Updated Progress Report, December 2015

United Nations Principles for Responsible Management Education

PRiME Principles for Responsible Management Education
PRME Steering Committee  
c/o PRME Secretariat  
United Nations Global Compact Office  
685 3rd Avenue, 12th Floor  
New York, New York 10017  

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Adoption of the Principles for Responsible Management Education  

As an institution of higher education involved in the development of current and future managers, Benedictine University is committed to implementing the Principles for Responsible Management Education—starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders, and exchange effective practices related to these Principles with other academic institutions.  

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

We encourage other academic institutions and associations to adopt and support these Principles.  

Michael Brophy  
President, Benedictine University
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LETTER FROM THE DEAN

College of Business faculty and staff are committed to developing our students as global citizens through our values-based management education programs. College of Business at Benedictine University continues to solidify its integration of Principles for Responsible Management Education at all academic levels, in our undergraduate, graduate and doctoral programs, beyond previous reports in 2011 and 2013. Beyond initial awareness building and exploratory curricula, we now have distinctively focused undergraduate courses, a redesigned graduate level certificate in sustainability, a unique global research center in values-driven leadership, executive roundtables on sustainable high performance leadership, and ground-breaking research initiatives. Our new Goodwin Hall of Business academic building opened October 17, 2015, with innovative technologies to advance sustainability in the classroom and the campus. These focused efforts add to our long-standing requirements for global study in undergraduate and doctoral programs, where students experience the opportunities for social responsibility in our global marketplace. Community service learning is a significant part of our College and University efforts, advancing our Benedictine heritage and commitment to the United Nations Global Compact Principles for Responsible Management Education. Students serve many charitable causes including regional tax assistance for low income families, financial literacy programs, regional food banks, military support efforts, services for the underprivileged and pro bono business and marketing plans to area businesses, toward an inclusive and sustainable global economy. In these ways and more, we endorse and advance business as a calling to improve lives and society.

Sandra L. Gill, Ph.D., Dean
UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

This report updates the most significant implementation elements of the Principles for Responsible Management Education since our 2011 First Year Report and 2013 Update.

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.

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.

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

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.

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.

6. DIALOGUE
We will facilitate and support dialogue 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.
ABOUT BENEDICTINE UNIVERSITY

Benedictine University is dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. As an academic community committed to liberal arts and professional education distinguished and guided by our Roman Catholic tradition and Benedictine heritage, we prepare our students for a lifetime as active, informed and responsible citizens and leaders in the world community.

Benedictine University is a Catholic University in the Benedictine Tradition that Provides a Values-Centered Liberal Arts Education Enriched by Our Excellence in Science. Benedictine University was founded by the monks of St. Procopius Abbey in 1887. Today, Benedictine enrolls over 5,200 students with over 2,860 undergraduate students, 2,250 graduate and 117 doctoral students.

The University’s main campus in Lisle, Illinois features a learning center, science facility, administrative buildings, residence halls, Founders’ Woods apartments, an athletic center, a small lake, a student center and the Village of Lisle-Benedictine University Sports Complex. Branch campuses are located in Springfield, Illinois and Mesa, Arizona and class sites are located in China and Vietnam.

Benedictine offers 56 undergraduate majors, 53 traditional undergraduate majors, 13 traditional undergraduate minors, 9 adult accelerated undergraduate majors, 16 graduate programs, 34 graduate certificates and 4 doctoral programs. In 2012, The Chronicle of Higher Education ranked Benedictine University as the No. 1 fastest-growing campus in the country among private nonprofit research universities between 2000-2010.
COLLEGE OF BUSINESS

College of Business advances Benedictine University’s mission and the Benedictine wisdom tradition through our values-based management education, expressed in both curricular and co-curricular academic endeavors. Our 11 undergraduate majors integrate business ethics and leadership with our undergraduate liberal arts core curriculum. Each of our seven graduate programs has demonstrated corporate social responsibility in our successful capstone business simulations, earning a Top 100 global ranking in each of the past three years, as measured against almost 400 universities and 30,000 students annually across the world. Our three doctoral programs engage students as scholar-practitioners, addressing ethical global leadership challenges and opportunities in organizational development and values-driven leadership. Each attracts thought leaders throughout the world with international study requirements. From our first 39 graduates 43 years ago, we now have over 10,000 alumni, and almost 2,000 students, who report a significant impact of Benedictine values on their lives and careers. In 2015, our new Goodwin Hall of Business academic building opened new horizons for our values-based management education programs through global dialogue in immersive learning facilities.
History of Benedictine University

Benedictine University was founded in Chicago as St. Procopius College by the Benedictine monks of St. Procopius Abbey in 1887. It secured a charter from the state of Illinois in 1890. The College was founded to educate men of Czech and Slovak descent, and most students were of Czech ancestry in the early years.

In 1901 the College moved to the more congenial atmosphere of Lisle, in DuPage County. The first building, Benedictine Hall, was dedicated in September 1901. The building was completed by 1921 and new buildings began to be added after 1926. The College became coeducational in 1968 and was renamed Illinois Benedictine College in 1971. In response to community needs, graduate, doctorate and adult learner programs were added. The College became Benedictine University in 1996.

Benedictine University is situated on a rolling, tree-covered 108-acre campus of 10 major buildings with air-conditioned classrooms and modern, well-equipped laboratories. A comprehensive learning center with full media library and a modern and technically advanced science facility, filled with advanced laboratory space, digital classrooms and modern research equipment opened in Fall 2001. A student athletic center features three full-size basketball courts, a competition-size swimming pool, three tennis courts and training facilities. All of the residence halls are comfortable and spacious, and have access to the Internet. Other features include a scenic campus lake, a student center with dining halls, chapel, interfaith prayer centers, bookstore, meeting rooms and the Village of Lisle-Benedictine University Sports Complex providing top quality football, soccer, lacrosse, track, softball and baseball fields.

The Benedictine Order

The Benedictine Order bears the name of St. Benedict, born in 480, who is acknowledged as the father of Western monasticism. In 528 he established the famed monastery of Monte Cassino. In the Middle Ages, Benedictine monasteries expanded all over Europe, preserving ancient learning and written languages. Benedictine University belongs to the Association of Benedictine Colleges and Universities, an organization that promotes the Benedictine traditions of education and hospitality.
1. PURPOSE

*College of Business and Benedictine University is committed to 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.*

This principle is intrinsic in our Benedictine values and explicitly described in The Vocation of the Business Leader, published in 2012 by the Vatican’s Pontifical Council for Justice and Peace and shared among all College of Business faculty and staff. This publication was adopted in 2013 in our new undergraduate course, Management 287, *Why Work?*, cross listed with Theology 287, which examines why business is viewed as a calling to improve lives. In August, 2015 President Michael Brophy gifted all Benedictine faculty and staff with *Respect in Action* ([http://www.stthomas.edu/cathstudies/cst/research/publications/subsidiarity/](http://www.stthomas.edu/cathstudies/cst/research/publications/subsidiarity/)) by the John A. Ryan Institute for Catholic Social Thought of the Center for Catholic Studies, written with business leaders, to illustrate leadership for the greater good.

**Benedictine Values**

Benedictine University is grounded in the spirit of the founders who based their lives and work on St. Benedict’s Rule for Monks, written in the early sixth century. Benedictine University builds its educational life and efforts on the same values which Benedictine men and women espouse:

- a search for God by oneself and with others
- a tradition of hospitality
- an appreciation for living and working in community
- a concern for the development of each person
- an emphasis on a life lived in balance
- a dedication to responsible stewardship of the earth
- a commitment to academic excellence

Central to the Benedictine tradition is the celebration of community as a gathering of people who share a commitment to a common mission. The University strives to develop an academic community that supports each person in the pursuit of knowledge and personal development. This undertaking will be achieved through a life enriched by the collegiate community in which the individual’s interest is tempered by concern for the common good.

**Catholic and Benedictine Tradition**

The mission and vision of Benedictine University reflect our Catholic and Benedictine traditions and provide the University community with a sense of continuity with the past and a direction for the future.

