DANIEL L. GOODWIN
COLLEGE OF BUSINESS

This is our Sharing Information on Progress (SIP) Report on the Implementation of the Principles for Responsible Management Education

2018-2020
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.

Charles W. Gregory

Charles W. Gregory
President, Benedictine University
The Daniel L. Goodwin College of Business is pleased to share our fifth progress report on sustainability initiatives at Benedictine University. As a Signatory since 2009, we continue to integrate Principles for Responsible Management Education in our undergraduate, graduate and doctoral programs. Our Center for Values-Driven Leadership continues its executive doctoral program and research in sustainable high-performance leadership. Social responsibility, for over 50 years, has been a core objective in our scholar-practitioner Ph.D. in organizational development, through practice and research. Graduate programs address ethics and social responsibility in cases and courses. Undergraduate business programs engage students through curricula and service programs, such as our annual IRS Volunteers in Income Tax Assistance for low-income families, pro bono marketing plans and digital marketing strategies for not-for-profit organizations. In this report, we showcase remarkable sustainability accomplishments across our University, since 2018. Throughout Benedictine University, students, faculty and staff have created and expanded sustainability, especially among undergraduate curricular, co-curricular and campus support initiatives, reported here. These enrich our College commitment to business as a calling, and demonstrate our University mission, …helping students shape lives of meaning and purpose as engaged citizens who care for the Earth, welcome people of diverse faiths and cultures, and promote the common good.

Darrell Radson

Darrell Radson, Ph.D., Dean
EXECUTIVE SUMMARY

Since 2018, Benedictine University had significantly expanded its focus on global social responsibility and student engagement, to generate sustainable value for all. Major accomplishments include:

- 100 undergraduate courses across 40 disciplines designated as Global and Sustainable, for co-curricular degree requirements in every undergraduate major
- University-wide immersive learning and dialogue for Inclusion and Diversity, such as our Annual TeachIN for Social Justice, with over 1,000 participants in each of the last four years
- Successful Undergraduate Research, Scholarship and Arts (URSA) programs with over 100 undergraduate presentations and posters each year, including our Virtual URSA in 2020
- Increased scholarships and program support for over 100 International students and 73 Study Abroad experiences
- Center for Values-Driven Leadership education and research in 17 dissertations, 65 practitioner articles and 62 presentations in academic and professional leadership conferences
- 17 Arthur J. Schmitt Future Leaders’ service projects and development in our year-long Schmitt Scholars Learning Community, with executive and faculty mentors
- Ph.D. in Organization Development research with 22 dissertations plus 29 chapters and academic presentations in managing global organizational change
- Increased sustainability learning with online student research guides and 13 student projects and clubs
- Renewable energy technologies, including a 15-foot wind turbine and solar panels for student service projects
- Recycling over 5 tons of paper, reduction of aqueous waste in science laboratories and Green Seal towel rolls, soaps and cleaning products, in addition to energy conservation
- University-wide leadership with our Sustainability and Stewardship Task Force, now over 30 stakeholder advocates including students, faculty, academic and administrative staff across academic disciplines, campus services and operations.

Challenges over the past three years of University consolidation have affirmed the strength of our University community, especially the Benedictine Hallmarks of Stewardship and our call to serve the common good. These values unite us to advance sustainable value for all. Success matters—earlier visible sustainability efforts attracted more advocates this year. Our larger Task Force is empowered in new programs and on-going projects. Partnerships and relationships are increasing from the many connections we have identified.

Future goals include determination of an appropriate assessment model; moving from memos and minutes to collaborative applications for information management and tracking progress, and recreating initiatives that are impacted by COVID-19 restrictions now and in the future.
UNIVERSITY OF THE INTEGRATION OF PROGRESS REPORT 2018-2020 BENEDICTINE UNIVERSITY

UNITED NATIONS PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

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. PARTNERSHIPS
   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. DIALOG
   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.

ORGANIZATIONAL PRACTICES

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.
1. PURPOSE, INTRODUCTION AND SUSTAINABILITY APPROACH

BENEDICTINE UNIVERSITY

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.

Our University-wide sustainability engagement emerges from our University mission, vision and commitment to the Benedictine wisdom tradition.

Mission Statement

Benedictine University is an inclusive academic community dedicated to teaching and learning, scholarship and service, truth and justice, as inspired by the Catholic intellectual tradition, the social teaching of the Church, and the principles of wisdom in the Rule of St. Benedict.

Vision Statement

Benedictine University aspires to be a thought leader in Catholic higher education. We seek to provide a transformative and integrative educational experience grounded in Benedictine values, helping students shape lives of meaning and purpose as engaged citizens who care for the Earth, welcome people of diverse faiths and cultures, and promote the common good.

Motto

Ut in omnibus glorificetur Deus – That in all things God may be glorified.

Commitment

Benedictine University’s mission and vision reflect its Catholic and Benedictine identity, providing continuity with the past and a direction for the future.

In 1887 the monks of St. Procopius Abbey founded Benedictine University. They have been active sponsors of the institution throughout its history, first as St. Procopius College, later as Illinois Benedictine College, and today as Benedictine University. The monks base their lives on the Rule of St. Benedict, written in the sixth century. They share the Benedictine charism with all who embrace the University’s Catholic and Benedictine mission.

Education at Benedictine University is rooted in values lived by Benedictine monks and sisters. These values are conveyed by the “Ten Benedictine Hallmarks” as formulated by the Association of Benedictine Colleges and Universities:

- love of Christ and neighbor;
- prayer: a life marked by liturgy, lectio and mindfulness;
- stability: commitment to the daily life of this place, its heritage and tradition;
- conversatio: the way of formation and transformation;
• obedience: a commitment to listening and consequent action;
• discipline: a way toward learning and freedom;
• humility: knowledge of self in relation to God, others and creation;
• stewardship: responsible use of creation, culture and the arts;
• hospitality: openness to the other; and
• community: call to serve the common good.

Inspired by these hallmarks, and convinced of the harmony of faith and reason, Benedictine University cultivates virtues of intellect and character, encouraging people to study, listen, and engage the ideas of a variety of persons, cultures, and disciplines, while imparting ”the love of learning and the desire for God” to guide a lifelong pursuit of knowledge and wisdom.

As a Catholic University, we are guided by the academic ideals presented in the Apostolic Constitution on Catholic Universities Ex corde Ecclesiae, including:

• a Christian inspiration not only of individuals but of the university community as such; a continuing reflection in light of the Catholic faith upon the growing treasury of human knowledge, to which we seek to contribute by our own research;

• fidelity to the Christian message as it comes to us through the Church; and
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.

The University’s curriculum, policies and activities draw on the wisdom of the Church regarding ways to build a just society and live lives of holiness in the modern world. To that end, the University engages key themes of modern Catholic Social Teaching identified by the United States Conference of Catholic Bishops:

• to family, community, and participation;
• rights and responsibilities;
• option for the poor and vulnerable;
• the dignity of work and the rights of workers;
• solidarity; and
• care for God's creation.

As a member of the Association of Benedictine Colleges and Universities, Benedictine University is committed to academic and professional excellence. We strive to promote the common good and to assist individuals to lead lives of balance, generosity, and integrity. We reflect upon Gospel values as interpreted by the Rule of St. Benedict and therefore take seriously:

• the primacy of God and the things of God;
• reverent listening for the varied ways in which God is revealed;
• the formation of community built on respect for individual persons who are each regarded as Christ himself;
• the development of a profound awareness of the meaning of one's existence; and
• the exercise of good stewardship.

Today, Benedictine enrolls over 4,900 students with over 2,700 undergraduate students, 2,100 graduate and 79 doctoral students. We are dedicated to the education of undergraduate and graduate students from diverse ethnic, racial and religious backgrounds. The University’s main campus in Lisle, Illinois, on 108 tree-covered acres supports four academic colleges with extensive science facilities, trading lab and business analytics lab, student learning support center, 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 providing top quality football, soccer, lacrosse, track, softball and baseball fields. A branch campus is located in Mesa, Arizona and class sites are located in China and Vietnam.

