

**PRME**

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

**University of St. Thomas****Cameron School of Business****Report on the Implementation of the Principles for Responsible Management Education****INTRODUCTION**

The Cameron School of Business (CSB) is distinguished by its student-centered faculty and curricula designed in the rich tradition of the Basilian fathers to contribute to the personal, ethical, and spiritual development of its students. Founded in 1978, the Cameron School has made business ethics central to its mission and curricula. In the course of its development, it has achieved recognition as a business school with the highest of standards and worthy of a place among the select few qualified for AACSB accreditation. True to its heritage, the Cameron School now houses the Center for Business Ethics, which engages students and the community in the study and contemplation of the meaning and importance of ethical behavior in all facets of personal conduct, especially in professional life.

The Cameron School offers programs at both the graduate and undergraduate levels. All are imbued with a blend of core technical competencies; the potential for specialization in the student's chosen field; a strong international component, including study abroad opportunities; and a broader appreciation of the intellectual and moral imperatives essential to the richness of a spiritually rewarding life as well as success in one's chosen career. CSB students will experience UST's distinctive ethical and humanistic approach to education

The Cameron faculty has earned a reputation for excellence in teaching and service to students. In addition to frequent personal interaction with students, the faculty engages in a wide range of programs designed to develop students' abilities in communication, teamwork, community service, and research. At the same time, the faculty pursues a range of scholarly activities, including publishing in peer-reviewed journals, presenting papers at academic conferences, providing professional evaluations of the research of their peers, and contributing to academic conference proceedings. A substantial proportion of the full-time faculty hold endowed chairs funded by prestigious foundations.



With the advantage of its Museum District location, near two of Houston’s key business centers, the Cameron School benefits from participation in a highly cosmopolitan and international community. Both its faculty and students reflect the ethnic and linguistic diversity of the broader Houston community, and both take full advantage of the opportunities for interaction with a dynamic internationally-oriented community. These attributes render the Cameron School a rich blend of traditional academics with the dynamics of cutting-edge curricula and research agenda, which contribute to the intellectual, spiritual, and the professional development of its students.

## OVERVIEW

As our mission states, “We are the University of St. Thomas, the Catholic University in the heart of Houston. We are committed to the Catholic intellectual tradition and the dialogue between faith and reason. By pursuing excellence in teaching, scholarship, and service, we embody and instill in our students the core values of our founders, the Basilian Fathers: goodness, discipline, and knowledge.” At CSB, “We foster engagement in a diverse, collaborative community. As a comprehensive university grounded in the liberal arts, we educate students to think critically, communicate effectively, succeed professionally, and lead ethically.” Our mission permeates every aspect of our community.

The learning goals for the Bachelor of Business Administration (BBA), Master of Business Administration (MBA), and Master of Science in Accounting include communicating effectively, working effectively in teams, and being ethical decision makers. These are goals common to all programs in CSB and are stressed in every aspect of our curricula.

Specifically, BBA students will learn to

- communicate effectively (deliver compelling oral presentations, master communication technology, and write professional-quality documents),
- think critically (analyze problems in depth, evaluate data thoroughly, and present feasible solutions for problems),
- work effectively in teams (work collectively towards team objectives and demonstrate professional interpersonal relations with team members),
- make ethical decision (recognize ethical issues implicit in business situations and describe and use ethical frameworks applicable to business situations), and
- be knowledgeable about fundamental business issues and processes.

Similarly, MBA students will learn to

- communicate effectively (deliver compelling oral presentations and write professional quality documents),

- act as effective team members (demonstrate appropriate group techniques to participate in team task that results in effective performance and demonstrate effective leadership skills in group projects),
- make ethical decision (recognize ethical issues implicit in business situations, describe and use ethical frameworks applicable to business situations, and develop various ethical alternatives for resolving or at least addressing problems in business),
- practice global awareness (perform global business situation analysis, formulate global business strategy, and evaluate global business strategy),
- integrate knowledge across multiple business disciplines (identify business problems and opportunities that result from factors internal and external to the organization and apply quantitative and qualitative techniques from different business disciplines to address problems and opportunities), and
- apply knowledge in multiple business disciplines.