In *Ex Corde Ecclesiae*, the Apostolic Constitution On Catholic Universities, Pope John Paul II identifies four characteristics that must distinguish every Catholic University as Catholic:

1. a Christian inspiration not only of individuals but of the university community as such;
2. a continuing reflection in light of the Catholic faith upon the growing treasury of human knowledge, to which it seeks to contribute by its own research;
3. fidelity to the Christian message as it comes to us through the Church;
4. an institutional commitment to the service of the people of God and of the human family in their pilgrimage to the transcendent goal which gives meaning to life. (Ex Corde, no. 13)
Drawing upon the sources of faith, the Catholic intellectual tradition, which extends back to the age of the Church Fathers and to the medieval universities, has built chiefly upon the following convictions:

- the worth and dignity of each person
- the solidarity of the human race and the social nature of human existence, which is oriented toward God and not limited to this life;
- the goodness of creation and its sacramental potential for disclosing the transcendent; and
- the interconnectedness of truth and the compatibility of faith and reason in the search for truth.

Ex corde Ecclesiae Review

*Ex corde Ecclesiae*, an Apostolic Constitution by St. Pope John Paul II on Catholic Universities (1990), serves

- To document and share the ways in which we are committed as an institution to being a Catholic Benedictine university
- To determine how we can more intentionally communicate that commitment
- Provide more opportunities for further development in order to ensure and enhance our mission in the spirit of our Benedictine founders and proclaim our Catholic identity.

In fidelity to that tradition, Benedictine University is committed to investigating questions that address the ultimate purpose of life; to the dialogue between faith and culture; and to the promotion of ecumenical, inter-religious, and cross-cultural understanding. Therefore, Benedictine University encourages openness to all reality, acceptance of truth wherever it is found, and the personal effort to integrate learning as a basis of wisdom for life.

Benedictine University upholds the academic freedom of faculty and students in inquiry and research, while insisting on ethical responsibility. Preference is given to research and activities that promote human betterment, peace, justice, and the common good, and that use interdisciplinary and collaborative methods.
2. VALUES

We will incorporate into our academic, curricula and co-curricular activities in conjunction with the Benedictine mission for faculty and staff the values and ethics of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Global social responsibility has long been fostered as part of our Benedictine heritage and is endorsed by College of Business faculty and staff.

As a part of the Benedictine University family, we share the University’s mission and Benedictine values: our past, our present and our future vision. Being in touch with the past and present helps us all to become a part of Benedictine University’s future.

Benedictine University fulfills its commitment to the liberal arts, teacher education and professional programs through excellence in teaching and interaction between students and faculty members. A liberal arts core prepares all undergraduate students to participate fully in a diverse and dynamic society balancing their rights and duties as individuals with the demands of the common good. Professional education at the undergraduate and graduate levels build on the liberal arts background of students, is multidisciplinary in nature and prepares graduates for roles of leadership and social responsibility.

Benedictine University is guided by the Roman Catholic tradition which fosters a dialogue between religious and secular cultures, while promoting ecumenical and multicultural understanding. This type of education is designed to broaden and deepen a person’s vision of reality, to help all understand the dignity and uniqueness of each human person and at the same time to place an emphasis upon the demands of freedom and social responsibility. In this environment, religious faith and science are both directed toward the pursuit of truth, and both are strengthened through research and study. Central to the University’s educational tradition is the rigorous investigation of questions that deal with the ultimate purpose of life.

Benedictine University is committed to assist all students in the acquisition of knowledge and cultivation of skills in nine major areas. Graduates of the university’s degree programs will develop:

1. **Disciplinary Competence and Skills:** Demonstrate coherent and deep understanding of the content, methodology and practice of at least one discipline, recognize interconnections with other disciplines, and integrate disciplinary knowledge with other disciplines. Demonstrate ability to maintain currency in the field and adaptability to changes in the discipline.

2. **Critical and Creative Thinking Skills:** Apply analytical thought, evaluate arguments and identify key assumptions and implications, recognize bias, analyze arguments from various perspectives, construct coherent arguments, and demonstrate adaptable and creative use of reasoning, logic, and evidence.

3. **Communication Skills:** Communicate effectively orally, in writing, and via a variety of media; tailor message to a variety of audiences.

4. **Information Fluency:** Find, evaluate, interpret, create and disseminate information involving a range of media including print, electronic, oral, aural, and visual, and synthesize and apply information effectively, ethically, and legally. Use current technology effectively to support creative activities and problem-solving.

5. **Analytical Skills:** Interpret and analyze qualitative observations and quantitative data to support valid explanations, models, and/or conclusions.
6. **Global Awareness and Cultural Competence:** Demonstrate understanding of global society, cultural diversity, mutual relationships, the interdependence of and need for solidarity between peoples and nations, and recognize and effectively negotiate cultural boundaries and communicate across cultures.

7. **Civic Engagement and Social Responsibility:** Participate in civic and community affairs, practice ethical and moral decision-making, understand the Catholic principle of “common good” as more than the sum of individual preferences, know oneself as a member of the human family with responsibilities in society, and contribute to the work of social justice.

8. **Stewardship:** Practice the Catholic and Benedictine value of stewardship of time, talent and resources for personal well-being, the common good of local and/or global communities, and for the natural environment.

9. **Personal Development:** Work independently, take initiative, and follow projects through to completion. Demonstrate effective interpersonal skills when working in a group. Demonstrate personal responsibility, engage in creative expression, engage in spiritual expression and the practice of Benedictine values; pursue life-long intellectual growth and development in the Catholic intellectual tradition, and strive for a life lived in balance.

Members of the Benedictine University community are encouraged to achieve a balance in their social and professional lives. They come to understand the self as an integrated physical, intellectual and spiritual being. While the University values the dignity of work, it recognizes that balance with leisure and prayer is equally important. The commitment of the University to its mission and goals provides the University community with a sense of continuity with the past and a direction for the future.

**Focus on Education**

The Benedictines trace their origin to a young hermit monk, Benedict of Nursia, who wrote a rule in the early sixth century that would serve as a guide for monastic living. Intended primarily for the men who followed him to his foundation at Monte Cassino in Italy, the life included the education of youth, some of whom would join the monastery while others would influence the world outside the cloister. During the centuries following Benedict until the rise of the universities in the 13th century, Benedictine educational activities expanded as monasteries grew and made new foundations. In 1846 a young priest-monk from Germany followed immigrants to the United States and established the first monastery in Latrobe, Pennsylvania.

The involvement of the Benedictines in education expanded to the new horizons of college and university education in addition to work at the secondary school level. Today there are 19 Benedictine colleges and universities in the United States and Canada, as well as a large number of Benedictine high schools. Naturally, the curricula in these institutions focus on contemporary educational needs. The challenge always demanded that the Benedictine men and women blend the 1500 years of Benedictine values with the demands of an ever-changing pluralistic society.

Education has consistently been a focal work within the Benedictine tradition as monasteries served their surrounding communities. Benedictine schools today, whether at the elementary, secondary or higher education levels, draw upon this proud academic heritage as they meet the challenges of the future.

A Benedictine education is not rigid. Its most important characteristic is that it is flexible in such a way as to meet current social needs. It is crucial that the Benedictine graduate will be able to adapt as they enter the working world where they will need to deal with change and difficulties in a confident and positive manner.

Sound scholarship is important, and there exists a long list of Benedictine scholars over the ages, including more Doctors of the Church than can be found in any other religious order. However in all instances, the spirit of community
was and continues to remain more important. A Benedictine school will hope to inspire students to recognize their responsibilities as members of the community and become involved in its everyday life. Benedictine graduates see themselves not merely as residents, but as citizens of their communities and know that the lives of all people, regardless of social position, education or age, are entwined.

The structure of Benedictine education is fortified by a communion with God as well as by an emphasis on community values. The motto on the University's seal, "that in all things God may be glorified," comes from the Rule Benedict wrote for monks. Over the centuries Benedictine life has spilled over into the areas surrounding the monasteries, places where those educated in the monastic schools would live and work.

These values are continually refocused to bring into the Benedictine sphere of learning the spiritual and academic needs of people from the entire scope of society: Catholic and non-Catholic, multiracial and multicultural, adolescent and adult.