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. Our approach to sustainability is community-driven. It continues to flourish within and among our students, faculty and staff. This report shows significant progress since 2017, as a result of our shared commitment to the Benedictine Hallmarks, and the collective creativity within our University community.
Daniel L. Goodwin College of Business

With this mission and vision, the Daniel L. Goodwin College of Business advances Benedictine University’s mission and the Benedictine wisdom tradition through our values-based management education. St. Benedict prescribed that we “treat all goods as if they are vessels of the alter”, which emphasizes wholeness of body, mind and spirit, and connection of material things with the earth, for our care and attention. This is the essence of stewardship, engaging with all things as sacred. The ancient Rule of St. Benedict describes leadership qualities we address today—wisdom, prudence, discretion, sensitivity to individual differences, where authority includes mercy and justice, understanding with accountability, love more than zeal. Leadership derives from sound relationship with all members of the community. “Let everyone that comes be received as Christ” is more than good manners. It requires genuine respect, inclusion, even love. Our efforts aim toward an inclusive, caring community with all our students, faculty and staff, in all we do.

Center for Values-Driven Leadership

Our Center exemplifies the development of current and future leaders as generators of sustainable value for business, society and a sustainable global economy. The Center’s work focuses in three primary areas: education, research, and practice. The Center launched a Ph.D./D.B.A. program in values-driven leadership, for senior executives in 2011. In 2018, Goodwin College celebrated the 10th year anniversary of our Center for Values-Driven Leadership.


In 2017 and 2018, our Ph.D./D.B.A. Program in Values-Driven Leadership, for senior executives, was named the top leadership doctoral program in HR.com’s annual listing, in the category of leadership or organizational development doctoral programs. This first-place ranking is reflective
of student and graduate evaluations, as well as national reputation. “We credit our success to our exceptional students, alumni, faculty, and distinguished visiting scholars,” says Dr. Jim Ludema, co-founder of the Center for Values-Driven Leadership and a professor of global leadership. “They live values-driven leadership every day. Our program helps them advance their academic research while connecting it to their experience as leaders. https://cvdl.ben.edu/blog/benedictine-ph-d-program-named-1-leadership-second-year-row/

Since 2018, CVDL faculty and executive students completed 17 dissertations, seven academic publications, 65 practitioner articles and 62 presentations at global conferences of the Academy of Management, International Leadership Association and the 2018 International Society for the Study of Work and Organizational Values Conference, Trieste, Italy. See Appendix.

Kathy Hopinkah Hannan, Ph.D., is one graduate of the Center’s executive doctoral program in values-driven leadership. Hannan is the national board chair of Girl Scouts USA and a former National Managing Partner, Diversity and Corporate Social Responsibility and Vice Chair with global consulting firm KPMG. “The Center challenges executives to approach business with a more ethical, sustainable, and inclusive model,” says Hopinkah Hannan. “They connect business leaders with the most innovative and thought-provoking scholars in the field, and the results have been extraordinary.”

Graduate business programs also develop understanding of sustainability and corporate social responsibility. MBA and master’s programs in Information Systems and Management and Organizational Behavior complete their graduate capstone course together in Strategic
Management. Results from the Business Strategy Game™ consistently show near the upper quartile compared to the world competitive baseline, in the Corporate Social Responsibility metric. Since 2018, this CSR score was among the top three BSG scores in nine (65%) of 14 course sections. Cases and class discussion in graduate Strategic Management and Managerial Accounting for Decision Making classes further address CSR and sustainability.

Undergraduate business programs include sustainability reporting, especially in required core courses for all Bachelor of Business Administration majors such as Accounting and Organizational Behavior. Elective courses included “Going Green in Business” and “Business Sustainability”. These also contribute to General Education requirements for every undergraduate student, in every major, described next.

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.

Beyond our Vision statement, to care for the Earth as engaged citizens, global social responsibility is specifically articulated in three of our nine University Student Learning Outcomes, endorsed by Faculty in 2015 [link]

**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.

**Civic Engagement and Social Responsibility:** Participate in civic and community affairs, practice ethical and moral decision-making, understand the Catholic principle of the “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.

**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.

As a Liberal Arts institution, all Benedictine undergraduate students have General Education requirements and co-curricular requirements including Global Perspective and Social Responsibility:

**Global Perspective**

a. Recognize the interdependence of peoples and nations and understand the forces that connect and divide them.

b. Understand the benefits of diversity of perspectives, abilities and cultures.
c. Understand the relationship between language and culture and communicate effectively and respectfully across cultural boundaries.

d. Relate the person to community and the local to the global.

**Social Responsibility**

a. Engage ethical problems thoughtfully and actively and contribute to the work of peace and social justice.

b. Understand conflict resolution processes.

c. Practice stewardship of self and the environment and understand the principles of wellness and sustainability.

d. Develop the traits of good citizenship, and gain knowledge and skills necessary for civic engagement.

Co-curricular requirements are met in courses designated as Writing Intensive; Engaged Learning, Learning Community, Global and Sustainability. Each of these designations has a defined assessment rubric from which faculty report annually to the GenEd Committee. This is in addition to the University-wide course evaluation system which students complete every term. Since 2017, faculty sustained 100 elective course options, in almost 40 disciplines to help students fulfill both Global and Sustainability course requirements. These co-curricular experiences significantly contribute to majors that otherwise do not incorporate this purpose by sustaining 100 courses across all majors and disciplines for students to select. Samples with Global, Sustainability or both include:

**ANTH 3309 People, Culture & Environment.** The relationship between environment and social organization including subsistence activities, resource exploitation and development

**BIOL 1180 The Ecology of a Changing Planet.** Introduces the non-science major to the basic ecological processes and science that are involved in many environmental concerns.

**COMM 3304 Media and Environment.** A critical investigation of the role of the media in the global discussion of environmental issues.

**HIST 2213 Contemporary Latin America, 1898-2000.** Beginning with the creation of independent nation states in Latin America, this course will survey the social processes, issues and events that have given rise to contemporary Latin America as well as the impact of Latin America on the wider world.

**MGT 1120 "Going Green" in the Business World.** This course provides students of all majors, concentrations and levels of study a variety of business frameworks and tools to influence business leaders’ decisions about environmental sustainability. As a result of this course the student will better understand how they can make a positive difference on the job influencing their employers to adopt green business practices.
MGT 1125 Business Sustainability Topics. This course traces present-day expectations on corporations for taking on environmental and social responsibilities. Students will study specific topics that are important components of sustainability initiatives. Topics include consumerism and resource depletion, substitution of renewable for non-renewable resources, building design and construction, carbon reduction, waste reduction and recycling, climate change and sustainability measurement and reporting.

MGT 3324 Global Sustainability Topics. This course presents mainstream environmental and corporate sustainability challenges faced by business. Topics include the concept of Shared Value, greenhouse gas (GHG) abatement programs; mitigation discussions on global climate change; consumerism; renewable energy technologies; state of adoption of Triple Bottom Line sustainability reporting; accounting for Externalities through Natural Capital accounting methods. Supporting topics: What business tools can one use to take ideas and make them into sustainable programs? Overview of LEED building practices; recycling; alternative transportation programs, how to account for carbon emissions; employment trends in the green economy.

NUTR 2364 Food Systems and Policy. An evidence-based exploration of the food system’s interrelationships with public health, nutrition, the environment, equity, and society. Topics concerning food production, global markets, labor practices, policy and politics, food manufacturing practices and marketing techniques will be examined. This course includes identification of areas of concern and challenges, discussion of policies, advocacy, and action opportunities, identification of personal opportunities for stewardship, and development of intervention strategies.

PHIL 2248 Environmental Ethics. Surveys recent philosophical discourse on the rights and responsibilities of human beings in respect of animals, plants, ecosystems, and natural resources, devoting special attention to subjects such as climate change, species extinction, wilderness preservation, sustainability, consumerism, pollution, human population, and poverty.

THEO 2252 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 will use case studies to demonstrate the strengths and weaknesses of each of the three approaches to current business problems.

In addition to co-curricular requirements, every undergraduate student must complete two Interdisciplinary courses at Benedictine described below:

IDS 2202-4 Catholic/Benedictine Intellectual Traditions: Sustainability/Stewardship. Interdisciplinary seminar focused on various religious and philosophical traditions, including one or more Catholic or Benedictine hallmark(s).

