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Conclusion: Taking the Principles to Heart—and into the Future
INTRODUCTION

Since becoming a signatory to the UN PRME in 2009, Babson has been on an accelerated path to incorporating the Principles into all aspects of our operations, from our own community practices through our curricula, research, and scholarship, and via the many partnerships in which we engage, both at home and abroad. Change was afoot in that first year, and was solidified when we transformed our mission statement to read: “Babson College educates leaders who create great social and economic value—everywhere.” That mission statement has become a rallying cry for action and a platform through which we have been able to imagine and to implement change at every level of our community. Crucially, such imagining has been organic, emerging from the bottom up via stakeholders empowered by the vision embodied in the new mission statement to put their personal stamp upon the what and the how of implementing the vision of educating leaders who strive to achieve true social, environmental, and economic responsibility at Babson and beyond. This report will share some history of that trajectory in the hope that it will be useful to other institutions contemplating undertaking or implementing their own commitments to the PRME, and will focus in particular on the theme of intentionality in bringing the abstract commitment to the Principles to fruition in practice.

HISTORY

Given that, as in all institutions of higher education, the curriculum as well as faculty research agendas are under the purview of the faculty, the process of moving from the signing of the PRME commitment by our President to enacting the Principles in the everyday life of the College naturally had to begin with a total enfranchisement of the faculty. For us, this work began with a committee of faculty charged with interpreting the implications of the new College mission statement for curriculum. This committee worked tirelessly to engage the faculty as a whole in deciphering this problem, ultimately drafting a White Paper entitled “Themes for Educating the Next Generation of Babson Students: Self and Contextual Awareness, SEERS, and Complementary Analytical Approaches to Thought and Action” that was drawn from those many conversations and that outlined three categories through which the work of living into the new mission statement could manifest:

• First, through Entrepreneurial Thought and Action (ETA) as both theory and method for teaching, researching, and partnering with others;

• Second, through Social, Environmental, and Economic Responsibility and Sustainability and Responsibility (SEERS) as a guiding principle to be infused into core and elective curricula; research and scholarship; and domestic and global partnerships; and

• Third, through fostering Self and Contextual Awareness as a foundation upon which to build our own and our students’ commitments to learning and doing in the world.

We want to draw special attention to the third goal, as it is often a silent partner to the other two, more highly visible themes, here in our own setting and, we notice, in other business schools and programs. While entrepreneurial thinkers understand their own perspectives and the experiences and contexts that have shaped them, they also are cognizant of how their perspectives relate to the diversity of views, perspectives and backgrounds that exist in the world. A clear understanding of historical, cultural, and societal contexts enriches entrepreneurial thinkers’ understanding of situations, issues, and opportunities as well as the impact their actions can have on the world around them. Cultivating such self-awareness (including awareness of one’s own privileges in relation to others), as well as awareness of the contexts that inform one’s own and others’ actions, is integral to a true embrace of diversity, which we understand to be a central component of responsible management education, not to mention of our own institutional conduct.

This initial White Paper, written by a core team of faculty representing a range of disciplines from across the College, was vetted through our Graduate and Undergraduate Academic Policy Committees (made up of faculty, staff, and administrators directly involved in those programs) and ultimately through the full faculty as the basis for a comprehensive curriculum revision that would include changes to the core curriculum in both undergraduate and graduate programs. The change in mission, followed by the organic work of imagining ideas and principles to manifest this change, provided space for the authentic embrace of the UN Principles that we hoped to achieve when we became signatories. Our new curriculum began rolling out in 2011 in the graduate school and in 2013 for the undergraduates, and will continue to be piloted over the next two years, when we will have a chance to assess our efforts and to continue to make changes based on what we have learned.

THE CHANGE IN MISSION, FOLLOWED BY THE ORGANIC WORK OF IMAGINING IDEAS AND PRINCIPLES TO MANIFEST THIS CHANGE, PROVIDED SPACE FOR THE AUTHENTIC EMBRACE OF THE UN PRINCIPLES THAT WE HOPED TO ACHIEVE WHEN WE BECAME SIGNATORIES.
A curricular redesign—with the goal of training students to think and to act entrepreneurially and responsibly to meet the complex challenges of the 21st century—was rolled out in the past two years in the Graduate School and has brought new focus to our method of entrepreneurial thought and action. In our graduate programs, curricula are designed at every level to broaden focus from profit making to include social and environmental value generation, as well as to emphasize “world-changing” activity. This priority emerges naturally from our long history as a leader in entrepreneurial education; however, our expanded focus on entrepreneurship of all kinds places social, environmental, and economic responsibility and sustainability (SEERS) at the core of our education across management disciplines. A fall 2013 review of the new MBA core, comprised of 14 courses required to earn the MBA degree, reveals this emphasis throughout the program.

We are exceedingly proud that we have been able to mobilize our faculty and staff to incorporate principles of responsible management education not only in elective courses in an ad hoc fashion, but also in the courses required by every student to graduate. Our recent review shows that SEERS principles are embedded into fully 13 of 14 core courses, and attention to Self and Contextual Awareness is a strong component in fully half of the core. We have made certain that learning to manage in a global environment, which we also consider to be a pedagogical objective central to our commitment to the UN PRME, is embedded in 12 of 14 core courses. While we understand the integration of the Principles into our core programs to be the foundational requirement of fulfilling our commitment to the PRME, we also embrace a range of elective courses for students who choose to delve more deeply into subjects related to ethical responsibility and sustainability. These include exciting offerings such as Social Value Creation Matters, Conscious Capitalism, Financing and Valuing Sustainability, Social Entrepreneurship, Health Economics, and Public Policy Entrepreneurship.