Benedictine scholastic goals have never departed from faith in the guiding hand of God's love and in following the spiritual path. God is the foundation, the focus and the spiritual core. Trusting in God's will helps every Benedictine University student realize that life's purpose is to work to serve others and to give time and talent to help all people. A Benedictine education ensures not only that its graduates' lives - spiritual, intellectual and professional - will be enhanced, but that the God-given purpose of life on this earth will inspire and elevate the well-being of all with whom the graduates will live, interact and work.

Benedictine academic values attempt to bring students and faculty into harmony with their communities and the contemporary world. Individual and collective contributions are decisive in integrating the spiritual, intellectual and economic components of daily life.

The Benedictine approach to teaching has not changed dramatically since its beginnings. We continue to recognize the need to improvise where necessary and to reevaluate and implement strategies ensuring that the orientation and spirit of Benedictine education will remain synonymous with scholarship, community involvement and good citizenship.

The sense of family and the union of hearts are what Benedictines and those associated with their work have stood for and have put into practice since Benedict's own days in the sixth century. The elements are the same today: intellectual development, faith, ecumenism, service and an active concern for human welfare and progress.

Students and faculty members at Benedictine University and in the 18 other Benedictine colleges and universities know the Benedictine commitment to quality education, spiritual awareness and community participation, and they enthusiastically make these the unshakable elements of their lives, underscoring their resolute approach to addressing the needs of tomorrow.

We identify ourselves as a Catholic and Benedictine university. The question might be asked of us, "Is it possible for students at Benedictine University to be non-Catholics and still share in the rich heritage of Benedictine education that will put graduates squarely in the center of secular community involvement and leadership?" The answer to this question is an unqualified "yes."

Those who come to us as undergraduate or graduate students receive a quality education rooted in the 1500-year tradition of Benedictine and Christian ideals, an education that prepares not only for a career but also for service to people. Our graduates will have a special sensitivity for those beset with poverty, infirmity or loneliness.

Benefiting from the learning environment formed and supported by the Benedictine heritage, graduates come to
realize that a fulfilling life is multi-focused. Benedictine values demonstrate that spiritual convictions, professional goals, community obligations and a happy and rewarding family life are not only parallel paths in the structure of life. By their very nature, these paths converge. At Benedictine University, we strive to integrate every avenue of life, every stage of development as human beings. Lessons such as these are, most certainly, imperishable.

Focus on Faculty and Staff

The Center for Mission and Identity
The Center for Mission and Identity (CMI) at Benedictine University reinforces the Catholic and Benedictine mission, vision and character of the University by articulating, developing, promoting and assessing the Catholic and Benedictine characteristics and values within all facets of campus life, curriculum, co-curricular activities and leadership programs that reflect the Catholic intellectual tradition, Catholic social teaching and Benedictine wisdom tradition. Since its inception in 2005, CMI has provided many meaningful activities to support its charge.

Engaging the Mission Seminars and Conversatio Round Table Discussions
For the 2015-2016 academic year, the Center for Mission and Identity is introducing a new “Engaging the Mission Seminar,” which will take place the second Thursday of each month from 4:30-6:15 P.M. These seminar events are designed to empower university employees with the tools necessary to engage, promote, and live the university mission in their everyday work. The topical focus will change on a monthly basis. Seminars and discussions will be led by an appropriate facilitator well-versed in the Benedictine tradition. Seminars will have required pre-readings specifically selected to empower our employees with knowledge of our Benedictine mission, values, and hallmarks, and the Catholic intellectual tradition.
3. METHOD

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

At each academic level, we have expanded and diffused responsible leadership through our curricular and co-curricular initiatives.

Integration in Undergraduate Business Programs

The Department of Undergraduate Business is committed to preparing global business leaders through a values-centered approach to business education incorporating the development of skills in ethical and socially responsible leadership as well as critical thinking skills. In addressing ethical behavior, the issue of accounting for corporate liability and its relation to corporate behavior is addressed in the study of accounting for liabilities. Undergraduate accounting courses evaluate corporate sustainability reports and accounting for the cost of the environment. We encourage students to develop their team and leadership skills through active participation in on-campus clubs/organizations, internships and study abroad opportunities.

The Department of Undergraduate Business offers baccalaureate degree programs in Business Administration. The Bachelor’s in Business Administration (B.B.A.) is offered with majors in Accounting, Business Analytics, Business and Economics, Business with Science Applications, Economics, Entrepreneurship, Finance, Human Resources Management, Management and Organizational Behavior, Marketing. The International Business and Economics Department offers Bachelor of Arts (B.A.) in Economics and International Business.

The Bachelor’s in Business with Science Applications combines the B.B.A. undergraduate business degree core with the Undergraduate Science core, plus major specialization courses in science management, legal and ethical aspects, innovation and product development, quality systems, product team management, with internship and culminating capstone experience.

Goodwin Hall of Business & Academic Benefits

- Small classrooms-average 20 students
- Diverse student body
- Undergraduate faculty advise students about courses and career options
- International study opportunities
- Community service emphasis
- Located in the suburbs with connections to high-visibility businesses
- Emphasis on placing students with internships and jobs

Internships

The College of Business Internship Program placed an average of 25 students in each of the past two years in regional internships, assisting undergraduate and graduate students in finding and earning internships aligned with our values-based management education, and to advance students in the market place after graduation. Normally students who are full time undergraduates participate in internships during their senior year. Sophomore or juniors are eligible, yet the benefits of an internship and the contributions made by an internship are usually more meaningful for seniors.

Students can receive two to six academic credits by completing a business internship approved by their academic advisor, internship coordinator, and internship site supervisor. Students can plan accordingly and work roughly 150 hours to earn three academic credits or 20 hours per week during the semester. Students may also complete
two different internships and earn as many as 12 hours of academic credit. The same internship may not be completed twice. A maximum of six credits can be earned from one internship experience. Internships help students build their credentials, grow as professionals, and have better insight for their future careers as a vocation.

Major Internship Benefits
- Valuable Work Experience
- Competitive Advantage in the Job Market
- A Potential and Smooth Transition into Employment
- Career Path Exploration
- Networking and professional connections
- Ability to Apply Classroom Knowledge
- Builds your Personal Brand
- Gain Confidence

The College of Business offers free services to all current undergraduate and graduate College of Business students in good academic standing. Services offered include:
- Weekly postings with relevant business internship opportunities.
- Coaching and advising strategies, career resources, and other career advice
- The Annual College of Business Spring Career Fair
- College of Business Advisory Board Networking Events and University Career Development Resources

Focused Undergraduate Course Development
Four new undergraduate courses were developed and offered during the 2013-2015 reporting period: 1) Theology/Management 287, Why Work; 2) Theology/Management 252 Business Ethics in Catholic Social Teaching; 3) Management 254, Interfaith Approaches to Management; and 4) International Business and Economics 375, Global Interdependence

Theology/Management 287, Why Work?
Expanding on our previous work in business ethics with the College of Liberal Arts, in 2012, we developed and launched an innovative undergraduate course with core elective credit, Management 287/Theology 287, Why Work? This semester-long three credit course was a theological and practical exploration of vocation, derived from the 2012 publication, Vocation of the Business Leader, Pontifical Council for Justice and Peace. Viewing business as a calling instead of a job, theological questions included: What is it to live a life of meaning and purpose? How do we build a society of justice for the common good? Management questions focused on practical aspects of vocation, including leadership strengths, values-clarification, discerning corporate and organizational values for a meaningful life, and personal branding from a values-driven management educational perspective. This success was presented at a national conference in Spring, 2013 and contributed to an additional award of $50,000 from the Lilly Foundation to diffuse innovative teaching on one’s life calling (“vocation”, in Catholic Social Thought) to all other colleges at Benedictine University.

