shareholders, customers, employees, and community. They are asked to consider how they might create change within the organization by overcoming obstacles and building influence from the ground up. Dr. Livesey’s other graduate course is Global Citizenship: Managing for Business & a Better World, which centers on the theme of
tomorrow’s managers will have to be analytical and creative at the same time, in order to be effective decision makers. Their world is one fraught with uncertainties due to globalization, technology and innovations. We train our students to combine people and data skills, acquire the necessary tools, and help them discover their own talents at becoming leaders with integrity.”

-Falguni Sen
Director, Global Healthcare Innovation Management Center
Area Chair of Management Systems
Joined Fordham 1986
pressures), the organizational level (environmental and social equity, in management education.

The Fordham Graduate School of Business Administration launched in 2010 the Global Healthcare Innovation Management Center, specializing in researching the development and application of new healthcare management models. According to Professor Falguni Sen, Ph.D., the Center’s founder, its goals include making a vital contribution to the development of managerial styles that foster efficient and socially responsible healthcare innovations. Such innovations benefit relevant industries and enhance the public good on a global scale. “When people don’t have their basic needs met— that is, the health and functioning of their community as a whole, is not possible, they cannot contribute to the vision of a sustainable world,” explains Dr. Sen.

Assistant Professor Michael Pirson, Ph.D., brings to his students a strong view of sustainability from a human systems standpoint. Dr. Pirson founded and is directing the Sustainable Business Minor, a new program at the Gabelli School of Business, co-taught with faculty from both the Gabelli School of Business and Fordham’s College at Rose Hill. Sustainable Business Minor

Dr. Pirson’s teaching spans both graduate and undergraduate. In addition to the Sustainable Business foundations course, his other courses include Social Entrepreneurship in which creation of social value through principles of entrepreneurship is discussed, and Leadership for the 21st Century that presents challenges to organizations on the systemic level (environmental and social pressures), the organizational level (employee commitment and stakeholder trust), and the individual level (happiness) and examines ways of dealing with them proactively.

On the research side, in 2012, Dr. Pirson created The Center For Humanistic Management. The center works in an interdisciplinary manner across the humanities and the social and natural sciences to improve the condition of human existence by seeing business as a foundational element of society that can serve to improve the state of human development. The Institute pursues research focusing on how humanism can guide thinking on the future of market economies and the role of business. It is part of a global network linked not only to its partner institute in Berlin, but also to similar centers in about a dozen countries worldwide. Dr. Pirson was one of the founding members of this worldwide network of research centers, in addition to the Center for Humanistic Management at Fordham. Center for Humanistic Management

The Gabelli School of Business also offers an outstanding experience in its Fair Trade Program, folding together Sustainable Business, International Service Learning (ISL), and Microfinance. This program has been called the “most globally and socially conscious endeavor, to date.” Founded and directed by Clinical Associate Professor Kate Combellick, Ph. D., who teaches three courses that foster related consulting and international travel opportunities. These are: Fair Trade and Microfinance in which the students engage in consulting projects with partner business schools currently in India (and in Kenya formerly), Spirituality and Fair Trade in which the students examine economic injustice through a spiritual lens, and Entrepreneurship & Fair Trade
focusing on economic injustice and entrepreneurial opportunity through Fair Trade initiatives. **Gabelli Fair Trade Program**

In 2011 another new research center, **The Center for Digital Transformation**, was founded to foster an understanding of the role of digital technologies in transforming businesses so they, in turn, may help transform society to be globally sustainable. **Wullianar Raghupathi, Ph.D., and LL.M** in Intellectual Property Law, founded the Center with **Associate Professor and Area Chair Evan Katsmakas, Ph.D.**, and they have already hosted a Smart City Symposium in May of 2012, and more recently, received a faculty grant from IBM to examine the use of analytics in smart city design. His courses include **Analytics for Smart Cities** where sustainability is a key precept for the use of technology to reduce carbon footprints. Additionally, in 2013 Dr. Raghupathi will be teaching a course he created called **Sustainability, Technology, Law and Policy** that addresses issues of Intellectual Property affecting sustainable designs and smart city development. He is currently working on a book of the same name to be published by NexisLexis. This book encapsulates many of Dr. Raghupathi’s teaching and research interests: clean air, bio fuels, genetically modified foods, nano technologies, information and communication technologies, and other facets of IT that have the potential to powerfully impact sustainability of the planet.