IDS 3301-3 Human Dignity/Common Good. Interdisciplinary seminar focused on issues of social responsibility, stewardship of self and environment, civic engagement, and personal and intellectual development.
A 12-semester hour certificate in Environmental Studies was designed to: inculcate a sense of environmental stewardship and responsibility; educate students in global environmental issues, principles and practices with associated socioeconomic concerns, examine ethical problems, and provide students with competencies that will be attractive to employers and graduate programs, given the growing attention to environmental issues and studies. Students must complete courses from two colleges, Science and Liberal Arts for the interdisciplinary experience.

http://www.ben.edu/college-of-science/biological/environmental-studies-certificate.cfm

Beyond academic requirements and opportunities, international opportunities are provided in Mission trips and International Programs and Service.

International Programs

International Programs and Services provide extensive support to students and faculty in our domestic and international partnership programs. Since 2018, 73 undergraduates completed Study-Abroad programs. With five university partners in Asia, almost 500 students are enrolled in four graduate programs: M.A. Linguistics with TESOL concentration, MBA, MS in Information Sciences and MS in Public Health. Domestically 141 international students with F1 or J1 visas are highly engaged with our International Program staff, in coordination with their academic advisors and faculty. Programs celebrate all aspects of cultural identity and diversity, including the arts, faith traditions, food, business and social customs and sports. Faculty-led programs with students were completed in Tanzania (Public Health), Italy (Nutrition), Spain (Spanish language, history, and culture), Europe (WWII History), and China (International Business, Political Science, and Biology). Workshops for students and faculty prepare each for a
successful international experience. Beyond myriad logistical coordination for each student and faculty, Fulbright teaching assistant and other scholarships are secured by these staff. Personal support for each person’s pre-departure is provided, including visas, transportation, insurance, housing, course schedules, transfer credits and re-entry, including reflective experience assessments. Memoranda of Understanding with international partners and liaison are managed. Both Lisle and Naperville Rotary Clubs and our Rotoract student club are coordinated with International Program experts.

3. METHOD

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

Benedictine Hallmarks anchor our on-going efforts to strengthen our University community. Stewardship calls us to the responsible use of creation, culture and the arts; Hospitality is expressed in openness to the other, and through Community, we are called to serve the common good. These are made plain through Inclusion and Diversity, as a value, educational framework, process and environment for the development of responsible leadership at Benedictine University.

Inclusion and Diversity Progress

http://www.ben.edu/Inclusion-Diversity/programs-inclusion-diversity.cfm

Dialogue for Change http://www.ben.edu/Inclusion-Diversity/dialogue-to-change.cfm

Provost Kenneth Newbold summarized the significant progress accomplished since 2017 by Professor Wilson C. Chen, Director of Intercultural Education & Professor of English. Dr. Chen, with Karl Constant, Assistant Director of Inclusion, Diversity, and Equity co-chaired the 11-member Inclusion and Diversity Committee. From 2017-2020, Dr. Chen, as Director, provided outstanding leadership, expanded programs and collaboration to enhance the campus climate. Since 2017, the Intercultural Education Program:

- Created the first Inclusion/Diversity web pages and archives on the BenU website
- Worked with faculty and staff leaders to develop the annual campus-wide Teach-In on Social Justice, which has drawn over 1,000 participants each year for the past four years
- In partnership with Student Life, Campus Ministry, and Public Health, developed the BenTalks monthly campus dialogue series to engage in honest dialogue over challenging social issues
- Worked with faculty and staff leaders to develop the Safe Space Ally Team, which created the first Safe Space Ally Program in BenU history
- Partnered with Campus Ministry to launch and sustain the Faith and Justice Reading Group
- Co-sponsored with the International Programs and Services our annual International Education Week
• Designed and sponsored a commuter-based Intercultural Engagement Learning Community

Dr. Wilson Chen becomes Director of the General Education Curriculum on June 1, 2020, and Dr. Patricia Somers will begin her role as Director of Intercultural Education. She will continue work with the Committee on Inclusion and Diversity to deliver programming and resources to sustain our university as a safe, supportive and inclusive learning environment. Dr. Somers is currently Assistant Professor in the Clinical Psychology Program. She teaches graduate courses on professional ethics and the law, multicultural counseling, research methods, and grief and loss. She is currently co-chair of the Inclusion Diversity Equity Advisory & Action Council (IDEAAC), an arm of the Center for Mission, Ministry and Inclusion. Along with, Dr. Chen, Dr. Somers is the co-author of a forthcoming book chapter in Teaching and Learning for Social Justice and Equity in Education (Palgrave Macmillan).

**Annual TeachIN for Social Justice**

Since 2016, over 1,000 students and others have participated each year, in each community-wide TeachIN day. Over 80 sessions, about 20 in each annual TeachIN, have been designed and delivered by students, faculty and staff. Each event is designed for dialogue, with nationally recognized academic and activist experts, highly engaged break-out sessions, public film screenings and facilitated audience interaction. In 2017, over 1,200 participated in sessions on Social Justice and Race. 2018 was on Social Justice and Inequality; 2019 on Environmental Justice and Sustainability and Inclusivity, and 2020 was on Equity and Access in a Hospitable World.

Current program resources include extensive awareness, social justice issues and interfaith programs, Safe Space Ally and violence prevention training for faculty and staff, counseling and integration with international programs plus academic and career enrichment.

Of particular note was our 2020 TeachIN session on Sustainability: Making the Planet Sustainable for All. 10 faculty and student advocates collaborated to present challenges and inspiring solutions our students already have begun. Current student-faculty energy projects, 13 service projects and advocacy efforts were presented along with sustainability careers for any major, our PathwayU assessment and career services, and eco-friendly practices. Connecting students to other sustainability advocates resulted in a dozen new volunteers and increased awareness of how individuals can take responsible leadership on and off campus. Overall, the 2020 TeachIN Qualtrics assessment scores ranged from 75-93% “agree” to “somewhat agree” on 8 criteria, such
as awareness of equity issues; understanding societal inequalities, including access, and understanding how human dignity and the common good, in Catholic Social Teaching, can be applied across faith traditions in conversations about equity and access. Three Keynote Speakers ratings ranged from 88%-93% as “extremely helpful” to” somewhat helpful”. 2020 Keynoters were the highest-rated in the past four years, for sharing new, illuminating concepts of justice/injustice; introducing participants to social issues they were not fully aware of before and offering a great variety of topics between the three plenary programs. 90 % were “ likely to extremely likely” to recommend the TeachIN on Social Justice to a friend or colleague.

**Sustainability Success**

Students dug Lake Benedict in the 1930’s and have led environmental improvements ever since. Today, 13 major programs continue to address sustainability at Benedictine University, noted below:

- Jurica-Suchy Nature Museum since 1971 supports thousands of local K-12 students and educators with 55 classroom Discovery Boxes and special events
- Students for Ecological and Environmental Development (S.E.E.D.S) since 2004, focus on an environmental-friendly campus, “planting a seed today for a greener tomorrow”. S.E.E.Ds continues to advance campus recycling beyond paper, light bulbs, and printer cartridges with campus facilities in the Sustainability & Stewardship Committee
- Organic Community Garden, is planted annually since 2006, open to all to “pull a weed, pick a tomato”
- Hybrid parking encourages and rewards sustainable vehicles with designated parking spaces closest to campus buildings, since 2010
- Ben Bikes are available in season, since 2011, for free check-out to nearby stores and across campus
- Composting, since 2013 as part of an Illinois Environmental Protection Agency (IEPA) grant, diverts approximately 100,000 pounds of food waste from landfills per year
- Water Bottle Refilling Stations were added in 2014, due to student petitions, with over 120,000 water bottles saved as counted by each fountain
- Rain Gardens for Stormwater Management system minimizes campus flooding and supports native plant species, since 2014.
- Healthy Lawns Policy, adopted in 2014, eliminates pesticides except on athletic and practice fields, protecting local waterways and human health
- Electric vehicle charging stations were added to the parking garage in 2015
- Goodwin Hall of Business opened in 2015 with many green features, structural steel which can be recycled, and reinforced concrete from environmentally responsible local manufacturers; cool roof design, chilled beam cooling and heating, natural day light harvesting, occupancy sensors, energy efficient lighting, low-emitting materials, low-flush water fixtures, and low-impact native landscaping,
• Jurica-Suchy Nature Museum Naturalist Club, formed in 2015, inspires a love of knowledge and nature, and raises funds for local non-profit environmental organizations.