Theology/Management 252, Business Ethics in the Context of Catholic Social Teaching
This course examines the standard issues of business ethics from three perspectives: the norms of Kantian Ethics, the utilitarian calculation of the good and the emphasis on the common good, solidarity and subsidiarity of Catholic Social Teaching. It uses case studies to demonstrate the strengths and weaknesses of each of the three approaches to current business problems.
Management 254, Interfaith Approaches to Management

This course examines business management areas of leadership, communication, and decision making in this diverse environment. The course expands on communications and leadership courses by specifically addressing interfaith issues and dialogue methods. Students expand their knowledge of different faiths, develop skills needed to succeed in diverse business and professional organizations, and build insight as to how they can contribute to a more just, inclusive, and robust society.

International Business and Economics 375, Global Interdependence

We live in an increasingly interdependent world and this course is designed to provide students with the background, basic knowledge and skills needed to understand more advanced material about it. The combination of content and skills will help in the development of basic competencies in the analysis of the world economy and its impact on our lives. These capabilities will be used to give students practice in identifying issues, diagnosing problems, making recommendations and evaluating results. The main topics will include: the rise of globalization, trade, investment, transnational corporations; economic development, global financial markets and their impact of globalization on the political, economic, cultural and physical environment. This course recognizes that the economy cannot be treated separately from other domains of social studies so such topics as political economic theories, historical context, demographic trends, role of technology and others will be discussed.

Three groups of students participated in a study tour to China in 2014 and 2015. During these study tours students met with leaders from NGO’s, corporations (Chinese and Foreign), universities and the government to examine the opportunities and challenges they face and to see first-hand the impact of globalization on China which included: sustainability, environmental justice, poverty, education, economic development, urbanization, women’s issues, worker’s rights, and human rights.
Integration in Graduate Business and Management Programs

College of Business offers seven graduate business and management programs.

The Master of Business Administration (M.B.A.) was initiated in 1976 and provides business professionals with the analytical and theoretical tools essential to make sound business decisions. Widely recognized as a powerful professional credential, the Benedictine M.B.A. is available through six delivery options to suit your personal and professional needs.

The Master of Science in Accountancy (M.S. in Accountancy) program, created in 2007, is well-suited to individuals who have a business related undergraduate degree but little previous study or experience in accounting.

The Master of Science Program in Business Analytics (M.S. in Business Analytics) was created in Fall 2013 and focuses on the skills, technologies, applications, and practices for iterative exploration and investigation of past business performance to gain insight and drive business planning.

In 1986, the University initiated the Master of Science in Management Information Systems (M.S. in Management Information Systems) program. This program is designed to provide business professionals with a strong background in both information systems and business.

The award-winning Master of Science in Management and Organizational Behavior (M.S. in Management and Organizational Behavior) program is recognized both locally and nationally as a leader in providing education toward managing the human side of organizations. It is the longest standing and most comprehensive M.S. in Management and Organizational Behavior program in the nation geared toward the working professional.

The Master of Science Taxation (M.S. in Taxation) program was created in Fall 2013 and is designed to prepare students for managerial roles in tax departments of corporate and service organizations as well as public and private accounting firms.

The Master of Science (M.S.) in Finance provides in-depth finance knowledge and analytical skills applicable to real-life management of financial institutions as well as corporations. The primary objective of the M.S. in Finance program is to provide individuals with the necessary skills and knowledge to become experts in finance and thus advance their careers.

Courses within the Graduate Programs include and course specific cases to expand and integrate PRME related topics. Some examples include:

**MBA 539 International Business**
- Focus on "stakeholder" approaches and environmental impact
- "Poor" countries economic impact due to speculations on food commodities in "rich" countries
- The biases within the World Trade Organization, International Monetary Fund, and other global institutions favoring wealthy countries

**MBA 601 Managerial Accounting**
- Core assignments and Business Simulations focus on making solid management decisions in an ethical framework
Every assignment for the course employs an element of CSR and values-driven leadership
Student attention on ethical leadership and how to act as an executive beyond an accountant based on Benedictine values
Application of the “triple bottom line” and how the accounting profession is a driving force in this corporate behavior

MBA 671 Strategic Management

- Individual and team case assignments along with the Business Simulations expose students on making solid management decisions in an ethical framework
- Every assignment for the course employs an element of CSR and values-driven leadership
- Case discussion, case presentations, and written case analyses along with the Business Simulation Game are all designed to focus student attention on ethical leadership
- Information taken from annual reports, articles, texts, etc. that deal with the application of the “triple bottom line” and how the accounting profession is a driving force in this corporate behavior
- Every class is a discussion of the sustainability and CSR principles and how they apply to solid management decision making on a global business environment
- The effect of running a company on an ethical basis is stressed while still being able to effectively increase shareholder wealth

Graduate Business Administration (GBA) Programs

Benedictine University’s new dual Master of Business (M.B.A.) and Juris Doctor (J.D.) program with John Marshall Law School is designed to integrate ethics and values within the professional education of the student.

Though some other higher education institutions also offer dual M.B.A. and J.D. degree programs, Benedictine’s emphasis on values-based education is a distinct advantage as global corporations place greater emphasis on the correlation between ethical behavior and more sustainable and profitable results. Students within Benedictine’s M.B.A. program can customize their program to fit their needs. Courses are interactive, taught by faculty and instructors who are practicing professionals and provide real-world business planning and strategic management experiences.

1) Students look at the present practices to include sustainable values for business in their critical thinking and analysis
2) Students apply the law globally through United Nations Treaties and are encouraged to include sustainable values for business
3) Students use educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership
4) Briefing legal cases include the role, dynamics, and impacts of organizations in environmental and economic situations
5) Interaction with the business community through business courses so students develop business plans with meaning

GBA is the process of integrating the sustainable business courses into more concentrations and certificate programs. The addition of these courses will expand student understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations.
Sustainable Business and Leadership

The Sustainable Business and Leadership certificate provides students with an understanding of the broad impact of sustainability, strategic opportunities to make sustainability profitable, and integrate sustainability principles, thinking and action throughout their organizations. Students may choose any four courses to meet the requirements of the certificate:

MBA 672 Essentials of Sustainable Leadership
• Evaluate employee motivation and identify appropriate interventions
• Analyze seminal and contemporary leadership theories
• Identify conditions that cause unethical leadership behavior
• Evaluate effective leadership behaviors at the individual, team, and organizational levels
• Analyze change management strategies
• Understand the importance of sustainability and corporate responsibility
• Analyze effective sustainable and responsible initiatives in successful companies

MBA 673 Developing Sustainable Leaders
• Improve personal leadership skills and leadership development for others
• Assess leadership team capacity for high performance
• Develop leadership coaching and performance improvement plans
• Write a business case for organizational change to strengthen leadership team performance

MBA 674 Leading Sustainable Organizations
• Emotional intelligence and advanced leadership trends
• Sustainable leadership for organizational change
• Expanding behavioral options, reflection and renewal as an executive leader

MBA 675 Understanding the New Revolution in Sustainability
• Examine the ways in which product development uses sustainability to grow their business or make products more profitable
• Compare how sustainability can mean different things to different industries, products, or the product development process.
• Explore the role of recycling and sustainability and the ways that it is valuable to business.
• Examine the use of sustainability reporting and evaluate how products and companies use sustainability to better present the company.
• Evaluate the design of a sustainability report and compare critical areas, goals and tactics to improve processes.

MBA 677 Sustainability as a Driver for Innovation Entrepreneurship and Market Growth
• Advancing positive organizational change to meet social needs
• Using sustainability principles as drivers for innovation, collaboration and market growth
• Best practices of starting and growing successful mission-driven firms that are working across traditional borders between government, business, and the social sector

MBA 678 Building the Sustainable Enterprise
• Exploring origins, evolution and leading perspectives on sustainable development
• Successful implementation of sustainable development strategies
• Determining "how and why" for particular contexts in the sustainable enterprise
Integration in Doctoral Programs

College of Business conducts three of Benedictine University’s four doctoral programs: Ph.D. in Organizational Development; Ph.D. and D.B.A. in Values-Driven Leadership.

Benedictine University’s Organizational Development programs are recognized locally, nationally and internationally as a leader in providing education toward managing the human side of enterprise, which includes global interdependence, workforce diversity and the management of change – the hallmarks of excellent managers and leading-edge companies.