A third teaching and research Center, **The Center for Positive Marketing**, was launched in 2011 by **Professor and Area Chair Dawn Lerman, Ph.D.**. Dr. Lerman explains the concept behind this new center this way: “We founded the Center for Positive Marketing to promote marketing as a force for good in the world. Business in general, and marketing in particular, is often maligned as a force for evil. However, this is not at all how my colleagues and I see marketing. We truly believe that marketing is intended to do good, and we wouldn’t train students as marketers if we didn’t. Yet our business discipline is not perceived that way, and why is that? What can we learn about consumers and marketers that would help ensure that marketing is, in fact, a social good? And so we coined the term “positive marketing,” which we define as marketing in its most ideal form. We would say that ideal marketing occurs when an organization improves an individual's life by identifying and satisfying his or her needs. And then in turn, the individual willingly gives..."
back to the organization in some form—maybe monetary payment, word of mouth, loyalty, or other considerations.” See link: Center for Positive Marketing

Associate Professor of Marketing, Lerzan Aksoy brings a strong commitment for social sustainability to her marketing classes. Her publication “Why Loyalty Matters,” was co-authored with Timothy Keiningham, a customer service expert. They say that loyalty is important because it builds relationships that form the social glue that binds people together, and that loyalty is based on commitment and devotion to an ideal, a group or an individual. Keiningham and Aksoy say, “Living a loyal life requires that we recognize the formal and implicit commitments we have made to others.” Most often loyalty is viewed as a form of reciprocity—an obligation we have as part of a social contract. We expect loyalty from those we have treated well and when it is not forthcoming we feel betrayed. Loyalty to the family group or tribe probably served as the prototype for all such relationships and is especially painful when breached. Dr. Aksoy also co-chaired the second annual conference for Positive Marketing at Fordham University in early 2013.

Dr. Aksoy has also been at the forefront of planning the new Integrated Core curriculum for sophomores in the Gabelli School of Business. “By sharing cases across different disciplines, our students see the implications of decisions having repercussions to all other areas of business. The PRME values are woven together throughout the entire curriculum.”

Also in the Marketing area, Assistant Professor Luke Kachersky, Ph. D. learned the importance of the PRME values while working in his family’s retail operation where he learned to take the time to assess what the customer truly wants and to build loyalty from honest and open exchanges. Thus began a lifelong passion for marketing and its ideals. Dr. Kachersky is currently teaching a course titled Consumer Social Responsibility that focuses on the question: If the goal of business is to make customers happy, then is it incumbent on consumers to value things that are socially responsible? The course is aimed at exploring the consumer’s role in shaping the social environment and, as such, focuses on demand-side issues of social responsibility.

Dr. Kachersky is also involved with research for building a Consumer Value Index, V-Positive. The objective of V-Positive is to measure consumer well-being, defined as the extent to which people’s lives are being improved via their engagement with marketers.

In teaching undergraduate Business Ethics, Professor Kevin Jackson, Ph.D., J.D., displays a graph on the board that shows the steady climb of the earth’s overall temperatures. Without labeling the X and Y axes, he asks “if this were a stock, would you be inclined to invest in it?” Professor Jackson explores the connection between morality and economic success with his students and provides a perspective that goes straight to the heart of the PRME values.
The **Gabelli School of Business Service Learning Program** offers students an additional way to integrate their business coursework with a community service project in New York City. The program allows students to earn one additional credit for a

This service learning program was enhanced in 2008 when Fordham University opened the **21st Century Community Learning Center** in the Bronx, through a $2.4 million grant from the New York State Department of Education. The goal is to help middle school and high school students recover school credits while also training their parents and other area adults in technology skills needed in the workforce. Gabelli School of Business students have made up a large number of the mentors in the program.

*Fordham College at Rose Hill student Katie Schaller tutors a Bronx high school student at the 21st Century Community Center.*
Principle 3 - Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Curriculum and Educational Frameworks

The Jesuit principles of education direct us to look beyond traditional business content and to engage the whole of the student. In doing so, we strive to present active learning opportunities, whether through classroom team projects, consulting opportunities, internships, or international immersion travel.