Other exciting developments in our graduate program include the launch of a new Masters of Science in Management program in Entrepreneurial Leadership. Like all of our programs, the MSM degree focuses on the triple bottom line—people, planet, and profit—simultaneously, rather than sequentially, putting the creative thinking of Babson’s entrepreneurial thought and action method to work in responsibly solving real world problems. The principles of social, environmental, and economic responsibility and sustainability are rooted throughout the MSM program: all students will participate in teaching entrepreneurship to jumpstart potential economic development in a developing nation through the BELA (Babson Entrepreneurial Leadership Academy) experience in Africa during winter break (for more on the BELA programs, please see page 10 in this Report). The core Leading Entrepreneurial Action Project course will engage students in developing a launch plan to create a sustainable business initiative or social venture. And, of course, ethics are integrated across the curriculum.
At the undergraduate level, our award-winning Foundations of Management and Entrepreneurship (FME) course also underwent major review with a focus on incorporating SEERS into all aspects of content and pedagogy. As a result, there is a greater emphasis on the creation of both social and economic value as twin goals of entrepreneurial thought and action. Rather than embedding these goals in a particular case or reading, they are now integrated throughout the course and coordinated with other activities.

Additionally, a team of faculty has created a series of ethics-related cases, modeled on the Giving Voice to Values (GVV) framework developed by Mary Gentile (Giving Voice to Values: How to Speak Your Mind When You Know What’s Right, Yale UP 2010; see more on GVV on page 16 of this Report) and based on actual student experiences in FME. For instance, one of the cases in use involves the question of whether or not a particular team would collaborate in their peer reviews so that everyone was highly rated. In the case, several students were represented as wanting to do so, while one student did not. The case employs the GVV methodology to explore this issue and to build skills in holding difficult values-based conversations.

Further, this year marks the inception of the Babson Good Business Initiative (BGBI) by Babson’s Lewis Institute for Social Innovation. The BGBI is a voluntary set of guidelines that encourage responsible and socially relevant business behavior that impacts the strategy, management and operations of an FME business. Modeled on the UNPRME and Global Compact, BGBI will draw upon the UN Global Compact’s Ten Principles in the areas of human rights, environment, anti-corruption and labor. Just like in the real world, where companies can choose to sign on to various “codes of conduct,” FME students will make their own choices as to how they will act. BGBI will take into account that consideration of a behavior might be the only achievable score, due to the time and new information introduced, as well as the already heavy demand on a first-year student’s attention.

We have considered (circle as many as apply):

1. The impact of our supplier choice by understanding the social and environmental impacts of our supplier;
2. The impact and attention to the diversity and inclusion of our team makeup as a design element – real employee engagement;
3. The messages used in the marketing and sales of our product and service. We will assure that the communications are honest, well-thought out/researched, and real and true regarding the claims of our product or service;
4. The values of colleagues within our business and encouraged/ supported giving voice to their values as well as honored those conversations as important milestones to the overall success of our business;
5. The environmental impact of the production of our product or service;
6. The social impact on the production of our product or service;
7. Key stakeholder groups and the impact (both positive and negative) that our product or service will have on these groups;
8. Creating a governance structure that influences business behavior. For example: mission, vision, values and governance designed to create financial, social and economic value.

FME venture, MyImpax, provides businesses and organizations a way to spread, track, and measure their social impact.
This year marks the inception of the Babson Good Business Initiative (BGBI) by Babson’s Lewis Institute for Social Innovation. The BGBI is a voluntary set of guidelines that encourage responsible and socially relevant business behavior that impacts the strategy, management and operations of an FME business.

We look forward to reporting in the future on the outcome of the BGBI vision to guide young entrepreneurs and business students on the basics of how to design social relevance and responsibility into products and services within the FME portfolio.

Another successful area of revision in FME addressed the community service component of the course. Since its inception, the course has required each business to engage a community service partner; however, that partnership and the community service activity itself were rarely integrated into the classroom. In the redesign, an Entrepreneurial Thought and Action Reflection Day is devoted specifically to the project and to the question: how could ETA be useful in addressing the social mission of your community service partner?

Finally, the rubric for the assessment of the FME businesses is now more holistic in promoting the kinds of outcomes that are of interest to PRME, including the following assessment rubric:

**The business demonstrates awareness of and in practice takes into account its social, environmental and economic contexts:**
- Team members observe the Babson Honor Code.
- They conduct themselves ethically, as a business team and as individuals.
- They are aware of and take into consideration the needs and rights of all stakeholders to their business.
- They conduct an on-going and transparent assessment of the social and environmental impact of their product/service and their supply chains.
- They carefully and transparently assess the quality of their product/service in relation to their customer’s needs and their product or service promotions.
- They seek out opportunities to create further social and environmental shared value through their business.
- They collect information and make decisions that take into account the social and environment consequences and sustainability of their actions.
- The business team demonstrates intentionality in decision making with when balancing environment, social and economic outcomes.
- The team leverages the diversity of their membership.