The Organizational Development Doctoral Program is driven by the concept of the Distinguished Visiting Scholar. These visiting scholars provide a method of learning that is unsurpassed in other programs. Here, the Visiting Scholar are the authors of the books used in the classroom and is discussed in coursework. Some of these authors include Dr. David Jamieson, Dr. Sue Mohrman, Dr. Edgar Schein, and Dick and Emily Axelrod.

They have also received more than 130 professional awards and special recognitions nationally and internationally, and boast one of the largest alumni networks involving executive leadership at major organizations around the world.

Graduates work in some of the largest Chicago-based global organizations such as Abbott Laboratories, Boeing Co., Kraft Food Groups Inc., Motorola, McDonald’s Corp., and other Fortune 500 organizations such as Texas Instruments, General Electric Co., and General Motors Co.

The internationally acclaimed programs are overseen by Peter Sorensen, Ph.D., a leader in the field and an integral founder in the development of one of the country’s first master’s programs in OD. He, along with Therese Yaeger, Ph.D., another internationally recognized name in the field who is acknowledged as a leader in corporate organization dynamics, lead both our graduate management and doctoral OD programs.

The MSMOB and OD Doctoral Program pride itself in the Values of PRME, Benedictine, and the field of OB/Organization Development. Global social responsibility has long been fostered as part of our Benedictine heritage and is endorsed by College of Business faculty and staff:

a) For example, one skill that Benedictine University is committed to is Global Perspective, i.e., recognizing the importance of the interdependence of cultures and nations. This is accomplished through required International trips taken annually by our students, e.g., Lyon France (2015), and in Copenhagen (2015).

b) Other students attend international conferences in France, while other students have attended conferences in Denmark, Africa, and Australia.

To further support the PRME global values, Yaeger and Sorensen are published in 5 different languages.

Students learn from the foremost thinkers and practitioners in the industry and through advanced experiential learning classes, internships and special lecture series that convey some of the most current research and trends in the field.
To celebrate the 50th Anniversary of the Organizational Development programs, Benedictine hosted the world’s top Organization Development leaders in our November 1-3, 2013 Fall Lecture Series. Over 300 graduate students from both Lisle and Springfield programs, alumni and other regional leaders attended this extraordinary event, addressing complex organizational change and leadership. For example, four years ago, in the throes of the economic recession, the canned food manufacturer Del Monte Foods reported a 14 percent increase in profits after taking a new approach to its market drivers, use of data and realignment and positioning of systems and processes, which include global expertise in sustainable supply chain management.

Identifying, planning and implementing this kind of strategic and comprehensive change is what students in Benedictine University’s Master of Science in Management and Organizational Behavior and Ph.D. in Organization Development (OD) programs learn in order to increase an organization’s effectiveness and viability.

Department Chair Peter Sorensen, Ph.D., Program Director Therese Yaeger, PhD, Chris Worley, Ph.D., David Cooperrider, Ph.D. and Warner Burke, Ph.D, shown above, provided keynote research insights along with another dozen case discussions.

Christopher G. Worley, Ph.D., is a senior research scientist with the Center for Effective Organizations at the University of Southern California’s Marshall School of Business and a professor of organizational theory and management at Pepperdine University. Worley is the author of some of the industry’s most referenced and sought-after works including “Built to Change: How to Achieve Sustained Organizational Effectiveness,” and the recently published “Management Reset: Organizing for Sustainable Effectiveness.”

Our alumnus, David Cooperrider, Ph.D., is the Fairmount Minerals Professor of Social Entrepreneurship at the Weatherhead School of Management at Case Western Reserve University and founder of the revolutionary theory on Appreciative Inquiry, an approach that examines the positive attributes of organizations in order to solve problems. He has served as an advisor to former President Bill Clinton and Nobel laureates the Dalai Lama and President Oscar Arias of Costa Rica.

Warner Burke, Ph.D., is the Edward Lee Thorndike Professor of Psychology and Education at Teachers College, Columbia University, also spoke. He is associate editor of the Journal of Applied Behavioral Science, and is also a fellow of the Academy of Management, the American Psychological Society, the Society for Industrial and Organizational Psychology, and past editor of both Organizational Dynamics and The Academy of Management Executive. He is the author, coauthor and coeditor of 14 books, including “Organizational Development: A Process of Learning,” and has received numerous awards including the “Distinguished Scholar-Practitioner Award” from the Academy of Management and the “Lifetime Achievement Award” from the Organizational Development Network.
Other speakers included:

- Philip Anderson, Ph.D., principal consultant and owner of BKD Consulting LLC, and an adjunct professor at Benedictine University;
- Richard Axelrod, co-founder of the Axelrod Group Inc., a faculty member in the professional program in Organization Development at Columbia University and guest lecturer at Benedictine University;
- Emily Axelrod, co-founder and principal of the Axelrod Group Inc.;
- Allan Church, Ph.D., vice president of organization development global groups, functions and corporate, and executive assessment and development at PepsiCo.;
- Christopher Fernandez, Ph.D., director of organizational effectiveness, learning and change at Magnetrol International;
- Tim Goodly, Ph.D., former senior vice president of human resources for CNN Worldwide, Turner Broadcasting System Inc.;
- Bruce Mabee, managing partner at Milestone Partners LLC.;
- Matt Minahan, Ed.D, president of MM & Associates;
- Jennifer Smith, former manager of human resources process improvement at Molex;
- Dalitsu Sulamoyo, Ph.D., the president and CEO of the Illinois Association of Community Action Agencies, a membership organization of 40 nonprofits and public entities that serve communities and economically challenged citizens in Illinois;
- Janine Waclawski, Ph.D., vice president of human resources for PepsiCo’s commercial and corporate Functions;
- Richard W. Woodman, Ph.D., the Lawrence Fouraker Professor of Management at Texas A&M University.

**Center for Values-Driven Leadership: Ph.D./D.B.A in Values-Driven Leadership**

Benedictine University’s College of Business hosts the Center for Values-Driven Leadership, co-founded by Dr. James Ludema, Professor of Global Leadership and Director of the Center and Dean Sandra Gill. The Center’s mission is to help values-driven leaders develop themselves and others, build flourishing companies, and transform business and society. The Center works with business leaders, because leadership decisions made in the workplace shape the lives of individuals, economies, and the world more than any other single institution.

At the heart of that mission is the Center’s Doctor of Philosophy (Ph.D.)/Doctor of Business Administration (D.B.A.) Program in Values-Driven Leadership. The doctoral program is the first of its kind, specifically designed for senior leaders committed to using the creativity and discipline of business to:

- Create short-term and long-term stakeholder value
- Enrich people’s lives
- Produce products and services that benefit society
- Contribute to the health, sustainability, and flourishing of the planet
- Integrate Global + Responsible + Strategic + Sustainable + Business

Curriculum in the doctoral program focuses on three fields of study: global leadership, strategic change, and corporate sustainability. Students explore these fields with an eye on developing their capacity to lead at personal, interpersonal, organizational, and global levels.
Students and graduates come from across the country and around the world, including Mexico, Ghana, Germany, France, and Canada, to participate in the program. The executives who enroll in the program are leaders at notable firms such as KPMG, USG, US Cellular, McDonalds, HCA Corporation, and Stericycle, along with privately held companies. Most students are actively engaged in civic and community service as well as serving in leadership roles within their companies; for example cohort 2 student Kathy Hopinkah Hannan is the national board chair for the Girl Scouts of the USA.

In the seven years since its founding, the Center and its doctoral programs have drawn global attention for their values-driven approach to leadership. Recently, the Center was named a finalist for the 2016 HR.com Leadership Excellence Awards. Students and faculty have earned a number of awards for their research, writing, and conference presentations.