“Immersion in a topic or a case study is the only way that students discover the values that they already hold within themselves. Values cannot be taught in a lecture.” – Professor Falguni Sen

The programs and educational frameworks described below are highlights from the Fordham Business Schools that relate directly to the PRME values.

A number of Graduate School of Business Administration courses on the Global Sustainability Designation List are sustainability specific management courses created around the educational framework of active learning strategies. One member of the faculty using this strategy to engage students in the PRME values is Professor James Stoner, Ph.D. who is also Chairholder of the James A.F. Stoner Sustainability Chair. His courses incorporate collaborative projects that require the students to create hands-on solutions to sustainability problems beyond the walls of the classroom. Through this active learning approach, Dr. Stoner has transformed traditional classroom techniques and feels that these collaborative, cooperative projects are highly effective in engaging the students.

Dr. Stoner’s courses have included:

- Spiritual & Religious Contributions to Global Sustainability
- Arts & Global Sustainability
- Getting Green Done
- Leading and Managing for Global Sustainability: A Participative Action Workshop
- Sustainability Mindset
- Global Sustainability: Managing the Business Risks of Climate Change

Dr. Stoner juxtaposes the traditional concept of sustainability according to the Brundtland Commission in 1987: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” with his own version based on a social justice definition: “sustainable development is the creation of a world that works for everyone with no one left out”.

Another faculty member using active learning strategies in the Information Systems area is Professor W. “RP” Raghupathi. He requires the students to engage directly with text and web materials as they formulate solutions to problems posed in class. In addition, Dr. Raghupathi has partnered with IBM and other companies in a recently developed Business Analytics curriculum that has immediate real world implications where students are able to find patterns in vast amounts of data and to extract actionable insights. Business analytics is currently at the forefront of energy consumption, healthcare, human resources, and other areas of research related to corporate sustainability.

Professor Raghupathi notes that “analytics can vastly improve our lives and provide new job
opportunities for college students entering the workforce. With this effort, Fordham is preparing students with marketable skills for a coming wave of jobs in healthcare, sustainability and social services where analytics can be applied to everyday challenges."

In *Sustainability in Finance*, Dr. Frank Werner challenges his graduate students’ assumptions about traditional finance by introducing them to a number of real world professionals (including Fordham Business school alumni) who serve as guest lecturers in the course. There is almost one guest lecture for part of the course session each week. Through their interactions with these business leaders, the students are given a perspective about the shortcomings of traditional financial models and the need to look towards changes.

For undergraduates in the Gabelli School of Business, the *Integrated Core* cuts across all aspects of the curriculum so students have an idea of how a business actually functions from all aspects, not just from the point of view of their major. The integrated core starts in freshman year with Finance faculty Dr. Frank Werner’s *Ground Floor Course* year where students hear from a diverse group of guest speakers, and they also team up to create and present their own business proposals. Sophomore year they work in a small group of 5-6 students who are assigned a Fortune 500 company to be analyzed from each core class’ perspective. Problem solving from so many angles gives them critical thinking skills, as the students must apply what they learn in the classroom to these real world situations.

The Gabelli School of Business launched the *Sustainable Business Minor* in fall 2011 in partnership with Fordham College, the university’s liberal arts school. The minor was designed not only to fulfill student and faculty demand, but also to meet the demands of today’s business marketplace. The sustainable business minor aligns itself with Fordham’s mission to "promote research and education that assist in the alleviation of poverty, the promotion of justice, the protection of human rights and respect for the environment."

For undergraduate business students, the minor currently includes 1 required *Sustainable Business Foundations Course* and 4 electives from among 8 courses in the liberal arts college and 5 courses in the business school. Details about the Minor and its curriculum can be found here: [Sustainable Business Minor](#). According to 2013 senior student Kaitlin McCafferty: “Being in the *Sustainable Business course and Fair Trade courses,* taught me to use my business skills for innovating solutions to poverty. As I look for my first job after college, I am finding that prospective employers are very interested in these aspects of my educational background.
It makes me stand out. My only regret is that I didn’t find these opportunities freshman year.”