• People for Animal Welfare was created in 2016 to engage our community’s hearts, hands and minds for a more compassionate, humane world for animals.

• Sustainable Saturday, since 2005, draws hundreds to this annual community-wide technology recycling program. 2020 was cancelled due to COVID-19 shelter-in-place restrictions.

• Since 2008, Dr. Jean-Marie Kauth, Professor of English Language & Literature and Co-Director of the Writing Program, has posted an Environmental Tip of the Week, during the academic year. She has eclipsed over 500 action items for sustainability. https://www.ben.edu/marcom/voices/upload/2018_Fall_BenU_Voices_Mag_WEB.pdf

Since 2018, six additional achievement have been made:

• Comprehensive Sustainability Research Guides have been added to online Library resources, updated regularly by Research Librarian Joan Hopkins.

https://researchguides.ben.edu/c.php?g=261743&p=1748168

https://researchguides.ben.edu/sustainability

• A 15-foot windmill valued at $80,000 was donated and provides electricity to the parking garage. A second turbine has been refurbished by undergraduate engineering students and is used in other educational efforts.

• Adopt-a-Stream recognition was awarded in 2019 for the Hitchcock Woods Forest Preserve stream which our student S.E.E.Ds club adopted and clean up twice each academic year.

• Bat Houses were installed on campus to support local bats, resulting from a service project by two Arthur J. Schmitt Future Leaders in 2018.

• Solar Panels were upgraded in 2018 by Department of Physics faculty and students near BenU’s greenhouse

Current and future sustainability efforts include:

• Summer Be Impactful volunteers in our Community Garden and area forest preserves

• Arboretum accreditation campus designation initiative

• Stormwater Management Study is under consideration for students to create a plan for environmental sustainability, criteria for protecting water quantity, quality, habitat and native biota and a bioswale on campus

• Watershed mapping on campus

• Organic farming is in discussion with our monks at the adjacent St. Procopius Abbey, to convert their garden, orchard and vineyard to organic farming.

• Tanzania mission trip planning is underway as a partnership program with Oregon State University to provide renewable lighting in rural areas and health clinic operated by the African
Benedictine Sisters of St. Gertrude, Imiliwaha, Tanzania. Annually, Friends of Imiliwaha host a fund-raising dinner for the elementary school, with Campus Mission and Ministry

- EarthWeek Annual Celebration 2020 was completed online due to shelter-in-place restriction that began March 21, 2020. http://www.ben.edu/sustainability/upcoming-sustainability-events.cfm

Our University consolidation demands in 2017-18 challenged voluntary efforts. However, in the past year, our current Sustainability & Stewardship committee has grown to over 30 individuals. Future initiatives include:

- Composting bins for students and food services
- Expanded recycling (aluminum, glass, etc.)
- Partnerships and memberships in conservation and sustainability associations, organizations and networks, such as the Association for Advancement of Sustainability in Higher Education (AASHE) https://www.aashe.org/
- Exploration of Sulitest for co-curricular and curricular applications www.sulitest.org

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.
Research at Benedictine University is both theoretical and applied, and often interdisciplinary. Our research involves businesses, not-for-profit organizations, non-governmental and governmental organizations, health and human services, and the sciences.

In addition to research in their majors, undergraduate students secure a faculty sponsor and apply for the annual Undergraduate Research and Scholarship in the Arts (URSA), making presentations or poster sessions if accepted. Dr. Amir Zubair, Associate Professor of Literature and Languages orchestrates this with URSA Coordinator, Jennie Kamienecki, Center for Teaching and Learning. 37 students presented and 72 held poster sessions in 2018. In 2019, 30 students made presentations and 67 conducted poster sessions; each is evaluated by a volunteer faculty or academic administrator. As a result, from 2018 assessments, applicants were required to provide a criterion-based abstract for each poster and session. Each year the entire program and student artifacts are archived. [http://www.ben.edu/ursa/ursa-archive.cfm](http://www.ben.edu/ursa/ursa-archive.cfm). Our 2020 URSA featured 56 virtual sessions in our online learning management platform due to COVID restrictions, and archiving is in progress.

Faculty and staff also present their work at annual Benedictine Pedagogy Conferences, held at one of the Benedictine colleges and universities each year. In 2017 and 2018, 24 University faculty and staff participated, making 13 presentations. The Benedictine Leadership Institute is conducted simultaneously for board members and executive staff.

A major new book released in April includes eight Benedictine University faculty and senior Brittany Chally, *Environment, Social Justice, and the Media in the Age of Anthropocene*, London: Lexington Books, 2020  This contributes to the Environment and Society Series, Lexington Books, edited by Douglas Vakoch, which aims to understand environmental concerns and offer concrete steps to address these concerns. Liberal Arts and Science faculty contributed chapters, including Professors L. Manca, co-editor and chapter author; Jean Marie Kauth, John Kloos, Joaquin Montero, Peter Seeley, and artwork by William Scarlato. Senior Brittany Chally’s chapter with Professor Seely was on eco-musicology.

Students also participate in hundreds of development events and workshops, beyond classes and beyond the scope of this report. Leadership examples include Arthur J. Schmitt Future Leaders at the University’s Culture and Brand Quest®, Living the Brand Academy on September 16, 2019. [https://cultureleadershipquest19.livingthebrandacademy.com/](https://cultureleadershipquest19.livingthebrandacademy.com/)

Undergraduate business students also attend Executive Roundtables with the Center for Values-Driven Leadership such as Building Inclusive Organizations, in 2019 with Dr. Stephanie K. Johnson, Associate Professor, Leeds School of Business, University of Colorado-Boulder, [https://www.colorado.edu/business/stefanie-johnson](https://www.colorado.edu/business/stefanie-johnson), [https://cvdl.ben.edu/senior-executive-roundtables/](https://cvdl.ben.edu/senior-executive-roundtables/)

Below we highlight research, partnerships and dialogue in our Goodwin College of Business doctoral programs. Archiving the significant research and partnerships in our other three Colleges is a future goal.

In Goodwin College, both our Ph.D. in Organizational Development and Values-Driven Leadership programs engage executives and organizations. The following summary highlights research, partnerships and dialogue collectively because they are integrated in our work and productivity.
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.

Ph.D. in Organization Development

Benedictine University’s Organizational Development program is 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. More than 100 professional awards and special recognitions have been awarded to our faculty and programs, nationally and internationally. Ph.D. OD graduates are among 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, Boeing, KraftHeinz, Motorola, Inc., McDonald’s Corporation, and other Fortune 500 organizations such as Texas Instruments, General Electric Company and General Motors Company. For more than 50 years, the program has been providing ground-breaking insight into the workings of top successful organizations, garnering repeated accolades from the Academy of Management, OD Network and OD Institute.

The Master’s program in Management and Organizational Behavior (MSMOB) and Ph.D. program in Organization Development actively advance PRME principles. Global OD and Dialogic OD have been championed at Benedictine for years. Students are required to complete international peer-reviewed conference presentation, with our colleagues in Lyon, France, Copenhagen, Denmark, Africa and Australia. Professors Peter Sorensen and Therese Yaeger’s publications are available in five different languages. Professor Ramkrishnan Tenkasi, Fulbright Senior Scholar, has over 1,000 citation counts in Web of Social Sciences. In addition, with Distinguished Visiting Scholars, students learn from the foremost thinkers and practitioners in the industry. Each year thought leaders conduct a Fall and Spring Lecture Series. Over a hundred practitioners, professional association leaders, executives and alumni join current graduate and doctoral students for engaged workshops. Since 2017, four Lecture Series were completed:

Contemporary Trends in Change Management Lecture Series


Dr. Minahan is President of MM & Associates, and Adjunct Associate Professor, Department of Public Administration and Policy, American University, Washington, D. C. He teaches in
the Masters of Science in Organization Development and Key Executive Leadership programs at American University, the MS in Executive Coaching program at Queens University, and is a guest lecturer at the University of St. Thomas as well as Benedictine University.