Under the leadership of Dr. Jim Ludema, faculty within the Center for Values-Driven Leadership teach side-by-side with some of the world’s leading scholars, to give students access to the latest theory. Current and previous Distinguished Visiting Scholars include:

- Dr. Robert Audi, Professor of Management and John A. O’Brien Professor of Philosophy, University of Notre Dame;
- Dr. Bruce Avolio, Mark Pigott Chair in Business Strategic Leadership; Executive Director, Center for Leadership & Strategic Thinking, Michael G. Foster School of Business, University of Washington;
- Dr. Richard Boyatzis, Professor in Organizational Behavior, Psychology, and Cognitive Science departments, Case Western Reserve University;
- Dr. Phil Bromiley, Dean’s Professor in Strategic Management, Merage School of Business, University of California, Irvine;
- Dr. Bruce Buchowicz, Professor and Chair of the Department of Leadership and Human Resource Management in the School of Business and Management at National University in La Jolla, California;
- Dr. Kim Cameron, Professor of Management and Organizations, University of Michigan;
- Dr. Anjan Chakravarty, Professor of Philosophy, University of Notre Dame;
- Dr. Yochi Cohen-Charash, Professor, Department of Psychology, Baruch College and the Graduate Center of CUNY;
- Dr. John Ehrenfeld, retired Executive Director of the International Society for Industrial Ecology;
- Dr. Jeffrey Ford, Professor of Management in the Max M. Fisher College of Business at The Ohio State University;
- Dr. Ron Fry, Professor and Department Chair, Organizational Behavior, Weatherhead School of Management, Case Western Reserve University;
- Dr. Mary Gentile, Director, Giving Voice to Values, Senior Research Scholar, Babson College;
- Dr. Leigh Hafrey, Senior Lecturer, Behavioral and Policy Sciences, MIT Sloan School of Management;
- Dr. Stuart L. Hart, Samuel C. Johnson Chair in Sustainable Global Enterprise and Professor of Management at Cornell University’s Johnson School of Management;
• Dr. Mary Jo Hatch, C. Coleman McGehee Eminent Scholars Research Professor Emerita of Banking and Commerce, University of Virginia; Visiting Professor IEDC Bled School of Management; Distinguished Visiting Professor, Singapore Management University; and International Fellow, Said Business School, Oxford University;
• Dr. Bob Johansen, Distinguished Fellow, Institute for the Future;
• Dr. Mikko Ketokivi, Professor of Operations Management and Organization Design, IE (Instituto de Empresa) Business School Madrid, Spain;
• Dr. Chris Laszlo, Faculty Research Director of the Fowler Center for Sustainability Value at Case Western Reserve University;
• L. Hunter Lovins, J.D., President, Natural Capitalism Solutions;
• Dr. Rodney Ludema, Professor, Department of Economics and School of Foreign Service, Georgetown University; Chief Economist, US State Department; former Senior Economist, President’s Council of Economic Advisors;
• Dr. G. Thomas Lumpkin, Chris J. Witting Chair in Entrepreneurship, Whitman School of Management, Syracuse University;
• Dr. Cynthia McCauley, Senior Fellow in Research and Innovation at the Center for Creative Leadership;
• Dr. Carlos Mora, Research Scientist, Center for Positive Organizational Scholarship, Ross School of Business at University of Michigan;
• Dr. Peter Northouse, Professor Emeritus of Communication, Western Michigan University;
• Dr. Marc Orlitzky, Chair, Professor in Management, The University of South Australia;
• Dr. Joyce Osland, Lucas Endowed Professor of Global Leadership and Executive Director of Global Leadership Advancement Center, San Jose State University;
• Dr. Bill Pasmore, Visiting Professor of Social-Organizational Psychology, Teachers College Columbia University; Organization Practice Leader, The Center for Creative Leadership;
• Dr. Ron Riggio, Henry R. Kravis Professor of Leadership and Organizational Psychology at the Kravis Leadership Institute, Claremont McKenna College;
• Dr. Abraham (Rami) Shani, Professor of Management, Orfalea College of Business, California Polytechnic State University
• Dr. Inger Stensaker, Professor in Strategic Change, NHH Norwegian School of Economics;
• Dr. Diane Swanson, The Edgerley Family Chair of Distinction, Professor of Management, Founding Chair, Business Ethics Education Initiative, College of Business Administration, Kansas State University.

Additionally, Distinguished Visiting Executives help students connect academic theory to the complex challenges of modern global organizations. Current and past visiting executives include:

• Dr. Mona Amodeo, founder and President, idgroup;
• Mr. Chuck Bartels, retired Director for Global Social Responsibility and Knowledge Sharing, ManpowerGroup;
• Ms. Maureen Beal, CEO, National Van Lines;
• Mr. Mike Birck, retired founder and Chairman, Tellabs;
• Ms. Julie Brautigam, Director of Ethics, Compliance and Sustainability, Baxter International;
• Mr. Lyell Clarke, President and CEO, Clarke;
• Mr. John Coyle, Senior Vice President, Maddock Douglas;
• Dr. Tom Griffin, Independent Consultant, adjunct faculty, The Chicago School of Professional Psychology;
• Mr. Jim Kouzes, Best-selling author, former CEO, Tom Peters Company, Dean’s Executive Professor of Leadership, Leavey School of Business, Santa Clara University;
• Ms. Erin Meezan, Vice President of Sustainability, Interface, Inc.;  
• Mr. Bill Pollard, former President and CEO, ServiceMaster;  
• Mr. David Small, Vice President, McDonald’s Global Leadership Institute;  
• Mr. Paul Spiegelman, founder, BerylHealth and Chief Culture Officer, Stericycle;  
• Mr. Tom Walter, CEO and Chief Culture Officer, Tasty Catering, author of It’s My Company Too!;  
• Mr. Dan Webster, author and founder of Authentic Leadership, Inc.

• Mr. David Ziegler, Chairman of the Board of Directors, Ace Hardware Corporation.

More information is available about the Center for Values-Driven Leadership at www.cvl.org/.

Goodwin Hall of Business Auditorium seats 600 and serves as our Community Gathering place for system-wide discussions, with video conferencing connections to our Springfield, Illinois and Mesa, Arizona programs.
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.

In addition to individual faculty research in all academic programs, our Center for Values-Driven Leadership’s Return on Values (ROV) Project is establishing the link between corporate culture and business success in a large-scale research partnership program.

The ROV Project explores sustainable social and economic value by asking the question, What is the link between culture and profit in small and mid-size businesses?

The ROV is a multi-year research partnership in conjunction with the Small Giants Community (www.smallgiants.org) and the Center for Positive Organizational Scholarship at the University of Michigan. The study explores the relationship between culture, values, and performance, including financials, in small to mid-size companies. Case studies, measurement instruments, data, and insights inform business school education for decades to come, as well as help equip entrepreneurs and business owners to lead companies that perform well in the marketplace and care for employees, customers and the community.

The ROV uses qualitative deep dive case studies combined with longitudinal quantitative surveys to reach its conclusions. Researchers anticipate the results will show values-driven, people-focused companies are not just creating better workplaces, they’re creating more sustainably-successful companies.

Beyond the ROV Project, additional research within the CVDL includes the following dissertations, completed by recent graduates and reflecting Benedictine University’s ongoing alignment with the purpose and values of the PRME:

- Sustainability and Flourishing: What’s Love Got to Do with It?
- Constructing Positive Organization Identity with Virtuous Positive Practices
- Searching for the Links between Culture and Performance: The Role of Values Work as Emergent Values Practices in One Company’s Journey from Imagined to Transformational
- General Growth Process: Concept to Self-Sustaining Enterprise
- To Lead is to Love: An Exploration into the Role of Love on Leadership
- Validation of the Ethical Leadership Style Questionnaire (ELSQ)
- A Cross-Cultural Narrative Exploration of the Life Stories of American and Chinese Peacebuilders
- Values-Based Leadership in a Healthcare Organization: Its Impact on Decision Making and Organizational Outcomes

Dean Sandra Gill’s research on Practical Wisdom in management education, was presented December 6, 2013 at the International Case Management Conference, at BIMTECH, Greater Noida, India. In addition, she was an invited panelist at Yale Divinity School, on “Benedictine Values and Practical Wisdom” in the Practical Wisdom for Management Culminating International Conference, sponsored by the John Templeton Foundation, July 9-10, 2013. (Yale Divinity School, New Haven, CT).
Faculty and students in our Ph.D. program in Organization Development published more than 50 articles and chapters on global and international leadership and cultural transformation, action research and leadership as shown in the selected citations below:

BOOK:


CHAPTERS:


PUBLICATIONS/ PRESENTATIONS:


Yaeger, T., Guyot, G., Connelly, B., Daniels, D., Machtemes, L., Marks, T., Shkairat, R., "Panel: Engaging and Practicing OD and HR," , "Midwest Academy of Management, October, 2014, Minneapolis, MN.