The undergraduate core Business Communication class is regularly challenged by Associate Professor Sharon Livesey when she assigns them a presentation in the form of a persuasive group oral communication project on some aspect of business and sustainability. Projects have included proposals for ways that Fordham students and the university itself can reduce its eco footprint, assessing and ranking Fordham’s sustainability efforts as compared to other schools, assessing particular businesses or products in order to challenge students to purchase from or seek employment at more ethically oriented businesses and to find ways that GBS can more actively engage its surrounding Bronx business and social communities.

Theoretical underpinnings of Professor Livesey’s pedagogy derive from such works as Hawken, Lovins, & Lovins’ Natural Capitalism, Hawken’s The Ecology of Commerce; David Orr’s Earth in Mind, Gus Speth’s The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability; C.K. Prahalad’s The Fortune at the Bottom of the Pyramid; Peter Senge’s The Necessary Revolution; and Donald Schon’s Educating the Reflexive Practitioner.

Associate Professor Livesey’s aim is to teach business students to deconstruct “the market” and “the economy” and conventional notions of economic development in order to demonstrate the need for companies and corporate leaders to: 1) move from a single-minded focus on shareholders to an ethical stance that takes into account a broader range of stakeholders including employees, communities, and the natural environment itself; and 2) incorporate the “triple bottom line” (profits, people, and planet) into business missions, operating principles, planning, and strategy.

Associate Professor Livesey’s approach to teaching Cross-Cultural Communication and Negotiation in both the graduate and executive business schools includes introducing students to conflicts generated over issues of the impacts of the oil industry in the developing world. This includes differing perspectives on what precautions should be taken to protect local communities’ human rights and natural environment and how the proceeds of oil revenues should be allocated. The Shell in Nigeria case, written by Anne Lawrence, includes both moral and practical arguments for the need for more socially and environmentally responsible corporate leadership in the 21st century. She delves into practical perspectives affecting corporate leaders as they balance the moral and ethical pressures of socially and environmentally responsible corporate leadership.

Professor Kevin Jackson, Ph.D., teaches Business Ethics and International Ethics to both graduate and undergraduate students. Key elements from the natural law perspective that Professor Jackson draws upon include: human rights, encompassing the tradition emphasizing rights to life, liberty and property; Aquinas’ natural law ethics, especially human reason, the importance of basic human goods and the faith dimension afforded by contemporary Catholic theology; and virtue ethics, particularly since business organizations exert a profound effect on the moral character of humans.

“Establishing a theoretical foundation upon human rights, basic human goods and natural reason and virtue,” Professor Jackson notes, “will enable a natural law approach to deal with moral issues in business in a way that is intuitively more satisfactory.
Fortune, May 23, 2013, reported Professor Jackson’s view of the Barclay Bank’s recent improprieties this way:

"Banks are entrusted with acting on behalf of someone else instead of enriching themselves," Jackson says a bank’s challenge is to introduce "a sense of fiduciary duty among each and every player in the investment value chain." To build an ethical culture, banks need to establish "client welfare" or seeing things from the client’s best interests, as the number one priority of every employee, Jackson suggested. That would lead to a "renunciation of self-interest; instead putting professional standards and values ahead of individual advantage, ahead of brute profit," he says. When banks treat integrity as foundational, it forms the starting point of establishing an ethical culture, says Jackson. "An attorney who has forfeited the basis of their reputation has forfeited their career. Not because they have broken laws but more fundamentally, they have lost their honor."

The Fair Trade and Microfinance Program gives a select group of students an opportunity to hone their business acuity through hands-on sales, inventory, accounting and marketing of close to 100 products from artisan groups in developing countries like India and Kenya. The students meet these artisans during overseas trips and then bring back the products, which are then offered by their ISL company, called Amani, which means “peace” in Swahili.

The first ISL trip took place during winter break in 2007 when Dr. Combellick escorted six students to Kenya. They toured fair-trade businesses on the outskirts of Nairobi and in the village of Nyabigena. It was Dr. Combellick’s intention that the group consult with business managers and help devise ways to improve the villages’ economic conditions. “In Kenya, the weight of what you see falls on your soul,” Dr. Combellick later explained. “The students had never been in a situation where there was such poverty- no running water, no electricity and not much food. We decided that, besides doing business consulting, we needed to purchase their products.”