Applicable specifically to the accounting profession, MSA students will learn to

- think critically (synthesize and analyze information resulting in improved business practices and demonstrate understanding of economic and financial consequences of accounting policy decisions),
- act as ethical leaders (identify accounting dilemmas, citing relevant ethical and moral authority, and apply accounting ethical standards to business situations),
- work effectively in teams towards achievement of goals (work collectively towards team objectives and effectively lead a team in a group project)
- communicate effectively (deliver professional business presentations, prepare coherent and professional business writings, and conduct professional research on accounting issues)
- succeed in an accounting profession using the tools they acquired in the program

With this backdrop in mind, we turn our focus to how CSB embodies the Six Principles for Responsible Management Education.

**PRINCIPLE 1 | PURPOSE**

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

Through many curricular activities, CSB students are trained to be aware of a sustainable global economy. For example, CSB hosts case competitions for undergraduate and graduate business majors which serve as the capstone experience for UST business students. Students work in groups to demonstrate teamwork, analysis, and critical thinking skills as they are applied to the business world. Selected courses incorporate service

learning opportunities that provide students with experiences in which they can apply their theoretical and classroom learning to the real world of educational practice.

In addition each semester an outstanding student is chosen to attend the Fall and Winter Beta Gamma Sigma Student Leadership Forums. This biannual forum brings together student members from across the country to improve their leadership skills through participation in team-building exercises, social activities, and networking.

UST offers several study abroad opportunities each year. These programs combine international travel with rigorous classroom work and provide the students with direct contact with companies and managers operating in those locations. The professor covers basic business principles of global businesses and cross-cultural interaction. Students are required to do thorough research and make presentations on the specific companies being analyzed, the history and current events of the region, and the economies of each city visited. The University of St. Thomas has an extraordinary study abroad program. UST sends approximately 7% of its student body abroad compared to the national average of 1%. All UST students are eligible for study abroad opportunities.

## **PRINCIPLE 2 | VALUES**

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

Students in our business program are encouraged to identify and address needs of the underserved segments of the global economy through entrepreneurial ventures. A couple of examples are presented below:

- A group of students in a graduate business class created a water filtration system with the ability to filter contaminated water and provide clean water for up to three years to underprivileged countries.  
[http://www.stthom.edu/Public/Index.asp?0=0&page\\_id=5534&Source\\_URL=%2FAbout%2FSuccess\\_Stories%2FIndex.aqf%3FNewsScriptAction%3DAdvanced\\_Search%26AQ\\_Year%3D2013&Content\\_ID=102215](http://www.stthom.edu/Public/Index.asp?0=0&page_id=5534&Source_URL=%2FAbout%2FSuccess_Stories%2FIndex.aqf%3FNewsScriptAction%3DAdvanced_Search%26AQ_Year%3D2013&Content_ID=102215).
- A second group from the same course developed a multi-tiered clinic system wherein the business, which produces 100% sustainable, biodegradable hygienic products, partners with local schools and doctors to provide sanitary feminine products and medically accurate information to Indian women and girls who live at the Bottom of the Pyramid. The students are exploring the possibility of implementing this project.
- Devin Baptiste and Otto Kevin Valdez started their business GroupRaise at UST nine months ago with a friend Paul Kwiatkowski, a senior at Rice University. The website connects restaurants with organizations wanting to

fundraise. ([http://www.stthom.edu/Public/Index.asp?Page\\_ID=3618&Content\\_ID=11640](http://www.stthom.edu/Public/Index.asp?Page_ID=3618&Content_ID=11640))

CSB's Microcredit lending program also epitomizes this principle. CSB students in marketing and management classes participate in more than 50 loans to assist small businesses in more than 50 countries, including Rwanda, Burundi, Kenya, Peru, Congo, Sudan, South Sudan, El Salvador, Samoa, Cambodia, Lebanon, Mongolia, Senegal, Bolivia, Ukraine, Tajikistan, Togo, Mexico, Nigeria, and Vietnam. The Microcredit lending program supports no-interest loans to purchase milk goats, bananas, cooking oil, sewing material, fish ponds, sundry stores, and medical costs, among other things. Each semester students apply ideas covered in class to select loan recipients using demographic, psychographic, and other data from Kiva, an international non-governmental organization. As of August of 2011, the program has achieved through its clients a 100% repayment record.