Sorensen, P., Yaeger, T., Session facilitator for “Organization Development as a Calling: Leadership, Entrepreneurship and Practice,” presented at the Southwest Academy of Management, Organization Development Track, March 2015, Houston, TX.


Yaeger, T., Dunn, J., Sorensen, P., Narel, R., “Parkland Health and Hospital System as a Calling,” panel presented at the Southwest Academy of Management, Organization Development Track, March 2015, Houston, TX.

Yaeger, T., as Doctoral Consortium Invited Guest, presented at the Southwest Academy of Management, Organization Development Track, March 2015, Houston, TX.


DISTANCE PRESENTATION


Bart Brock, Benedictine U.; Ram Tenkasi, Benedictine U. (2013) “A Diagnostic-Dialogic Change Model: Synthesizing Organizational Change with Accounting Metrics”


Douglas Austrom, IU Kelley School of Business; Pamela Posey, Sociotechnical Systems Roundtable, Inc; Betty Jo Barret, MIT Sloan; Betsy Merck, Merck Consulting; Bert Painter, Royal Roads U.; Ramkrishnan (Ram) Tenkasi, Benedictine U. (2015). “From Grounded Theory to Grounded Practice: Virtual R&D Teams”


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.*

Our College of Business and Center for Values-Driven Leadership strategically focused our partnership efforts in the Return on Values Project, to maximize partnership resources in this landmark large-scale effort. Together with the Small Giants Community, we are working with The Center for Positive Organizational Scholarship at the University of Michigan as research partners.

As agreed to with Small Giants Community, findings are shared as they become evident, to advance business leadership. To date, the Center for Values-Driven Leadership has produced and posted over 45 leadership videos resulting from this particular research project, as well as our Visiting Faculty Scholars and Visiting Business Leaders.

All resources on the Center for Values-Driven Leadership are free and accessible, worldwide.

Benedictine University also promotes sustainability through a variety of campus and community initiatives, shown below from the reporting period.

Benedictine University also promotes sustainability through a variety of campus and community initiatives, shown below from the reporting period most notably through the NetVue program.

The Network for Vocation in Undergraduate Education (NetVUE) is a nationwide network of colleges and universities formed to enrich the intellectual and theological exploration of vocation among undergraduate students. This initiative is administered by the Council of Independent Colleges (CIC) with generous supported from Lilly Endowment Inc. and members’ dues.

The purposes of NetVUE are to:

- Deepen the understanding of the intellectual and theological dimensions of vocational exploration;
- Examine the role of vocational exploration in a variety of institutional contexts;
- Share knowledge, best practices, and reflection on experiences across participating campuses;
- Develop a network for sustaining an extended program in the intellectual and theological exploration of vocation; and
- Facilitate the incorporation of additional colleges and universities into this enterprise.

The Theology/Management course is a partnership with the NetVUE program to integrate and engender what vocation means within the areas of business education, management and within the Benedictine framework. The Interfaith Approaches in Management was developed in partnership with the University’s theology department and the Interfaith Youth Core organization.
6. DIALOGUE

We will facilitate and support dialogue 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.

Dialogue drives much of the learning in the MSMOB and the PHD Program in Organization Development. More than 40 years ago, the program instituted the Contemporary Trends in Change Management Lecture Series with scholars from top-tier institutions. In that last two years alone, these Lecture Series speakers have included:

- Edgar Schein, MIT
- Thomas Cummings, USC
- Susan Mohrman, USC
- David Cooperrider, Case Western Reserve University, and Chairman of the initial steering committee for PRME.

Our Ph.D. program in Organizational Development has hosted 19 global scholars and practitioners in Positive Management research and practice since 2013, in our semi-annual Lecture Series with all current master's and doctoral scholar-practitioners, plus alumni. Almost 75% of the program's 184 doctoral graduates hold executive level leadership roles, sharing their best leadership and mentoring current students.

Global thought leaders in nine Center for Values-Driven Leadership Senior Executive Roundtables presented half-day workshops with hundreds of area business leaders, doctoral students, government policymakers and other stakeholders:

- Game Changers: Leveraging Foresight, Insight and Action to Shape the Future with Dr. Bob Johansen, Distinguished Fellow, Institute for the Future, April, 2011
- Creating Sustainable Value with Dr. Stuart L. Hart, S.C. Johnson Chair in Sustainable Global Enterprise, Cornell University; Founder & President, Enterprise for a Sustainable World October, 2011
- Appreciative Inquiry: A Positive Approach to Leadership and Organizational Change with Dr. Jim Ludema, Professor of Organizational Development and Program Director, Center for Values-Driven Leadership, April, 2012
- Positive Strategies for Extraordinary Leadership with Dr. Kim Cameron, Professor of Management and Organizations, University of Michigan and Paul Spiegelman, CEO and Founder, Small Giants Community and CEO and Co-Founder, The Beryl Companies, Dallas, Texas, January, 2013
- Driving Enterprise Change: Leadership Strategies for Agile Organizations with Dr. Bill Pasmore, Visiting Professor of Social-Organizational Psychology, Teachers College Columbia University Center for Creative Leadership and Tom Walter, CEO of Tasty Catering and author, It’s My Company Too, April, 2013
- Resonant Leadership: Inspiring Others through Emotional Intelligence with Dr. Richard Boyatzis, Professor in Organizational Behavior, Psychology, and Cognitive Science Departments, Case Western Reserve University November, 2013
- Leverage: Using Authentic, Transformational, and Strategic Leadership to Build Long-Term Value for Your Firm, with Dr. Bruce Avolio, Mark Pigott Chair in Business Strategic Leadership and the Executive Director of the Foster Center for Leadership & Strategic Thinking in the Foster School of Business at the University of Washington, September, 2014
- Leading Endearing and Enduring Companies, with Dr. Raj Sisodia, F.W. Olin Distinguished Professor of Global Business and the Whole Foods Market Research Scholar in Conscious Capitalism at Babson College, April, 2015
- Business Innovation & the Internet of Things with MIT-technologist Kevin Ashton, November, 2015.

In addition to classroom dialogue, an active blog site on sustainability and related topics is hosted through our Center for Values-Driven Leadership (http://www.cvdl.org/blog/category/sustainability/).
FUTURE PLANS

The Benedictine wisdom hallmark of “living and working in community” has been deepened in key leadership initiatives across our academic enterprise, led by President Michael Brophy. We have begun strategic planning for 2020, adopting balanced scorecard best practices, to strengthen academic quality and student learning—especially important for our mostly non-traditional, highly diverse student body. Over 80 undergraduate co-curricular opportunities advance leadership development within academic and social service clubs, teams and service learning trips for mission and study-abroad. Extensive community-building communication has been established in Fall, 2015 including: (1) President’s Advisory Council of approximately 25 stakeholders from all major units, to explore challenges and opportunities for improvement. These weekly meetings (September-December, 2015) have informed and shaped short and longer term strategic priorities, to produce a 2020 strategic vision and plan (2) Monthly Community Enterprise Gatherings, across all Illinois and Mesa, Arizona instructional sites via distance technology and new meeting facilities in Goodwin Hall of Business, provide Presidential, faculty and staff updates across all units to the entire workforce. Our employees create and manage this agenda. (3) Surveys and sensing discussions across the enterprise have been conducted for stakeholder feedback, focused exploration on strategic opportunities and challenges, and stakeholder engagement in priority setting. Institutional research and assessment has been expanded to achieve more evidence-based decision making. All these raise enterprise-wide discussion of our mission and Benedictine values, which specifically address social responsibility and sustainability, especially elevated by Pope Francis in recent months.

Our new Goodwin Hall of Business has already begun to support expanded partnerships with area businesses, global interactive dialogue and more experiential learning opportunities for “hands on” sustainability efforts. On-site and remote internships, student project management and business leadership opportunities, and leader-in-residence have expanded with improved learning facilities and technologies.