**LIBERAL ARTS** A hallmark of Babson’s undergraduate curriculum is the integration of liberal arts and management courses. Babson undergrads are required to take fully 50% of their courses in the liberal arts; these courses are another space in which a great deal of work related to the commitments of the FRME is undertaken. The liberal arts curriculum delivered through the Arts and Humanities and History and Society Divisions was also completely revamped with an eye to maximizing student experience; the revised curriculum began its rollout in 2013 and will continue through 2015, when all new programs will have been introduced. Of particular interest in terms of our FRME commitments are the new required Advanced Liberal Arts seminars, all of which develop the “Self and Contextual Awareness” category of Babson’s new curriculum. This theme recognizes the importance of students understanding their own identities and the social contexts that shaped them, how other social contexts have shaped very different identities and perspectives, and the different ways that individuals interact with societies. These understandings are critical for students in learning to act as ethical agents, to see from multiple perspectives, to tolerate uncertainty and ambiguity, and to creatively address problems.

The new seminars embody one of three pedagogical approaches:

**Cross-Divisional:** Reflecting Babson’s emphasis on integration, these courses are co-taught by faculty members from different divisions. This pedagogy reflects trends toward problem-based, rather than disciplinary learning across higher education.

**Intensive Seminar:** These courses allow students to dive deeply into a topic, perhaps through a more traditional disciplinary lens. Through the ability to fully explore an issue and/or methodology, students come to understand related values, meanings, and processes in ways that are not possible in larger surveys.

**Experiential Learning:** In these courses, students apply theoretical knowledge and in-classroom content to action-based or participatory learning by incorporating components like simulations, activism projects, service-learning, or projects in the Greater Boston area. As the experience is a critical course text in these Seminars, students will be expected to engage in both research and reflective assignments.

It is as much the pedagogy as the content of the Advanced Seminars that will distinguish them as a “capstone” or “signature learning experience” in the liberal arts, a way for students both to synthesize their liberal arts experiences at Babson while also providing a springboard to the kind of lifelong learning and ethical engagement we expect of our graduates.

**These understandings are critical for students in learning to act as ethical agents, to see from multiple perspectives, to tolerate uncertainty and ambiguity, and to creatively address problems.**
In other areas of the College, our commitment to the PRME continues apace. Babson’s Sustainability Certificate Program, a three-college collaboration among Wellesley College, Olin College of Engineering, and Babson College, seeks to “educate students to make use of the skills, tools, and concepts from the liberal arts, business, and engineering to address environmental challenges and to evaluate potential paths towards sustainability at both the individual and societal level.” In keeping with Babson’s commitment to a pedagogy that embraces entrepreneurial thought and action, students conclude the certificate with a capstone project-based course that “provides an opportunity for students to synthesize the work from the introductory course and elective courses to apply their knowledge of sustainability to a specific problem or issue of interest to an identified community. Groups of three to five students representing more than one school work on a semester-long project of their choosing that focuses on understanding and providing solutions for a specific environmental problem, using the tools and concepts developed in the program.” Recent iterations of the capstone course worked on sustainability issues with a local municipality (management of water resources) and a local medical center (the creation of an energy conservation strategic plan).

In addition to such new programs and developments, our commitment to responsibility and sustainability in our curricula is manifested in special elective courses and activities across the college. Some examples of elective courses that reflect our commitment to the PRME:

**UNDERGRADUATE:**
- Financing and Valuing Sustainable Businesses
- Business and the Environment
- Moral Leadership in Countries and Companies
- Environmental and Sustainable Entrepreneurship
- Environmental Economics: Policy and Analysis
- Global Warming, Business, and Society
- Imagining Sustainability: Nature, Humanity, Business, and the End of Sorrow
- Energy: Past, Present, and Future
- Economic Botany
- Oceanography (with an emphasis upon the sustainability of oceanic ecosystems)
- Environmental Technology
- Biotechnology
- Biodiversity and the Environment
- Social Entrepreneurship by Design
- Living the Social Entrepreneurship Experience
- Business and Economic Policy in Developing Economies
- Intolerance, Culture, and the Law
- Gender and Inequality
- Culture, Technology, Progress
- The Role of Animals in Law, Technology, and Society
- Ethical Issues in Research and Technology
- After the Dictator (Spanish language and literature)
- Ethics/Contemporary Ethics
- Interdisciplinary Approaches to Human Rights
- International Film, Literature, and Economic Human Rights
- Place and Landscape in Poetry

**GRADUATE:**
- Literature and the Ascent of Money
- Philosophical Problems of Economic Justice
- Contemporary Environmental Issues (Political Science)
- Business and Economic Policy in Developing Countries
- Business, Values, and Ethics in History
- Minority Voices in Entrepreneurship
- Solving Big Problems (Strategic Management)
- Issues in Leadership and Ethics (taught by Presidents of Babson, Olin, and Wellesley College; entry by application only)

- Green Marketing
- Sustainable Entrepreneurship Inspired By Nature
- Options for Creating Social and Economic Value
- Entrepreneurial Philanthropy
- Social Entrepreneurship
- Social Entrepreneurship by Design
- Ethics and Social Responsibility
- Entrepreneurship and Public Policy
- Environmental Entrepreneurship
- Women’s Entrepreneurship and Leadership
- Economics, Ethics, and Organization
- Corporate Social Responsibility
- Managing in a Diverse Workplace
- Leading Across Sectors
- Leading for Social Value
INTERNATIONAL COURSES

Babson has also increased its global course offerings to include more off-shore courses focused on socially responsible experiential and service learning. Such courses currently include:

AFFORDABLE DESIGN AND ENTREPRENEURSHIP, OFFERED JOINTLY BY BABSON AND OLIN COLLEGES An international, experiential social entrepreneurship and design course where students work in partnership with communities in India, Ghana, Morocco and Alabama to co-create and test innovation concepts and sustainable business models. The focus is on income generation and meeting daily human needs through new product and service design and development but the scope considers the cultural appropriateness of design choices and their impact on social venture success.