Fall, 2018 - David Cooperrider, Ph.D., Appreciative Inquiry

Dr. Cooperrider is Distinguished University Professor and the Fairmount Santrol- David L. Cooperrider Professor of Appreciative Inquiry at Case Western Reserve University, where he is the faculty founder of the Fowler Center for Business as an Agent of World Benefit. David is also the Honorary Chairman of Champlain College's David L. Cooperrider Center for Appreciative Inquiry at the Robert P. Stiller School of Business. In 2017, David received "The Lifetime Achievement Award"-the highest honor in his field of Organization Development. Dr. Cooperrider was among the original advocates for PRME.


Dr. Anderson is Senior Director, Organization and Talent Development, Oracle; author of Organization Design (2019, Sage) and Member, SAGE Business & Management Advisory Board

Fall 2019 – Gervase Bushe, Ph.D., Dialogic OD, Professor of Leadership and Organization Development at the Beedie School of Business at Simon Fraser University in Vancouver, Canada, one of the top 100 management research schools in the world.

Spring, 2020 – Christopher Worley, Ph.D., Agility and Future of OD was cancelled due to COVID-19 restrictions. Dr. Worley is Senior Research Scientist, Center for Effective Organizations at the University of Southern California Marshall School of Business and Research Professor of Management, Pepperdine University

**Distinguished Visiting Scholars**

Almost 80 Distinguished Visiting Scholars (DVS) have conducted Lecture Series weekends with doctoral and graduate students in past decades. [http://www.ben.edu/college-of-business/doctoral/organization-development/faculty-and-scholars.cfm](http://www.ben.edu/college-of-business/doctoral/organization-development/faculty-and-scholars.cfm)

Six Distinguished Visiting Scholars since 2018 are:

David Jamieson, Ph.D., Professor, Director of OD&C Doctorate, University of St. Thomas, St. Paul, MN and President, Jamieson Consulting Group, Inc. and Distinguished Scholar-Practitioner Career Achievement Award from the Academy of Management, among others.

Anthony Buono, Ph.D., Professor of Management, Bentley University, Waltham, MA, founding coordinator of Bentley’s Alliance for Ethics & Social Responsibility, and author or editor of 22 books and PRME Pioneer at the 2017 Global Forum on Responsible Management Education.

Richard Woodman, Ph.D., Mays Business School, Texas A&M, College Station, TX at the Academy of Management 2018 annual OD Brunch with students and alumni, former Organizational Development and Change national program chair and division chair, and editor of the Journal of Applied Behavioral Science.
Danielle P. Zandee, Ph.D., (2019 AOM BenU OD Brunch) Professor of Sustainable Organizational Development and academic leader of the Nyenrode Center for Sustainability at Nyenrode Business Universiteit in the Netherlands, and Chair of the Organization Development and Change Division of the Academy of Management.

Tojo Thachenkary, Ph.D., Professor and Director of the M.S. in Organization Development & Knowledge Management program at the Schar School of Policy & Government, George Mason University, Arlington, Virginia. He has authored over a dozen books and 100 peer-reviewed articles.

Kala Visvanathan, MD, MHS, Professor, Department of Epidemiology, Bloomberg School of Public Health and joint appointment at School of Medicine, Johns Hopkins University, Baltimore, MD. Dr. Visvanathan has almost 200 research publications in scientific journals.

**PhD OD Faculty and Student Research**

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. Citations are in the Appendix.

Department Chair Peter Sorensen, Ph.D., Program Director Therese Yaeger, PhD, Lecture Series Keynoters Chris Worley, Ph.D., and David Cooperrider, Ph.D., along with Professor Ram Tenkasi, Ph.D., shown above, advance responsible leadership through organization development and change management research and practice.
Center for Values-Driven Leadership Faculty and Student Research

As described under Purpose and Introduction, the curriculum in this Ph.D./DBA 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.

See Appendix for Research by Faculty and Students in the Center for Values-Driven Leadership and https://cvdl.ben.edu/dissertations-research/

Various webinars provide leading-edge developments to our global audience, such as the 2020 Change Leader Behavior Inventory discussion with Professor Michael Manning and Dr. William Pasmore.

Executive Roundtables
Dr. Bernie Banks (Northwestern University), March 27, 2020
Dr. Stefanie Johnson (University of Colorado, Boulder), April 5, 2019
Dr. Barbara Fredrickson (University of North Carolina, Chapel Hill), November 9, 2018
Dr. Robert Quinn (University of Michigan), March 2, 2018

Distinguished Visiting Scholars
CVDL continues to define the field of values-driven leadership with global thought leaders. Since 2018 the following experts have conducted workshops and seminars with CVDL executive doctoral students:

- William Pasmore, Ph.D., Professor of Practice of Social Organizational Psychology, Columbia University and SVP, Organizational Development, Center for Creative Leadership
- Kim Cameron, Ph.D., William Russell Kelly Professor of Management and Organizations, Ross School of Business, University of Michigan
- Robert Quinn, Ph.D., Margaret Elliot Tracey Collegiate Professorship, and Professor, Organization and Management, Ross Business School, Center for Positive Organizations co-founder, University of Michigan
Ronald Fry, Ph.D., Professor, Organizational Behavior, Weatherhead School of Management, Case Western Reserve University, and co-founder, Appreciative Inquiry theory and method


Diane Swanson, Ph.D., Professor, Edgerly Family Chair in Business Administration, Founding Chair, Business Ethics Education Initiative, Department of Management, Kansas State University

Ron Riggio, Ph.D., Henry R. Kravis Professor of Leadership and Organizational Psychology, Claremont McKenna College and Visiting Leadership Scholar, Moeller Institute, Churchill College, University of Cambridge

Christopher Laszlo, Ph.D., Professor, Organizational Behavior, Weatherhead School of Management, Case Western Reserve University and Visiting Professor, The Drucker School of Management, Claremont Graduate University

Rodney D. Ludema, Ph.D., Professor of Economics, with joint appointment in the School of Foreign Service and the Department of Economics. Georgetown University, former Chief Economist of the United States Department of State (2014 – 2016) and Senior International Economist in the White House Council of Economic Advisers, 2012-13

Joyce Osland, Professor, Executive Director, Global Leadership Advancement Center, Lucas College and Graduate School of Business, San Jose State University

Bruce Avolio, Ph.D., Professor of Management, Mark Pigott Chair in Business Strategic Leadership, and Executive Director, Center for Leadership & Strategic Thinking, Foster School of Business, University of Washington

Frank Barrett, Ph.D., is Associate Professor of Management and Organization Behavior, Department of Systems Management, Naval Post Graduate Academy; faculty member, Human and Organizational Development Program, Fielding Graduate University, executive educator, Weatherhead School of Management, Case Western Reserve University, author and active jazz pianist

Inger Stensaker, Ph.D., Professor in Strategic Change at NHH Norwegian School of Economics and Dean of NHH Executive Programs. Norwegian School of Economics, and past Chair, ODC Division, Academy of Management

Mikko Ketikivi, Ph.D., Professor, IE Business School, and Senior Fellow, The Research Institute of the Finnish Economy

Peter Northouse, PhD., Professor Emeritus of Communication, School of Communication, Western Michigan University, and author, Leadership: Theory and Practice (now in its eighth edition) and Introduction to Leadership: Concepts and Practice (now in its fourth edition)

George Lucas, Ph.D., Professor and Distinguished Chair in Ethics Emeritus, U.S. Naval Academy, and Professor Emeritus of Ethics and Public Policy, Graduate School of Public Policy, Naval Postgraduate School in Monterey, California, and most recently, Vice Admiral James B. Stockdale Professor of Ethics at the U.S. Naval War College.

Anjan Chakravarttay, Ph.D., Appignani Foundation Professor, University of Miami, former Director, John J. Reilly Center for Science, Technology and Values, University of Notre Dame

Mary Jo Hatch, Ph.D., C. Coleman McGehee Eminent Scholars Research Professor, Emerita, University of Virginia, USA Visiting Professor, Lee Kong Chian School of Business, Singapore Management University
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.

Selections below focus on sustainability, with dozens more on social responsibility across disciplines and departments. Nikki Anderson, Director of Leadership, Empowerment, Action, Development and Service was added to the President’s Office staff in 2019 to expand our University’s community engagement and leadership programming.

Conversatio

Campus Ministry faculty and staff host workshops, retreats, interfaith dialogues, service opportunities, faith community events, and prayer support for all students and faculty.
http://www.ben.edu/campus-ministry/about.cfm
Darwin Day Week

The Jurica-Suchy Nature Museum Naturalist Club hosts Darwin Day activities throughout the week in order to celebrate Darwin Day. Darwin Day is a celebration meant to highlight both Charles Darwin’s contributions to science, as well as promote science in general.