Stewardship and Sustainability

The University works to instill a sense of appreciation and care for all of creation is the focus of the Stewardship and Sustainability. Current sustainability efforts include reducing food waste, energy conservation, the Healthy Lawn Initiative and other community service and beautification projects. S-designated courses indicate integration of sustainability within the curriculum.

Successful programs and events held on campus since the last report in 2013:

- Composting in the cafeteria and around campus
- Recycling
- Trayless Dining
- Fair Trade Coffee and some local foods
- Farmer’s Market
- Community Garden
- Organic Lawns
What are Sustainability-designated Courses?

At Benedictine University, we seek to foster stewardship of the earth, the knowledge that we are part of a larger ecology, and awareness of principles and practices that promote sustainability. All Benedictine University undergraduates must successfully complete one sustainability-designated course or co-curricular experience, or approved transfer equivalent. Topics can include, but are not limited to, the social or natural impacts of environmental neglect, stewardship and sustainability practices, environmental public policy, or ecology-related science.

Current Approved S-Designated Courses:

- **BCHM 100**: Impact of Science and Technology on Society (IDS designated section)
- **BIOL 180**: Ecology of a Changing Planet (QLS)
- **BIOL 197**: Principles of Organismal Biology (QLS)
- **BIOL 205**: Introduction to Environmental Science
- **BIOL 363**: Ecology
- **BIOL 364**: Ecology Laboratory (WI)
- **BIOL 394**: Nature Writing
- **ENVS 205**: Environmental Science
- **ENVS 210**: OSHA Hazardous Waste Operation and Emergency Response Training
- **ENVS 211**: OSHA Hazardous Waste Operation and Emergency Response Refresher
- **ENVS 398**: Capstone Project
- **LITR 241**: Environmental Literature (QLR)
- **MGT 120**: “Going Green” in the Business World
- **MGT 125**: Business Sustainability Topics
- **PHIL 248**: General Ethics for the Ecologically Minded (QPL)
- **RELS 180**: The Divine Economy (QRT)
Beyond recent sustainability initiatives, summary features in the new Goodwin Hall of Business are shown below:

- **Structural Steel and Reinforced Concrete** The building will be constructed with Structural Steel and reinforced concrete, which are both produced in the United States and are readily available locally. The manufacturing process utilizes industrial byproducts, recycled content and is environmentally responsible. Structural steel, for example, contains 93.3% recycled steel scrap, while reinforced concrete uses industrial waste byproducts in its manufacturing process. Additionally, at the end of a building’s life, 98% of structural steel can be recycled again with no loss of physical properties and can continue to be reused.

- **Energy efficient building envelope** A sustainable, energy efficient building envelope is being designed. This includes high performance insulation and low-E coating on glass.

- **Cool Roof utilization** Cool Roof design is being utilized. White thermoplastic polyolefin (TPO) membrane roof reflects unwanted heat gain and resists UV rays, ozone, and chemical exposure. It also has no Volatile Organic Compounds (VOC).

- **Chilled beam cooling and heating system** The building will use a chilled beam cooling and heating system. This innovative system reduces energy consumption, improves comfort by circulating air within a room, and reduces mechanical system noise to improve learning environments. The system uses non-ozone depleting HFC refrigerants in the air cooled chiller to help protect the environment.

- **Natural daylight harvesting** Natural daylight is being harvested and coordinated with the light fixtures to allow them to automatically turn off when adequate lighting levels are being met.
• **Occupancy sensors**  
The building will include occupancy sensors that automatically turn off when a room is vacant.

• **Energy efficient lighting**  
Energy efficient T5 fluorescent and LED lighting used throughout the building.

• **Low water flow fixtures**  
Low water flow fixtures are being used for toilets, urinals, sink faucets, etc.

• **Materials with recycled and renewable content**  
The project will utilize materials with renewable and recyclable content. For example, Marmoleum composition tile is made from renewable linseed oil, pine rosin, and wood floor. Wood is also being used in some key design features, as wood is a renewable material. Many of the materials that are being specified include recycled content; carpet tile, ceiling tile, steel structure, concrete, etc.

• **Local material specification**  
Local Materials are being specified for the project. This reduces shipping and transportation costs, as well as reduces fossil fuel consumption.

• **Low emitting material specification**  
Low Emitting Materials are being considered for all finishes. Volatile Organic Compounds can be harmful to human exposure, so selecting materials with low or no VOC content provides a safer environment for humans.

• **International energy code**  
The design for the building will exceed international energy code requirements.

• **Sustainable design rebates and initiatives**  
The project team is working with local authorities to secure potential rebates and grants for initiatives in sustainable design.

• **Digital file sharing program**  
All members of the project team are utilizing a digital file sharing program, eliminating printing and shipping costs for printed drawings.
### Selected Practical Actions and Future Strategic Goals

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<tr>
<th>Principles for Responsible Management Education</th>
<th>Selected Practical Actions</th>
<th>Assessment of Outcomes and Results</th>
<th>Objectives for 2017-18</th>
<th>Strategies &amp; Timelines</th>
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| **1. Purpose**                                  | Mgt 254 Interfaith Issues in Management includes UNGC principles for ethical guidelines for business management  
Over 40 publications and presentations on global cultural understanding and leadership by graduate and doctoral students and faculty | Students report greater awareness of business capabilities for social good | Conclude University-wide strategic planning (2016-2020) and Program Learning Assessment plans for College of Business | By December, 2016, map PRME Principles to program learning outcomes and assessment methods in every undergraduate major, graduate degree and doctoral program in College of Business. |
| **2. Values**                                  | Undergraduate student evaluations of corporate social responsibility reports and financial statements in introductory accounting principles section (across all business majors). Students develop methods to account for environmental and quality costs in their cost accounting course.  
Graduate student capstone courses use business simulations in which teams are ranked weekly on their corporate performance, including corporate social responsibility and human resource management | Students report increased capabilities to account for corporate social responsibility.  
Graduate teams consistently rank in top 15% of all global teams, including “top 100” rankings | Incorporate PRME Principles and assessment methods across College of Business academic programs, to generate direct and indirect outcomes data.  
Establish advisory council to support faculty and staff PRME related efforts, in curricular and co-curricular efforts at Benedictine University. | By December, 2016  
Incorporate PRME logo and Principles in College of Business strategic plan and branding materials |
### 3. Method

| Theology/Management 287 Why Work, expanded with ethical frameworks and exercises in personal and work-related challenges; exploration of one’s calling (vocation) for a life of meaning and purpose, with student self-assessments, career and job search skills, and personal brand statements to align values with career aspirations. Center for Mission and Identity development program for faculty and staff explores meaning and engagement in Benedictine hallmarks, social justice and the common good, through interfaith dialogue and reflection. |
| Assessment data forthcoming in Spring, 2016 course evaluations. |
| By June, 2016 facilitate capacity development plan for this new student network. |
| By December, 2017, convene CoB Advisory Council for Responsible Management Education, including academic, student life and University mission leaders, for campus-wide planning, capacity development and outcomes assessment. |

### 4. Research

<p>| 98% of students successfully complete their degree in each of these scholar-practitioner doctoral programs. |
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<th>5. Partnership</th>
<th>Faculty development project expanding &quot;vocation&quot; across disciplines with NetVUE faculty workshop on vocation in undergraduate education, and Lilly grant funded stipend for faculty course development (Theology/Mgt 287, Why Work)</th>
<th>Every college has disciplinary-specific initiatives underway to help students discern their vocation for a meaningful life and service for the common good.</th>
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<td>6. Dialogue</td>
<td>Center for Mission and Identity development program for faculty and staff explores meaning and engagement in Benedictine hallmarks, social justice and the common good, through interfaith dialogue and reflection. Women’s Entrepreneurship Network emerged in Fall, 2015 with regional conference planned for Fall, 2016 from dialogue with Future Founders, <a href="http://futurefounders.com/startup/">http://futurefounders.com/startup/</a></td>
<td>Participant evaluations very high; College of Business staff report increased comfort and capabilities in dialogue on values and cultural differences.</td>
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References