SOCIAL RESPONSIBILITY IN MALAYSIA Study of and opportunity for hands-on contributions to high quality social enterprises and corporate social responsibility programs in the world’s most economically developed Muslim community.

BABSON BRIC: THE CORNERSTONE OF THE NEW GLOBAL ECONOMY The BRIC countries, covering over 25% of the world’s land and accounting for more than 40% of the world’s population, are significant driving forces in today’s global marketplace. Babson BRIC: The Cornerstone of the New Global Economy is a semester-long, globally comparative and academically rigorous study abroad experience. Babson students will travel together to Russia, China, and India, taking courses designed and facilitated by Babson faculty. In each site, students will consider issues of development and sustainability in the global context; in India, they engage in a 6-day service learning project at the Bal Ashram in Rajasthan, a shelter home for survivors of child slavery.

Another way in which students are offered hands-on living/learning experiences related to the PRME is through the Joint Management Consulting Field Experience (JMCFE), in which students offer professional consulting services to client companies while utilizing their classroom skills in a real world business environment. Long a centerpiece of our practice-oriented education, Babson’s MCFE program continues to increase available options for consulting experience in the areas of social enterprise and environmental sustainability. In 2011 – 2013, students consulted with such NGOs as Care&Share, which helps children in need in Vijayawada, India, and Fondazione San Patrignano, a community that welcomes young men and women with problems related to drug use and social marginalization in Coriano-Rimini, Italy. A case by Professor David Hennessy on the work at Fondazione San Patrignano can be found here, in the second UN PRME Inspirational Guide for Implementing the Principles: Learning to Go Beyond, which was developed in time for the fifth annual UN PRME Summit held in Bled, Slovenia, in 2013, and was simultaneously published in book form by Greenleaf in association with GSE Research.

One of the major pitfalls with service learning can be the ability to sustain commitment to communities one has begun to engage with. Too often we see educational institutions partnering with organizations around the world to provide educational opportunities for their students that are also helpful to the community partners, only to have the commitment falter due to changes in personnel or resources or time. Babson’s intentional approach to such work helps to ensure our long-term engagement with partners whom we consider to be on equal footing every step of the way. One example of such commitment can be found in the Babson Entrepreneurial Leadership Academies (BELA) program. In our 2011 SIP Report, we described our work delivering training sessions on entrepreneurial leadership skills to local high school learners in Ghana, Rwanda, and South Africa. Since that time, the program has solidified and expanded to include Uganda and Tanzania; the commitment continues with the development of an open-source BELA curriculum available to be downloaded at www.fromideastoaction.org.

At Babson, we consider educating students to be culturally sensitive global citizens to be central to our fulfillment of our commitment to the PRME, and a reorganization of our Office of International Programs to become the Glavin Office of Multicultural and International Education has allowed us to more intentionally do this work. In the two years since our last SIP Report, Babson has provided opportunities for fully 35% of all students to engage in semester and academic year programs abroad, and has developed 82 programs in over 34 countries, not including our own off-shore offerings. Too, all students are now offered an Intercultural Development Inventory before departing, a tool for helping students to comprehend their own global mindsets before, during, and after the study abroad experience so as to increase the potential for cross-cultural engagement in real time.

We have seen measurable impact from such pedagogical innovations manifested in various assessment tools; for example, Babson students exceeded the norms for their comparison group on each of four items related to social responsibility in the 2013 Your First College Year (YFCY) Survey (a national survey produced by the Higher Education Research Institute at the University of California, Los Angeles. The survey is administered at the end of the first year and addresses several aspects of students’ experiences, including understanding of social issues, exposure to diversity and understanding of diversity issues, and the importance of social goals in one’s overall academic/career trajectory.

These many curricular innovations are, of course, accompanied by co-curricular activities and events that are consciously leveraged to build upon classroom learning. Babson is proud to host 25 diversity and culture related clubs on campus that produce over 40 events or programs per year, and our Berman Center for Public Service offers multiple opportunities for students to give back to the community and to develop their competencies to seek innovation in solving global social justice issues. In 2013, Babson community members provided over 27,500 hours of service to its partners in the area.
Monteverde reserve tour in Costa Rica in Ecotourism, Biodiversity & Conservation Policy

Social Responsibility in Malaysia culminated with 5 schools and 500 students competing to invent ways to eradicate corruption

While in India, BRIC students learn to meditate with a Buddhist monk

Babson Entrepreneurial Leadership Academy (BELA) in Uganda
Eco Reps are a team of students that work in the Sustainability Office to solve campus sustainability challenges.