Illinois Association of Museums Awards 2018

The Jurica-Suchy Nature Museum earned the 2018 Award of Best Practices for Educational Programming from the Illinois Association of Museums. This award acknowledges the collaboration between the Jurica-Suchy Nature Museum and the Department of Biological Sciences to coordinate the annual Darwin Day science outreach events from 2015 to 2018. The Darwin Day lecture series served over 525 community members annually.

Jurica-Suchy Museum Discovery Box Program

The Discovery Box program is a free loan program of educational kits about various natural history topics, including animals and their habitats, human cultures, renewable energy, and more. Each kit is aligned with the Illinois Learning Standards and includes background information, suggested classroom activities, and a variety of specimens for students to touch and examine. Many boxes also include a DVD and select books, both fiction and nonfiction, to further engage students. The Jurica-Suchy Nature Museum is also a loan site for the popular Illinois Department of Natural Resources Trunks, a loan box program through the Illinois Department of Natural Resources.

2018 Environmental Educator of the Year

Our Education Coordinator, Laura Hall, was named the Environmental Educator of the Year. Laura received this honor from the Environmental Education Association of Illinois. For more information about this award, please see the EEAI website at: http://www.eeai.net/awards.html

Institute of Museum and Library Services Grant

The museum was awarded a $50,000 Inspire grant from the Institute of Museum and Library Services. This grant will support the Saving Our Specimens (S.O.S) digitization project. The grant funds will be used to hire a museum Collections Manager, image and digitize the research collection of fossil and egg specimens, and purchase new storage units for these specimens. The museum will be creating a database and a new data portal to increase access to the collection and make these research collections available to scientists worldwide. In addition, this grant will allow the museum to properly care for and upgrade storage of the Jurica Biology Chart collection. A major focus of this grant is to provide training in museum preventative conservation practices to BenU undergraduate students and interns. The grant will support the S.O.S. project for 2 years and will culminate as part of the museum's 50th anniversary celebrations in 2021.

ORGANIZATIONAL PRACTICES

Social Sustainability is anchored on our commitment to Inclusion and Diversity.
Diversity
Benedictine University is among the nation’s top institutions for social mobility and diversity, according to the 2020 U.S. News and World Report Best Colleges Rankings.

BenU—which includes campuses in Lisle, Illinois, and Mesa, Arizona—was named to the following 2020 national lists as ranked by the publication:

- Best National Universities
- Top National Universities for Social Mobility
- Top National Universities for Ethnic Diversity

Every year, U.S. News & World Report compiles several lists that prospective students and their parents use to help decide which school would be best for them.

A new set of rankings this year looks at the top performers in social mobility, evaluating which schools best serve underrepresented students. Benedictine University ranked 66th in the nation in terms of social mobility, which measures how well schools’ graduate students who receive federal Pell Grants. “It is an especially great honor to be named to the national lists, particularly in the social mobility category,” says Charles W. Gregory, president of Benedictine University. “We work hard to support all of our students no matter their background. This ranking is a testament to the effort our faculty and staff put into helping our students achieve their dreams, both at our campuses in Lisle and in Mesa. This is truly a special community, and I am lucky to be a part of it.”

Benedictine was also ranked 119th on the list of the most ethnically diverse schools in the country. “Our diversity is something we have always prided ourselves on. The Benedictine value of hospitality encourages us to welcome those of all religions, ethnicities and creeds into our campus community. Benedictine students pursue their degrees in an environment that fosters collaboration, self-growth, and an appreciation of unique perspectives,” said Gregory.

Social Sustainability
Following major consolidation since 2017, the University initiated the Community Engagement Committee, in 2019. This voluntary group conducts informal activities to facilitate relationship building among all University members.

Health and Safety
CARE is the Campus Response Evaluation Team, conducted by Student Life to support emergent concerns for student well-being. http://www.ben.edu/student-life/care-team.cfm

Emergency Preparedness continues to be a major focus at BenU. Michi Dubes, Emergency Preparedness Manager and Safety Specialist, coordinates with University Police and others to provide training, assessments and simulations for health and safety. University Police is well integrated across campus for safety and support. Extensive reporting is provided to the community such as http://www.ben.edu/student-life/police/index.cfm and
Violence Prevention is a major initiative since 2016, led by Bernadette Muloski, LSW, Violence Against Women Act Grant Coordinator at BenU. Programs expanded in 2019 with a second Department of Justice grant of almost $300,000. The University created a Coordinated Community Response Team, the PEACE team (Promoting Empowerment and Community Engagement). The PEACE team works to expand violence prevention programming and offer education on gender-based violence throughout the year. It also discusses how to improve campus response to gender-based violence and connection to victim services. It has built strong partnerships with the YWCA, the Lisle Police Department, Family Shelter Service of Metropolitan Family Services, and Arab American Family Services. The continuation grant of $299,424 will allow Benedictine to continue the programs it has already begun and build on a solid foundation. Its new goals include:

- Developing programming and resources for stalking prevention and response
- Building a strong Prevention Peer Educator program and working closely with student leaders to teach bystander intervention
- Identifying ways to reach students with disabilities for programming and victim services
- Continuing to build educational activities for faculty and staff to learn their role in response to gender-based violence on campus

Benedictine University Violence Against Women Reauthorization Act of 2013 (VAWA/Campus SaVE Act) Policy is in student, faculty and staff handbooks. Our University has recognized that violence prevention and having discussions with students about healthy relationships and respect for one another is essential to the University mission. It has been able to incorporate violence prevention in the new Center for Mission, Ministry, and Inclusion. Leaders on campus recognize that gender-based violence is a social justice issue, and it is important for the whole campus to be involved in order to create change. This project was supported by Grant No. 2016-WA-AX-0022 awarded by the Office on Violence Against Women, U.S. Department of Justice. [Link to grant details]

Quality of life services include our Center for Teaching and Learning Excellence, for faculty and academic staff to advance knowledge and skills. The Faculty Handbook includes Career Flexibility options, at [Link to handbook]

Support Services for all employees include full benefits and the EAPComplete Program, a 24/7 support service. [Link to benefits] and [Link to EAPComplete]

Training and Development is provided free to all faculty and staff through Percipio. Used by 65% of Fortune 500 companies, on-demand learning was developed on the science of learning from MIT’s Office of Digital Learning and Accenture. Percipio offers 165,000 courses, videos and books for learning at every part of one’s path. This cloud-based learning provide access
anytime, anywhere on any device. Over 200 channels are curated with natural language to make searches intuitive, when needed. The self-managed online learning is tailored to user’s needs from a short initial assessment. See https://www2.skillsoft.com/resources/percipio/

Sustainable Campus Services and Supplies have improved since 2018 to make a positive impact on sustainability, with five noted below:

**Roll Towels** 99% complete, the new Brown Roll Towels are certified for chlorine free processing, energy and water efficiency, and 100% recovered, 50% post-consumer content. The new product is Green Seal Certified. In addition, the roll size is larger, and the case pack is larger reducing packaging materials, with minimal complaints.

**Hand Soap** 95% complete, the new product is Green Seal approved and packaged in collapsible bags as opposed to hard plastic containers. It is estimated 83% less waste is going to landfills, with only one complaint in hundreds of users.

**Trash bags** New trash bags have a lower mil and are slightly smaller with no negative impact to our Housekeepers. It is estimated by our supplier that this small change will reduce plastic going to landfills by 500 pounds annually.

**Cleaning Chemicals** The new chemicals manufactured and distributed by Buckeye International are Green Seal certified. The packaging is recyclable and is manufactured with 83% less plastic than the rigid plastic containers previously used. The packaging is recyclable and biodegradable.

**Cleaning Procedures** University transitioned from the traditional mop and bucket to flat mops. Not only is this system more efficient but it uses less product, saving money on floor cleaners and less product is going into the waste stream.