The following are examples of cases, addressing different aspects of corporate social responsibility and bottom-of-the-pyramid business strategy. These cases were discussed by students in the capstone courses in CSB undergraduate and graduate business administration courses:

- Digital Opportunity Trust's Business Model for Social Enterprise Work  
Dima Jamali; Bijan Azad

Summary from Publisher<sup>1</sup>: A social enterprise organization, whose mission is to battle poverty and gender discrimination through providing access to technology, is faced with the prospect of losing some or all of its government funding in a time of global recession.

- d.light: Selling Solar to the Poor

Jesper Sorensen; Michael Kennedy; Gina Jorasch

Summary from Publisher: D.light is one of the leading manufacturers of solar powered lighting technology specifically designed for use by the world's poorest, bottom of the pyramid customers. Having sold over 7 million lights since 2007, the company has been relatively successful. However, sales to the very poorest customers have failed to reach penetration levels desired by management, and the company is currently struggling with an array of marketing techniques and strategies specifically targeting this historically difficult customer segment.

- Interfaith Partnership for the Homeless

Paul W. Thurston; Erik R Eddy; Lynn Ruggieri

Summary from Publisher: Interfaith Partnership for the Homeless (IPH) needed to develop and grow corporate, organizational, and individual sources of support to reduce

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<sup>1</sup> All cases from Harvard Business Publishing

dependence on government funding; increase in-kind donations; and more effectively use volunteers to reduce operating costs.

- Clarke: Transformation for Environmental Sustainability  
Chris Laszlo; Katey McCabe; Eric Ahearn; Indrajeet Ghatge

Summary from Publisher: A company seen as having a core business that is environmentally harmful by its very nature - in this case selling pesticides - faces unique challenges in its transformation to a sustainable enterprise. Even when innovation leads to new green products, processes, technologies and business models, the leadership of the company must cope with the daunting task of engaging employees and customers in the idea that green can be effective and profitable.

- The Generics Pharmacy

Jim Kayalar

Summary from Publisher: The case illustrates how The Generics Pharmacy a local pharmaceutical company challenged the existing industry business model and became the largest pharmaceutical retailer in the country within a period of only three years. Under the strategic leadership of CEO Benjamin Liuson, The Generics Pharmacy succeeded in formulating a superior value proposal by focusing on the supply and demand side constructs at the bottom of the pyramid and bringing affordable high quality medicines within reach of low income individuals.

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

In addition to our microcredit lending program mentioned previously, CSB has created avenues for students to learn responsible leadership. The case competition for graduate students requires MBA students to delve deeply into a company’s strategy and current implementation to make recommendations for future business decisions. This recommendation can only be made after careful consideration is given to all pertinent company materials and data, including a review of the industry and competition.

Likewise, our study abroad programs provide an effective learning experience for both undergraduate and graduate students. Each semester, especially during the summer months, students can choose from a myriad of different destinations and learning experiences – all of which give students the opportunity to explore international business practices firsthand. Each year, UST sends more than 150 students abroad.

Our Career Services department provides on-campus recruiting with on-campus interviews, employer presentations, and employer information tables. They also host several career fairs, including co-hosting the Texas Job Fair, which is one of the largest college job fairs in Texas. In addition, Career Services hosts networking events for



employers and students, which include employer panels and speed networking events. Every semester, Career Services provides workshops on resumes, interviewing, networking, Linked In, business etiquette, and job fair preparation. The Career Services department also posts job opportunities as well as internships. CSB graduates hold executive and managerial positions in a variety of organizations, nonprofits, healthcare organizations, and government agencies.