Eco Reps host a campus wide Zero Waste Challenge where students must carry all their waste for a week.

Philanthropy Tower members in the common area of their living and learning community.
SELECTED STUDENT ORGANIZATIONS, LIVING-LEARNING COMMUNITIES, AND INITIATIVES

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

**FROM DAY ONE** From Day One is a marketplace of social innovation offered on the first day of undergraduate student orientation to introduce students, faculty, and staff to expertise, resources, ideas, and entertainment around how they can make a difference at Babson and beyond. The day is aimed at exposing the Babson community to social innovation and what it means to be a changemaker.

**BABSON GREEN TOWER** Green Tower is an undergraduate living learning community devoted to issues of environmental sustainability.

**BABSON ENERGY AND ENVIRONMENTAL CLUB (BECC)** BECC is a graduate student-led club that fosters innovation around environmental sustainability by addressing curriculum integration, career development, and campus greening.

**ECO REPS** The Eco Reps are a team of students that work in the Sustainability Office to solve campus sustainability challenges. Since their launch in 2009, the Eco Reps have completed several projects across campus, including creating a sustainability course for First-Year Seminar; working with a multi-stakeholder group to reduce the end of the year move out waste; and increasing the recycling rate in the residence halls.

**BABSON ONE TOWER** (Origins of Necessary Equality) ONE is an undergraduate living-learning community devoted to promoting multiculturalism and understanding across difference.

**BABSON PHILANTHROPY TOWER** Philanthropy Tower is an undergraduate living-learning community that cultivates a humanitarian spirit and promotes the use of an entrepreneurial mindset in order to create social profit.

**LABELS ARE FOR CLOTHES** Labels for clothes is a multimedia campaign to raise awareness of stereotypes: how they are formed and how to avoid perpetuating them. Students were invited to contribute to displays around campus that acknowledged their various social identities and refuted popular stereotypes against them.

**CULTURE TALKS** Glavin Office staff held weekly informal conversations in the student center about diversity and current events.

**BABSON CUES** Babson Cues (CommUNITY Educators) are a student team trained to facilitate collaboration between student groups and to serve as change agents for inclusivity on campus.

**GOOD BUSINESS FRIDAYS** Sponsored by the Lewis Institute for Social Innovation, Good Business Fridays provides space for dialogue each week on the changing role of business in society. Each GBF meeting invites an expert from a range of business and non-profit settings to address issues related to doing “good business;” that is, to engaging the triple bottom line simultaneously in all business efforts.
TAELVR ROBERTS / Undergraduate Student, 2015

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

TRACEY REZA / Assistant Dean, Undergraduate School

I am an ally of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

MICHAEL SHERR / Graduate Student, 2014

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

MIKIYAS ESTIFanos / Undergraduate Student, 2015

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

NABEENA QAZI / Graduate Student, 2014

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

MICHAEL MCCORVEY / Director, Residence Life

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

JULIE LYONS / HR Recruitment Specialist, Human Resources

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

CHRISTIANNE KINDER / Undergraduate Student, 2015

I am a member of the LGBTQ+ community and I love dancing. I am an ally within the LGBTQ+ community and I stand for the rights of all. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status. I am also a member of the Alzheimer's Association and I am a strong supporter of the LGBTQ+ community. I am a strong supporter of the LGBTQ+ community and I am proud of my ally status.

HWA MOK LEE / Undergraduate Student, 2016

I hope for a dream about...
In accordance with Principle 3, Babson is deeply cognizant of the necessity of creating a learning environment conducive to effectively instituting the curricular changes deriving from the Principles of Responsible Management Education. Perhaps most importantly, the work of fostering that environment begins with the creation of our community, including recruitment and support of students, faculty, and staff. Babson has worked hard to build what we call an “intentionally diverse community,” that is, a diverse, inclusive community that transcends the homogeneity of its organic geographic location by strong efforts to recruit and support diverse students, staff, and faculty. We seek intentionally to instill in our community members the shared values of social, environmental, and economic responsibility and inclusiveness, starting by funding several important recruitment and scholarship programs:

**POSSE SCHOLARS** Now in its 11th year of partnership with the Posse Foundation, Babson was the first business school to offer full scholarship to students identified by the Posse Foundation; in turn, Posse Scholars naturally become change agents on campus, bringing diverse perspectives to this small New England College. According to Posse founder and President Deborah Bial, “Posse links powerful young leaders to highly selective colleges and universities. Through teamwork, students become leaders and real agents for change.” The Posse Program requires a rigorous program of mentoring and retreats designed not only to support the Posse Scholars at Babson, but also to facilitate broader campus engagement with issues of diversity and inclusion.

**NATALIE TAYLOR SCHOLARS** The Natalie Taylor Scholar Program, associated with our Bernon Center for Public Service, recognizes and rewards community and civic engagement, distinguishing students who have committed themselves to service, community engagement, and social responsibility. The goal of the Bernon Scholar Program is to formally engage students in service work embedded in their academic and co-curricular experiences.

**WEISSMAN SCHOLARS** Babson’s most prominent scholarship program, selecting five student-leaders and providing tuition along with research and travel funds to give these students a springboard from which to “help create a better world.” This year Weissman Scholars engaged in a range of activities, including studying and researching urban farming and permaculture; studying and producing documentaries about entrepreneurship in BRIC member countries; developing a sustainable clothing line; providing consulting services about sustainability to an eco-tourism company in Bali; and hosting a conference on entrepreneurship in South Korea.