**Sustainable Saturdays Annual Recycling Event**

Since 2008, BenU in collaboration with SCARCE and the Village of Lisle, has hosted this annual recycling event. Volunteer workers at the event include BenU students, staff, and faculty. Materials recycled and repurposed have included:

- 180,827 lbs of obsolete electronics
- 184 American flags
- 398 cell phones
- 15,920 lbs of scrap metal
- 236 ink cartridges
- over 100 bicycles
- items to Goodwill and Habitat for Humanity for repurposing
- 11,000 lbs of paper*

*Just the paper recycling, in which almost 5 tons of paper was collected, saved:

- 18,500 lbs. of lumber (3,700 lbs. per ton recycled).
- 35,000 gallons of water (7,000 gallons per ton recycled).
- 16.5 cubic yards of landfill (3.3 yards per ton recycled).
- 85 trees (17 trees per ton recycled).
- 15 barrels of oil (3 barrels of oil per ton recycled).
Sustainable Saturday in Lisle

Saturday, March 21, 2020
9:00 a.m. - 12:00 p.m.
Benedictine University, Rice Center Parking Lot
5700 College Road, Lisle, Ill.

PLEASE FOLLOW DESIGNATED ROUTE:
Cars must enter campus at Maple Avenue west of the University and exit to College north and east of the Dan and Ada Rice Center parking lot.

Collected Items Include:
- Electronics (such as desktop and laptop computers, mice, keyboards, modems, cable boxes, converter boxes, satellite receivers, telephone and mobile devices, tape players, gaming consoles, power cords, and network cables, chargers, VCRs, DVD players, fax machines, scanners and printers, tablets and portable music players).
- TVs and computer monitors (for a small fee $25 - $35, depending on size)
- Vinyl records
- Brita brand products (filters, pitcher, water bottle, packaging, etc.)
- PS foam #6 (used for packaging and food service)
- Eye glasses, hearing aids, and old keys
- Books, rulers, crayons and bread tags
- CDs & DVDs (discs only, no plastic cases)
- Household (A, AA, AAA, C and D) and dry cell batteries
- Large SLA batteries (car, boat and sump pump, etc.)
- Holiday lights including mini-lights (or Italian lights), C7 lights, C9 lights, rope lights and LED lights. Garland and wreaths will not be accepted.
- Fluorescent lamps (linear and CFL)
- Clothes, linens, shoes, sporting goods and more for Goodwill Industries
- Adult Bicycles and gently used kids bikes, helmets, parts and accessories (bikes must be in repairable condition)
- Musical instruments & sheet music
- On-site paper / document shredding (limit of 2 bankers/dile size boxes or 3 paper shopping bags per vehicle, no binders or plastic bags) Sponsored by Lakeshore Recycling
- Polystyrene foam #6, packaging foam blocks and clean food service foam
- Latex Paint

Other items suitable for collection can be found at villageoflisle.org

No hazardous waste will be accepted.
(ODI-based paint, motor oil, air conditioners, refrigerators, smoke detectors, etc.)

Sponsored by:

For more information, please contact the Village of Lisle at (630) 271-4100 or villageoflisle.org
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<thead>
<tr>
<th>PRME Six Principles</th>
<th>Selected Examples of Progress</th>
<th>Outreach</th>
<th>Organizational Practices</th>
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<tbody>
<tr>
<td>Purpose-capabilities of students to be future generators of sustainable value for inclusive and sustainable global economy</td>
<td>BenU Top Rankings Ethnic Diversity and Social Mobility (USNWR)</td>
<td>Student Environmental Club-SEEDS Jurica-Suchy $50,000 Saving Our Specimens digitization project Lake Benedict science projects Windmill, solar energy programs Bat houses</td>
<td>10+ student clubs + regional service Jurica-Suchy Museum Naturalists Club People for Animal Welfare Adopt a Stream Brookfield Zoo Innovation DuPage Hackathons Community Garden Farmers Market Sustainable Saturdays Campus Beautification</td>
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<td>Values- social responsibility in academic activities, curricular and organizational practices</td>
<td>100 General Education Global, Sustainable courses Friends of Imilwaha Tanzania service and solar project</td>
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<td>Method-educational frameworks, materials, processes, environments for responsible leadership</td>
<td>Inclusion and Diversity Program Business Strategy Game capstone and CSR ranking (MBA, MIS, MSMOB) Institute for Business Analytics &amp; Visualization service projects Arthur J Schmitt Future Leaders Scholarship Program STEM Day- College of Science Mock Trial, Model UN College of Liberal Arts Volunteers in Income Assistance (VITA) program</td>
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<td>Research -advancing understanding in creation of social, environmental and economic value</td>
<td>Undergraduate Research, Scholarship and the Arts -URSA Ph.D. in Organization Development- Student and Faculty Research in Colleges of Education &amp; Health Service, Liberal Arts and Science Environmental Tip of the Week -&gt;500 since 2008 (Dr. Kauth)</td>
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<tr>
<td>Partnership-interactions with business corporations to explore effective approaches to social and environmental responsibilities</td>
<td>144 Center for Values-Driven Leadership Executive research publications, practitioner articles, presentations and 4 Executive Roundtables since 2018, with over 40 CEOs Rotary (Lisle, Naperville) and Rotaract student club liaison w/ International Programs Director Multiple Sustainability partnerships in community and Chicago area among Committee members and with student groups and clubs</td>
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<td>Women’s Leadership Program</td>
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<td>Dialog-dialogue and debate among stakeholders on critical issues in global social responsibility and sustainability</td>
<td>Annual Darwin Day, College of Science Faith and Reason Symposia Annual TeachIN for Social Justice, has over 1000 participants each year since 2017</td>
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<td>Sustainability &amp; Stewardship Committee 30+stakeholders Stormwater Management Study</td>
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**Reflections on Challenges:** 2018-19 Organizational consolidation reduced sustainability focus, which significantly grew in past year leading to substantial successes. COVID-19 adaptations are in progress for 2020-21 and future.

*Adapted from R. Lozano, Graphical Assessment of Sustainability in Universities, Journal of Cleaner Production, 2006, 14: 963-972)*

<table>
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<tr>
<th>Future Objectives</th>
<th>Short</th>
<th>Medium</th>
<th>Long Range</th>
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<tr>
<td>Explore collaboration software for metrics and tracking</td>
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<td>Arboretum accreditation campus designation initiative</td>
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<tr>
<td>Establish annual Sustainability and Stewardship inventory survey and data base for metrics and evidence</td>
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<td>Explore Sustainability Literacy assessment (Sulitest, etc.)</td>
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<td>Explore University sustainability assessment options (AASHE, GRI, GASU, etc.)</td>
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<tr>
<td>Abbey organic garden and vineyard</td>
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APPENDIX
Selected Research from Ph.D. in Organization Development
and
Center for Values-Driven Leadership

All dissertations are available
in
ProQuest Dissertations & Theses Global
Ph.D. OD Dissertations since 2018

Alexander, Elaine H. “Teammates Across Species: Exploring the Construct of Psychological Safety and Team Learning in Human-Animal Work Teams”, June, 2019

Barnes, Russell C. “Organization Design for Small Business: A Discovery of Business Fundamentals for Executing a Purposeful Path to Profitability”, June, 2019

Bruce, Dana Michael “Appreciative Inquiry in Africa: A Content Analysis”, June 2018

Cestou, Jorge “The Role of Gender Expression in Agile Leadership”, May, 2020

D’Alessandro, Dane Richard, "Collective Knowing About Organizational Risk: Evidence from Pre-financial Crisis Mortgage Lending", June, 2019


Harris, Donald B., “Examining the Hermeneutic Bridge between the Past and Present Constructed by Early Organization Development Pioneers: An Exploration using the Life of Richard Beckhard”, June, 2019

Hill, Clifford Jerome “Uncovering Workplace Secrets: A Phenomenological Investigation into when Deviant Subordinate Behavior Leads to Toxicity in the Workplace”, June, 2019

Himstedt, Jessica D.S.“Revitalizing McClelland: Measuring Motivation at Work with Facial Expression”, June, 2019

Jostes, Daniel W., “Cultural Compatibility and Organization Member Behavior Outcomes: An Examination of Divergent Workplace Perceptions of Military Veterans as US Federal Civilian Employees”, June, 2019

Marks-Grant, Theresa, “Business as a Movement: A Qualitative Study of the Meanings and Practices Behind Socially Conscious Capitalism”, December, 2018