On the spur of the moment, the Fordham team each anted up $100 to buy soapstone carvings and jewelry to carry back in their suitcases. “It only seemed fair,” Dr. Combellick said. “When we realized that the annual income for the whole village was $14,000- less than the cost of all our plane tickets- I thought “I can’t change this poverty in one day, but I can buy soapstone.” The initial $700 investment generated $1400, which was reinvested into more inventory, which made even more profit. Today Amani is a thriving $10,000 business and Dr. Combellick has remained committed to taking students overseas ever since that first trip: “My experience has shown me that students learn best from doing, so I took the domestic service learning concept international.”

The most recent trip was during spring break, 2013, when Dr. Combellick took 10 students to India. Half were from the Fair Trade & Entrepreneurship course and the other half from her Fair Trade & Microfinance course. The students met with artisans who were weavers, jewelry artists, quilters, and compass makers. They also visited an orphanage whose community was involved in the design and sewing of bags. The students learned from the female groups a lot about gender equity and how giving women valuable skills could then enable them to earn money for their households, thereby giving them more respect amongst their family and the community. In one case, the students met with an untouchable caste of women living on an old mining property who were fighting for their land because they were barred from owning property. It was at this event they heard about the womens’ experiences with domestic violence and how their partner non-profit organization was giving them a sense of...
dignity and importance that they had lacked previously.

Sabrina Kerin, one of Dr. Combellick’s students on the India trip, summarizes the experience this way:

“Through the trip we were able to see Fair Trade’s direct effect on the communities. Having studied the theories and principles of Fair Trade, it was incredible to see it in action. However, we were also able to see the realities and unfortunately in many of the organizations we met with, people at the bottom of the supply chain were still being exploited, even if it wasn’t to the extent that it would be in a factory setting. Spending so much time with the Indian students was one of my favorite parts of the experience. Not only did it teach us what we had in common, despite being from opposite ends of the world, but it also made us appreciate some of the liberties we take for granted here in America. With hopes of pursuing a career in International Development, I was thrilled to find how much the Fair Trade principles coincided with sustainable development initiatives. I think going with Fordham’s Fair Trade trip was an incredible way to experience the country for the first time and I hope to be able to return in my future. “- Sabrina Kerin, Gabelli School of Business

For graduate students, the 3Continent Master of Science in Global Management ("3CMGM") is a full-time, 12 month program designed to prepare high-potential recent university graduates for successful professional careers through a unique global immersion in management education. 3CMGM students live and study in 3 different global regions: the U.S., Europe, and India. They gain an in-depth exposure to 3 diverse economies and cultures, and an unparalleled preparation for careers in today’s global markets.

The 3CMGM program accelerates development of global leadership skills by providing a truly global perspective on business, along with a sense of the social value of business development in the global economy, and increased personal development & self-awareness.

Another program, the Fordham Accelerator for Business, is also sponsored by the Graduate School and provides educational resources and a portfolio of programs and services designed to prepare aspiring entrepreneurs to launch a business. Services offered span the entire process of new business development, from idea development through new business incubation. About one third of the new business ventures that are brought to FAB are socially conscious businesses and this trend seems to be increasing. Dr. Jean Howard, Director of FAB, says that “these social enterprise start ups are in need of solid business acumen and skills. At the Fordham Accelerator for Business we take these new venture ideas through the “explore” stage where we hash out the concept to see if there is a viable business, through to the “discover” stage of research and market definition.”

In hard economic times, in particular, it becomes increasingly important to employ business principles to promote critical social agendas. With that in mind, the Fordham
Center for Nonprofit Leaders was launched in 2010, reportedly the first training center in the country to be jointly-sponsored by a university’s graduate schools of business and social service. “We created The Fordham Center for Nonprofit Leaders to especially elevate small nonprofits, by far the bulk of the nation’s nearly one million charities, to feel comfortable taking on large challenges,” said Dr. Elaine Congress, Associate Dean for Continuing Education of Fordham’s School of Social Service. The program is run jointly by Dr. Congress and by Francis Petit, Ph.D., Assistant Dean and Director of Executive Programs at Fordham GBA. Dr. Petit also feels that “a business portfolio of skills is becoming increasingly required by nonprofit executives.”
Fordham Business faculty are dedicated to advancing the breadth and scope of academic knowledge in their respective fields. Their research enhances the educational experience for the business students and provides some additional opportunities for students to gain a deeper understanding by assisting with research. Listed below are journal articles, books, and other research publications by Fordham Business Schools faculty in areas related to ethics, sustainability and social justice.