**WOMEN’S LEADERSHIP SCHOLARS** This scholarship program recognizes high-potential women leaders, based on academic achievement and demonstrated leadership.

**DIVERSITY LEADERSHIP AWARDS** This award is given to those students with the greatest potential for leadership in creating a richly diverse environment at Babson.
RESEARCH

In addition to the research production of individual scholars and thought leaders among the faculty and staff at Babson, a great deal of which focuses upon issues of social justice, responsibility, ethics, and inclusion across the business and liberal arts disciplines, Babson has several large-scale research projects that we consider to be part of our “action research” agenda; that is, research that has specific indicators for action embedded within its findings. These projects include:

GLOBAL ENTREPRENEURSHIP MONITOR The Global Entrepreneurship Monitor (GEM) project is an annual assessment of the entrepreneurial activity, aspirations and attitudes of individuals across a wide range of countries. GEM explores the role of entrepreneurship in national economic growth, unveiling detailed national features and characteristics associated with entrepreneurial activity. The data collected is ‘harmonized’ by a central team of experts, guaranteeing its quality and facilitating cross-national comparisons. The program has three main objectives:

- To measure differences in the level of entrepreneurial activity between countries;
- To uncover factors leading to appropriate levels of entrepreneurship; and
- To suggest policies that may enhance the national level of entrepreneurial activity.

The most recent GEM Report was released in Santiago, Chile, in January 2014 and can be downloaded here. Its findings?

ITS FINDINGS? THAT “ENTREPRENEURS ARE AMONG THE HAPPIEST INDIVIDUALS ACROSS THE GLOBE WHEN IT COMES TO INDIVIDUAL WELL-BEING AND SATISFACTION WITH THEIR WORK CONDITIONS.”

GIVING VOICE TO VALUES (GVV) In 2010, Mary Gentile published her award-winning book Giving Voice to Values: How to Speak Your Mind When You Know What’s Right (Yale UP); since then, the GVV curriculum has been piloted in over 440 business schools and organizations globally. In the book, Gentile explains why past attempts at preparing business leaders to act ethically too often failed, arguing that the issue isn’t distinguishing what is right or wrong, but rather knowing how to act on your values despite opposing pressure. Through research-based advice, practical exercises, and scripts for handling a wide range of ethical dilemmas, Gentile empowers business leaders with the skills to voice and act on their values, and to align their professional path with their principles. The GVV curriculum is available online for free to educators here, and is supported by regular Faculty Convenings at Babson. The most recent convening, held in June 2013, served over 90 participants from five continents.

THROUGH RESEARCH-BASED ADVICE, PRACTICAL EXERCISES, AND SCRIPTS FOR HANDLING A WIDE RANGE OF ETHICAL DILEMMAS, GENTILE EMPOWERS BUSINESS LEADERS WITH THE SKILLS TO VOICE AND ACT ON THEIR VALUES, AND TO ALIGN THEIR PROFESSIONAL PATH WITH THEIR PRINCIPLES.

In 2013, Gentile followed up with Educating for Values-Driven Leadership (Business Expert Press), an edited volume that provides faculty across the business curriculum with examples, strategies, and assistance in applying the GVV approach in their required and elective classes. There are individual chapters by faculty from the major business functional areas and from faculty representing diverse geographic regions. Additionally, a partnership between GVV and UN PRME has resulted in an anti-corruption case competition managed by the North American Case Research Association (NACRA); the winner will be announced at the 2014 NACRA conference in Austin, Texas. A similar case competition is underway in India, as part of GVV’s partnership with UNPRME with the objective of creating a suite of context specific ethics and anti-corruption cases for use in classrooms across the globe.

CREATING SOCIAL VALUE: A GUIDE FOR LEADERS AND CHANGEMAKERS Authored by Cheryl Kiser, Director of Babson’s Lewis Institute for Social Innovation, along with Deborah Leipziger and Janelle Schubert, this book sets out a manifesto for Social Value Creation, defining it as a strategy that combines a unique set of corporate assets in collaboration with the assets of other sectors and firms to co-create breakthrough solutions to complex economic, social and environmental issues that impact the sustainability of both business and society. Designed as a manual for change, Creating Social Value was endorsed by Jonas Haertle, Head, PRME Secretariat, who asserts that, “Business leaders, educators and students alike will welcome these accessible and in-depth case-studies, and the timely lexicon devoted to creating social value. This book will prove an invaluable tool for the development of responsible management education.”

In addition to these projects, a list of publications, presentations, and works in progress that we hope will be of interest to our PRME colleagues for their own research and teaching is appended to this document.
As Babson has evolved through its commitment to the six principles of the PRME, it has increasingly leveraged its strength as the global leader in entrepreneurial education by putting entrepreneurial thought and action to work in the global landscape to help solve some of the most intractable problems we face today. Babson has taken an increasingly visible role in advancing the goals of the UNPRME by becoming one of the PRME Champion schools in 2013 (co-leading the Faculty Development team with the Copenhagen Business School and IILM Institute for Higher Education in Delhi, India), by signing and committing to the Rio + 20 Higher Education Sustainability Initiative; and by confirming our commitment to the Globally Responsible Leadership Initiative (GRLI), not least through the appointment of Babson Provost and Senior Vice President Dennis Hanno as the first North American Chair of the Board of Trustees of the GRLI Foundation.