CSB's Mentorship Program is designed by business alumni specifically for CSB students. The goal is to create foundational and professional mentorship relationships that will help bridge the gap from student to professional. Students can ask questions, gain constructive feedback, and gain valuable insight into prospective careers.

As mentioned before, students have the opportunity to participate in service learning programs. "Acting to fulfill the University's vision of responding creatively to challenges posed by poverty, globalization, limited economic resources and changing demographics, as well as to the mission of Catholic universities delineated in Ex Corde Ecclesiae, students are able to connect classroom theory with practical experience in the community. ([http://www.stthom.edu/Academics/Service-Learning\\_Programs/Index.aqf](http://www.stthom.edu/Academics/Service-Learning_Programs/Index.aqf))

**PRINCIPLE 4 | RESEARCH** "We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value."

CSB faculty are highly accomplished in a wide variety of research topics, including sustainability and ethics. In addition, in keeping with CSB's mission, faculty research also examines and reports on pedagogical techniques that engage and inspire the student. The following research works are examples of our faculty's work in business ethics and better management practices:

#### Pedagogical methods

*Book, Scholarly-New (Published)*

Schein, D. (2014). Teaching Undergraduate Business Ethics. (pp. 121). Saarbrücken: Scholars' Press.  
[www.scholars-press.com](http://www.scholars-press.com)

*Conference Proceeding (Published)*

Dykman, C., Davis, C., Davis, K. (2012). Sustaining Education: A Question of Content versus Process... Organizational Behavior Teaching Conference.

*Journal Article, Academic Journal (Accepted)*

Simms, M. (2013). The Noble Profession of Business: Cultivating Responsible Practice. *To appear in Teaching Ethics.*

“Good goods, good work, good wealth”

*Journal Article, Academic Journal (Published)*

Schein, D. Holding Credit reporting Agencies Accountable: How the Financial Crisis May be Contributing to Improving Accuracy in Credit Reporting. *24(3)*, 329-354.

*Journal Article, Professional Journal (Published)*

Turner, M., Fernandez, R. (2013). Right of First Refusal, Protecting the Environment at a Bargain Price. *Practical Tax Strategies (Taxation for Accountants/Taxation for Lawyers)*.

*Journal Article, Academic Journal (Published)*

Leavins, J., Ramaswamy, V. (2013). Improving Internal Controls over Inventory with RFID. *Review of Business Information Systems*.

*Journal Article, Academic Journal (Published)*

Simms, J., Leavins, J., Starner, J. (2010). Legal and Ethical Implications of the Foreign Outsourcing of Tax Return Preparation. *International Business and Economics Research Journal*, *9(3)*, 7.

*Journal Article, Academic Journal (Published)*

Ramaswamy, V. (2011). The Annual Report and Corporate Social Responsibility. *Business Research Yearbook*.

*Journal Article, Academic Journal (Published)*

Simms, J., Chan, H., Hsieh, J. (2012). Common Sense as Corporate Culture. *Journal of Business Case Studies*, *8(2)*, 4.

*Conference Proceeding (Published)*

Canac, P., Dykman, C. (2010). Rogue Traders: Lessons to Be Learned. In Trey Carland (Ed.),. North Carolina: Proceedings of Allied Academies Conference.

*Journal Article, Academic Journal (Published)*

Nischler, C., Morefield, R. (2012). An Actor-Oriented Empirical Model of the Roots of Terrorism. *Journal of Business and Behavioral Sciences*, *24(3)*, Pp. 44-57. [www.asbbs.org](http://www.asbbs.org)

*Journal Article, Academic Journal (Published)*

George, B., Khoja, F. (2012). Doing good and making profits: a case study of Affordable Business Solutions. *Review of Business*.