2013 and forthcoming for 2014


Davis, K. (2013) “Cash of the Titans: Arbitrating Challenges to Executive Compensation” (Publication pending.)

2012


Blechman, Elaine A.; Raich, Peter; Raghupathi, Wullianallur; and Blass, Stephen (2012) "Strategic Value of an Unbound, Interoperable PHR Platform for Rights–Managed Care Coordination," Communications of the Association for Information Systems, Vol. 30, Article 6. Available at: http://aisel.aisnet.org/cais/vol30/iss1/6


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**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.


Raghupathi, Wullianallur and Wu, Sarah J. (2012). The Relationship between Information & Communication Technologies and Country Governance: An Exploratory Study (with S. Wu), *Communications of the Association for Information Systems,* Vol 28, Article 12, 2011. Available at: [http://aisel.aisnet.org/cais/vol28/iss1/12](http://aisel.aisnet.org/cais/vol28/iss1/12)


2011


Keiningham, T., Aksoy, L., Buoye A., Cooil, B.,

Livesey, S. Research underway: Companies with Heart and Soul: Is This What Corporate Responsibility Looks Like? Targeted Journal: Management Communication Quarterly (Based on Paper presented, NCA annual meeting, San Francisco, November 2010 entitled: Caring Corporations: New Model or Rhetorical Ploy?).

Livesey, Sharon. Research underway.


Pirson, M: (In revision, 2011). Exploring the limits of compassion organizing- Compassion capability as fiction, norm, positive deviance or universal potential. Academy of Management Review.


2010


Jackson, Kevin. 2010. The Scandal Beneath

Jackson, Kevin. 2010. Global Corporate Governance: Soft Law and Reputational Accountability. 35(1) *Brooklyn Journal of International Law. 41-106*


2009


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, students, 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 example of the values and attitudes we convey to our students.

Fordham Business Schools is continually integrating their teaching and research with other communities. Below are several events and networking efforts in the 2011-2013 timeframe that serve to illustrate these efforts:

Under the leadership of Professor of Management Robert Hurley, Ph.D., the Consortium for Trustworthy Organizations was founded to provide tools and solutions for leaders to build trustworthy organizations. Private sector partners included Cigna, Edelman, Ernst & Young and Towers Watson. On Oct. 2, 2012 Dr. Hurley organized the first Summit on Restoring Trust in Business, a day-long series of talks, workshops and panels. The day ended with speaker Kathyrn S. Wylde who spoke about regaining some of the American public’s trust if businesses recognize the looming economic crisis as an opportunity to show leadership.

Wylde is the president and CEO of Partnership for New York City. The summit brought together 150 academics and representatives from BASF, GE, IBM, Pfizer, Met Life, Shell Oil, Cigna, Ernst & Young LLP, Edelman, MasterCard, Paul, Weiss, Rifkind, and Wharton & Garrison LLP, for candid discussions about trust. Some of the themes participants touched upon were more active listening, engaging with all stakeholders, and moving to a radical transparency in the age of Twitter.

Participants also learned about strategies for solving societal problems at the intersection of business and human needs, such as IBM’s focus on “Building a Smarter Planet,” BASF’s “Chemistry for a Sustainable Future,” Cigna’s “Mission of Human Health and Well-Being” and GE’s “Ecomagination” repairing trust, building trust through stakeholder communication, regulating distrust, and creating an ethical corporate culture.

In May of 2012, the Fordham Schools of Business and the Center for Digital Transformation, sponsored a “Smart City Symposium: Building Sustainable Cities of the Future.” The symposium featured talks by representatives from IBM and the City of New York and was organized by Professor "RP" Raghupathi, Director of the Center. A key speaker was Saskia Sassen, Ph.D., the
Robert S. Lynd Professor of Sociology and the co-chair of the Committee on Global Thought at Columbia University, spoke about the capabilities of cities being threatened by some of the major developments of our period: growing inequality, violence, domination by large corporate firms and vast megaprojects. She is particularly interested in the emerging surveillance system, increasingly present in cities.