We express these commitments through the many initiatives and partnerships we maintain with businesses, NGOs, educational institutions, and governments throughout the world. Here is a sample:

**Babson Global (BG)** Babson Global’s mission is to put the power of entrepreneurship, as the greatest force for social and economic value creation, in the hands of as many people in the world as we can. BG designs and delivers solutions and services that extend Babson’s globally recognized pedagogy—based on Entrepreneurial Thought and Action—to new populations, beyond the audience for our current undergraduate, graduate, and executive education programs, through collaborations with educational institutions, foundations, government entities, and NGOs around the world.

**Babson Global’s Mission is to Put the Power of Entrepreneurship, As the Greatest Force for Social and Economic Value Creation, In the Hands of As Many People in the World As We Can.**

A sample of Babson Global Projects:

- **The Global Consortium for Entrepreneurship Education (GCEE)** disseminates Babson’s practical and proven methodologies for teaching entrepreneurship and provides a structure to foster collaboration among like-minded institutions around the world.
- **Through a partnership with the Gazelle Group (UK),** Babson Global is creating a blueprint for the next-generation of entrepreneurial vocational colleges.
- **Babson Global is bringing Entrepreneurial Thought and Action to social innovation through projects such as Youth Beehive – Malaysia,** a multilateral effort to establish a social innovation incubator to serve the youth of Malaysia.
- **The recently established Competitiveness and Enterprise Development Project** works with entrepreneurs, the private sector, and government officials in developing countries to establish the pre-conditions required for entrepreneurship.
- Babson Global’s eLearning pilot is exploring how technology-mediated instruction can scale Babson’s pedagogy to support global diffusion.
- **Babson Global’s Asia Pacific Initiatives** aim to make a powerful impact on entrepreneurship education and practices through a series of long-term partnerships with educational institutions in one of the most dynamic and fastest growing regions of the world.
- **10,000 Small Businesses:** Undertaken in partnership with Goldman Sachs, over the past three years a team of educators and practitioners has worked together to design, develop, implement, and scale an educational program focused toward the intersection of entrepreneurship and economic development. The program was explicitly designed to address three of the primary themes found in most critiques of traditional business education: 1) The program is integrated across the relevant functional silos; 2) it is intentionally placed within and focused on the context of small and dynamic ventures; 3) and it explicitly balances theory with practice using the guiding principle of: “Invisible Theory. Practically Actionable. Immediately” The design and development team for 10,000 Businesses was led by professors from Babson College, and the program is currently offered in partnership with nine community colleges across the US with a sister program offered at four sites in the UK. An article that outlines the abundant lessons for management educators to be found in this experience is forthcoming in the Academy of Management Learning and Education Journal.

**This Year, Eight Babson Teams Have Been Selected for Their Social Commitments to Attend Clinton Global Initiative University As a Means of Garnering Energy and Resources to Put Their Ideas Into Action.**

**Clinton Global Initiative University**

The Lewis Institute for Social Innovation at Babson is in its second year of partnership with CGIU; this year, eight Babson teams have been selected for their social commitments to attend CGIU as a means of garnering energy and resources to put their ideas into action.

The Babson Social Innovation Laboratory, housed in Babson’s Lewis Institute, puts innovative ideas about social enterprise into action. New concepts in social innovation are prototyped, evaluated, and proved in real-world contexts. Funded by a grant from the Toyota Foundation, the Babson Social Innovation Lab brings together a global, interdisciplinary community of students and mentors dedicated to building a better world.

The Lab employs Babson’s “UnCommon Table” methodology. Based on the precepts of Entrepreneurial Thought and Action and Giving Voice To Values, the Un-
Fishermen, students, farmers, faculty, and staff at Food Sol’s last Community Table of 2013

ADE India team works in Assam, India to increase income of rickshaw pullers through the development of a GPS based mobile phone service

Entrepreneur in Residence Andrew Zimmern (“Bizarre Foods”) at Food Day

Entrepreneur in Residence Gail Simmons (“Top Chef” and Food&Wine) at Food Day which celebrated both fresh food and fresh ideas featuring local food entrepreneurs of all kinds
Common Table fosters “smart action” by convening multiple audiences in a collaborative environment where they draw on their abundance of strengths and unique perspectives to address critical dilemmas facing the world.

**THE UNCOMMON TABLE FOSTERS “SMART ACTION” BY CONVENING MULTIPLE AUDIENCES IN A COLLABORATIVE ENVIRONMENT WHERE THEY DRAW ON THEIR ABUNDANCE OF STRENGTHS AND UNIQUE PERSPECTIVES TO ADDRESS CRITICAL DILEMMAS FACING THE WORLD.**

With this framework in place, the Lab is currently involved in three action projects:

**FOOD SOLUTIONS (FOOD SOL)** While two billion people in the world are starving, one billion are over-consuming, and the population keeps growing. How we manufacture, grow, and distribute food is a problem. Food Sol seeks to influence a world where all people can fully nourish themselves, their families, and their communities. This will require influencing and changing business, government, community, and consumer behavior around food. The business of food and its impact on the world is complex; Food Sol focuses on dilemmas that can be addressed through entrepreneurship and social innovation.