McCusker, Bryan Patrick, "A New Consultative Tool Measuring Conflict and Climate: A Study Utilizing NILT Survey Data to Assess Conflict Dealing with the Current Climate of Northern Ireland Post-Brexit Referendum", June, 2018

Ogle, Donna L., “A Social Network Analysis of Organization Development on Social Media”, June, 2019

Olumbo, Uzonna Valerie, “From Awareness to Application: Organizational Culture and E-Learning in Higher Education”, June, 2018

Pazderski, Paul I., "Agile Transformation Journey: Which Enterprise Agile Practices, Patterns, and Archetypes were Milestones in the Agile IT Industry, and Which Seem to Coincide with Improved Market Responsiveness?", March, 2018

Riedl, Tricia Petite, “A Grounded Theory Approach: Looking at the Intersection of Middle Managers and Strategic Change Initiatives”, May, 2020

Shkairat, Rania, “The Differences in the National Culture of the Donors in the NGOs in Palestine”, August, 2018
Stock-Kupperman, Gretel, “Role of Values Actions and Dialogic Change in Maintaining Culture: A Comparative Case Study of Franciscan Universities”, June, 2019


Towns, William W., “An Organizational Development Examination of Higher Education Institution's Corporate Social Responsibility to Civic Engagement”, June, 2018

Winter, Ellen D., “The Impact of After-school Programs for Low-income Youth: Discovering Success Factors”, June, 2019

Yu, Jiayi (Elizabeth), “Turnaround Community Hospital: Elements of Success”, June, 2019

Ph.D. OD Presentations and Publications


D’Alessandro, D., Tenkasi, R., Brock, W., *Collective Knowing About Organizational Risk: Evidence from Pre-Financial Crisis Mortgage Lending*, Academy of Management, Boston, MA. August 13, 2019


Savall, A. (Chair), Jamieson, D., Rival, M. (France), Kuran, O. (Lebanon), Cappellitti, L., (CNAM), Sorensen, P., Yaeger, T., Lytyinen, K., Lacey, M., *Professional Doctorates: The Road Toward Inclusion and Internationalization*, Joint Symposium, Academy of Management, August 9, Boston, MA.

Shani, A., Noumair, D., Cameron, K., Coghlan, D., Narel, R., Sorensen, P., Yaeger, T., Bonnet, M., Neumann, J., *Research Trajectories in Organizational Change and
Development: Conversations with ROCD 27 Authors, Symposium, Academy of Management, August 11, 2019, Boston, MA.

Sorensen, P. (Chair), Yaeger, T. (Discussant), Lichter, D., Sweeney, L, Baraza, G.
Puthenpurakal, D., Pushing OD Boundaries: Technology, Design and Global Boundaries, Doctoral panel, Southwest Academy of Management, March 14, 2019, Houston, TX.

Sorensen, P. Session Chair, Session Discussant: Therese Yaeger, Presenters: Shelia Boysen, Mike Cherry, Scott Kerth, Lesley Page, Demonstrating Leadership and Living Your Values in The Midst of Organizational Change Within A University Panel/Symposium, Midwest Academy of Management, October 11, 2019, Omaha, NE

Sorensen, P., (Distinguished Speaker), Yaeger, T., (Distinguished Speaker), Savall, T. (Chair), Khabbaz, I., Rateau, M., Nehme, Z., Boulos-eid, J. Management Consulting Practices and Technics of Inclusive Organizations in Cross-Cultural Context, Joint Symposium, Academy of Management, August 9, 2019, Boston, MA.

Sorensen, P. (Chair), Yaeger, T. (Discussant), Dombrowski, K., Lopez, G., Rebner, S., Richards, M., Shorty, R., Organization Development and Teams: The Spirit of Community, Panel, Midwest Academy of Management, October 12, 2018, St. Louis, MO.

Stock-Kupperman, G., Yaeger, T., Sorensen, P., Colwill, D., A Community of Inclusion: Values, Culture and Change, Academy of Management, August 12, Boston, MA.

Sweeny, L., Warren, T., Collaborating Through Extant Research: Current OD and Change Topics, Doctoral panel, Midwest Academy of Management, October 12, 2018, St. Louis, MO.


Winter, E., Yaeger, T., Sorensen, P., *Change and Improvement in Youth Programs: Elements for Success*, 7th International Conference of Organization Development, June 14, 2019, Lyon, France.


Yaeger, T. (Chair), Sorensen, P. (Discussant), Foster, A., O’Hara, M., Whaley, UJ., Watson, S. *Organization Development and Integration as the Doorway to Innovation*, Panel, Southwest Academy of Management, March 14, 2019, Houston, TX.


Sweeny, L., Warren, T., *Collaborating Through Extant Research: Current OD and Change Topics*, Doctoral panel, Midwest Academy of Management, October 12, 2018, St. Louis, MO.
Center for Values-Driven Leadership Dissertations since 2018

Davis, Brad, “Game Based Learning for Values-Driven Leadership Education”, April, 2018.

Academic Articles

global future: How technology and globalization are changing the nature of leadership. In
Perruci, Gama (Ed.) The Study and Practice of Global Leadership. Bingley, UK: Emerald
Publishing.

Ludema, J. D., & Johnson, A. A. (in press). Values-driven leadership: How purpose, integrity,
and excellence support Giving Voice to Values. In Gentile, M., & Goodstein, J. (Eds.)
Giving Voice to Values: An Innovation and Impact Agenda. Austin, TX: Greenleaf
Publishing.

Sads, and Glads Exercise, 98-110. In Adams, S., Buono, A. & Schwarz, G. (Eds.)
Preparing for High Impact Change: Experiential Learning and Practice. Northampton,
MA: Edward Elgar Publishing

SWOT Analysis: An Effective and Efficient Approach, 140-150. In Adams, S., Buono, A.
& Schwarz, G. (Eds.) Preparing for High Impact Change: Experiential Learning and

and Change, 98-110, in A.B. Shani and D. Noumair (Eds.). Research in Organizational
Change and Development (27). Bingley, United Kingdom: Emerald Group Publishing.

Frank, B., Knott Jr., J. L., Sagendorf, K. S., & Wilkerson, E. A. (Eds.) Regenerative
Urban Development, Climate Change, and the Common Good. Oxfordshire, UK:
Routledge Press.

Practitioner Publications in Chronological Descending Order


Reinventing Myself: What A 24/7 Global CEO is Learning as a Doctoral Student

Three Powerful Practices That Help Women Advance at Work.

Do Stakeholders and CEOs Want the Same Thing? No, Says New Report from Accenture
And World Economic Forum.

https://cvdl.ben.edu/blog/change-experts-bill-pasmore-mike-manning-to-introduce-new-
change-management-assessment/

Leading High Performing Teams: 5 Evidence-Based Insights.

Book Recommendations for New Year’s Resolutions: Our Reading List for Every Goal
You Set.

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Johnson, A. A. & Ludema, J. D. (March 1, 2018). [Column in Forbes.com]. Retrieved from This Week, Your Job is to Ditch Distractions for You and Your Team. Here’s How.


Academic Presentations


Heiser, E. J. (2017) Featured Speaker, Deloitte Center for Ethical Leadership, South Bend, IN: University of Notre Dame.


Huesing, T., Ludema, J. D., & Johnson, A. A. (2019)*The more you give, the more you get: Shared leadership for leading global change.* August 12, 2019 Annual Meeting of the Academy of Management, Boston, MA.


Karesh, A., & Ruiz, L. (2018) How can women get the most out of women in leadership positions? Develop them! Symposium conducted October 26, International Leadership Association Annual Meeting, West Palm Beach, Florida.


Ludema, J. D. (2019) Unlearning, decline, and sudden death in organizations. Session Chair, August 13, Annual Meeting of the Academy of Management, Boston, MA.


Norcross, M. (2018) *Addressing the virtues and values that enable business leaders to work for the greater good*. Symposium conducted October 26, International Leadership Association Annual Meeting, West Palm Beach, Florida.


Schreiner, D. (2019) *Dialogic mechanisms of change*. Session Chair, August 12, Annual Meeting of the Academy of Management, Boston, MA.
Steel, B., & Sayer, N. (2019) *The courage of leaders to speak up and eliminate the “lower-power” double bind.*” Pre-conference workshop presented October 25th at the Annual Summit of the International Leadership Association, Ottawa, Canada.