Also in May, 2012 the Fordham Graduate School of Business Administration, under the leadership of Associate Professor Sharon Livesey, co-sponsored with Bard College a Power Breakfast titled: “Adapting to Climate: The Business Challenge” with speakers John Fullerton, Founder and President of Capital Institute serving to transform finance, and Rafe Pomerance, founder of the Climate Policy Center and fellow of Clean Air-Cool Planet. Fullerton asserted that “we are facing probably the greatest shift since the start of civilization. Economists call this our “Copernicus moment”. Things like climate change are just symptoms of the problems stemming from the existing economic system.” Rafe Pomerance said that “humans have had their hand on the thermostat for a long time and we do that by controlling the temperature. In this latest phase, the impacts are being seen and felt.... We need to move from a dialogue fixed on debatable scientific analyses to one focused on the clearly present impacts. This is the way politics will change about climate change- through reaction to existing impacts. It makes more sense politically to deal with an impact than with an assumption about the future.”

Two significant international efforts were supported by Fordham's leadership role within the International Association of Jesuit Business Schools (IAJBS). The first was the launch in 2011 of the *Journal of Management for Global Sustainability*. Fordham GBA Professor James Stoner is co-founder and co-editor of the new journal, which is a peer-reviewed scholarly journal devoted to publishing original research and commentary on the field of management for global sustainability. The IAJBS states: “While our business schools have long been advocates for environmental sustainability and social justice in our classrooms, in our research, and in our

**WHAT WE WANT THIS JOURNAL TO BE**

Our first editorial essay in which we hope to start a continuing and evolving conversation about why we are now creating this new journal and what we want it to become

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**Abstract.** The primary purpose of this journal is to help all of us move more rapidly toward a sustainable and socially just world. We will seek to do so by providing a forum in which scholarship oriented toward sustainability and social justice, that is, toward building a better world for all, can be published and, we hope, influence all of us as scholars, managers, leaders, and citizens of the world to effect positive change. We, the editorial board, believe that this purpose is stable and we hope that our editors, contributors, and readers will be willing and eager to take risks, try out new ideas and types of analysis, insights, and approaches, learn from our experiences, and welcome changes in and evolution of the journal. It is clear that even the best informed and wisest among us has little certainty about how to manage for global sustainability. Humility thus is appropriate in all we write and do—but we seek to combine humility with intellectual rigor and professional boldness. Social service, much of this work has been done through each school’s individual initiatives. The idea borne of the 2009 IAJBS World Forum at XLRI in Jamshedpur was that by working together, our network of Jesuit business schools is uniquely positioned to play a strong leadership role in pursuing our mission of achieving global sustainability and creating socially just and spiritually-whole ways for all species to thrive forever. The journal website is located at jmgs.ateneo.net.
The second IAJBS related initiative was the creation of a Sustainability Affinity Group within the IAJBS organization. Through the efforts of Professor Stoner and Associate Professor Frank Werner, the Sustainability Affinity Group was co-founded with Dr. Manuel Escudero, Dean at Deusto Business School in Spain. The group’s initial goal is to expand the number of Jesuit Business schools that are signatories to the PRME to 50 schools by the time of the IAJBS meeting in Seoul, Korea in July 2014.

Another important network where Fordham Business Schools faculty play a leadership role is the Center for Humanistic Management. This organization includes research faculty in 13 countries. Most recently, Assistant Professor Michael Pirson created a satellite Center at Fordham University as one of the key centers in the organizational network. The organization defines its mission as:

“The Humanistic Management Center advocates a paradigm shift away from economistic views on market activities towards a humanistic approach. To move from criticism of the status quo towards a fruitful discourse on alternatives we have developed a three stepped approach offering guidance and an anchor for reflection on managerial decisions as well as decision making processes. We understand humanistic management on the basis of three interrelated dimensions. These are firstly that we as humans deserve and rightfully expect our dignity to be respected under all circumstance. Secondly, that ethical consideration must form part and parcel of business decisions and thirdly that actively embracing corporate responsibilities is contingent upon initiating and maintaining an ongoing dialogue with stakeholders.”