*Book, Chapter in Scholarly Book-New (Published)*

Horwitz, S., Santillan, C. (2012). Using Global Virtual Teams to Leverage Workforce Diversity in Global Environments. In Drs. Scott & Byrd (Ed.), (vol. 1). Hershey, PA: IGI Global. <http://www.igi-global.com/>

*Journal Article, Academic Journal (Published)*

Horwitz, S., Santillan, C. (2012). Knowledge sharing in global virtual team collaboration. *Knowledge Management Research & Practice*, *10*, 342-353. [www.palgrave-journals.com/kmrp/](http://www.palgrave-journals.com/kmrp/)

*Book, Chapter in Scholarly Book-New (Published)*

Mousavidin, E., Goel, L. (2010). Sustainable Communities for Knowledge Management Systems in the New Technological Era. In M. E. Jennex (Ed.), (pp. 341-360). IGI Global.

*Journal Article, Academic Journal (Published)*

Story, J. (2010). Ethical Brand Management: Customer Relationships and Ethical Duties. *Journal of Product and Brand Management*, 19(4), 240-249.

**PRINCIPLE 5 | PARTNERSHIP** “We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.”

Undergraduate and graduate students have the opportunity to interact with managers of business corporations through internships. Companies of various sizes work with student organizations and present job opportunities to undergraduate and graduate students. Also, students are given the opportunity to work with various companies on a semester basis to gain professional work experience and interact with managers in order to further company goals.

Faculty members work with business organizations and provide consulting services; the faculty also interacts with business professionals to develop case studies describing events in business organizations. Through these efforts, the faculty remain connected with practice and gain in-depth knowledge of the challenges faced by business practitioners. Two examples of such case studies appear below:

Canac, P., Dykman, C. (2011). A Tale of Two Banks: Societe Generale and Barings. *Journal of the International Academy for Case Studies*.

Taj, S., Badaa, S., Garcia-DeLeone, S., George, B. (2012). Morocco’s Novatis Group: Diaper Manufacturing in a Developing Country. (8th ed., vol. 2, pp. 11). *Emerald Emerging Markets Case Studies*.

**PRINCIPLE 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.”

Cameron School of Business is dedicated to creating many opportunities for dialogue in the community. CSB is home to a number of student organizations, catering to student interest in different business disciplines and different practice areas. The student organizations, the advisory board, and the alumni board organize panels and speaker sessions to encourage dialogue between students and members of the business and the policymaking communities to inform and engage students on topics related to principled business practice. The following are just a few of the ways CSB facilitates and supports dialogue and debate on critical issues such as global social responsibility and sustainability:



CSB's Accounting Society is an educational and non-profit student organization established by faculty and students that will serve as an advisory information source and is committed to bridging the gap between the academic and professional world. This group provides numerous networking opportunities with local, national, and international accounting firms.

CSB Accounting students work with an Accounting instructor to provide free tax help to people who need assistance preparing their own taxes. The free income tax assistance service makes a difference to those who cannot afford a tax preparer and may not be able to do the return on their own. The volunteers file about 1,000 returns each year. [http://www.stthom.edu/Public/Index.asp?Page\\_ID=5534&Content\\_ID=102643](http://www.stthom.edu/Public/Index.asp?Page_ID=5534&Content_ID=102643)

CSB's Center for Business Ethics is the home of several events. It hosts several lectures each semester and launched the CBE Emerging Leader Coaching Scholarship Program, where a coach helps to identify the skills and capabilities within each student to enable him/her to use those skills to the best of his/her ability. Each scholarship recipient receives one-on-one coaching to develop stronger skill-building strategies.

CSB's Women's Energy Network chapter provides all students with the opportunity to interact with women in the energy industry. The students have the opportunity to participate in programs that provide networking opportunities and foster career and leadership development.

CSB's Women in Business organization provides opportunities for graduate business students to socialize with fellow classmates, network with professionals, share resources, and meet outstanding female alumnae from UST graduate business programs. WIB hosts several lectures and events throughout the academic year on timely issues important to CSB stakeholders.

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As you can see, the University of St. Thomas's Cameron School of Business works diligently to integrate corporate responsibility and sustainability and uses the Principles for Responsible Management Education as a framework for curricular and teaching strategies.

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