**AFFORDABLE DESIGN AND ENTREPRENEURSHIP** This joint Babson – Olin College of Engineering course applies business and engineering skills to help the world’s poorest populations solve key problems in healthcare, food systems, and other chronic struggles. ADE combines the entrepreneurial know-how of Babson business students with the engineering acumen of students at nearby Olin College. Teams from both schools and Wellesley College then partner with communities in India, Ghana, Morocco, and here in the US to develop sustainable businesses that solve important social and economic problems in those regions. Some results of these partnerships: the design of a new gear mechanism and business model to reduce the physical burden on rickshaw pullers in India; the design and testing of a village-scale grater that offers income-generating opportunities while reducing the backbreaking labor for women processing cassava in Ghana; and the creation of a go-to-market strategy for a bamboo bike venture to support economic development, job creation, and job skills training in Alabama.

**PROGRAM FOR HUMAN FREEDOM** Babson is currently expanding its work in the anti-trafficking space, working on a business model that trains survivors of sex slavery in India, Bangladesh, and Nepal in the high-wage, male-only vocation of gold-smithing as a means of breaking down gender and class/caste barriers that create the conditions for trafficking in the first place. This distributed production model is being developed and piloted by faculty and students at Babson and partners Rhode Island School of Design and Falmouth University, UK, providing powerful applied learning experiences for students and contributing to the creation of a scalable, replicable model for helping marginalized populations all over the world to access global markets.
CONCLUSION: TAKING THE PRINCIPLES TO HEART— AND INTO THE FUTURE

Babson College maintains its distinct advantage in implementing the Principles for Responsible Management Education because of our global positioning as leaders in the field of entrepreneurship education. Our undergraduate and MBA programs were ranked #1 in Entrepreneurship in U.S. News and World Report for the 20th (graduate) and 17th (undergraduate) consecutive years, respectively, in 2013, and our Executive Education program is ranked among the top programs by The Financial Times and Bloomberg Businessweek. Our long-standing focus on innovative and integrated curricula, coupled with our expertise not only in entrepreneurship as a management discipline, but in entrepreneurial thought and action as they inform all aspects of our campus life, provide powerful platforms from which to launch the action plans which stem from our commitment to the UN PRME. While we incorporate values of global social responsibility into every aspect of our regular policies and procedures—such as our Academic Honor Code and Judicial Board, our residential and student life programs, and our institutional governance procedures—we will limit the scope of this Report to those activities, initiatives, and programs that are directly relevant to our status as signatory to the PRME and member of GRLI. Further, we embrace our commitment to PRME not only on its own terms, but also as encompassing the full range of United Nations initiatives and covenants of which it is part, including the Universal Declaration of Human Rights and, more directly, the Global Compact and the UNIFEM Women’s Empowerment Principles. Our approach to fulfilling our community responsibilities as members of the UN PRME is, then, organic, holistic, sustained.

Even our Public Safety office is engaging the rubric of social responsibility in their proactive work with community members around safety and wellness. Examples of Public Safety initiatives include a community policing program in which an Officer is assigned to communicate and work directly with specific student organizations and areas on campus to discuss their role in their own personal safety and security as well as those around them. Public Safety has also partnered with the Graduate School and International Studies office to provide a presentation to international students regarding social responsibility while being a member of the Babson community as well as provided them an opportunity for open conversation with public safety to discuss global social responsibility. Finally, Public Safety has partnered with Student Affairs and the Health and Wellness team to focus on bystander intervention among students that instills social responsibility on everyone focusing on sexual assault awareness and relationship violence.

Our Sustainability Office is another place to look to find evidence of our deep commitment to the PRME, including with regard to our own institutional practices. Babson engages GreenerU, Inc. - an innovative higher education-focused sustainability and energy services company - to operate our first dedicated Sustainability Office. The office serves the following functions:

- Connects sustainability activities and programs around campus into a unified program.
- Communicates within the Babson community about sustainability activities on and off campus, with particular focus on sharing infrastructure and operational improvements with the community.
- Helps students, staff and faculty develop and deploy sustainability projects and programs.
- Develops and deploys programs that improve or enhance the sustainability of the Babson campus.
- Tracks key performance metrics.

The mission of the Sustainability Leadership Team is to guide the integration of sustainability into Babson’s core values and to build awareness of the impacts that personal and organizational decisions have on the environment and society. Babson College is committed to measurable goals and transparency of its environmental impacts and efforts. In 2010, Babson became a charter participant in the Sustainability Tracking Assessment and Rating System (STARS), a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. Babson underwent a year-long data collection process for their submission to STARS and earned a Silver Rating in STARS 1.0 in early 2011.

The Babson Sustainability Office in conjunction with our Facilities team is committed to strategic initiatives designed to reduce energy consumption and all kinds of waste on campus. Such strategies address energy and greenhouse gas emissions, seeking to achieve climate neutrality by 2031: instituting mixed recycling streams; food waste diversion to compost for regional farms; reuse and recycling of construction and demolition waste; composting of green waste; encouraging sourcing of local foods and products directly from local food producers, dependent on seasonal variation; instituting green purchasing policies to guide all purchasing decisions; and installing water bottle filling stations around campus to encourage use of reusable bottles. Babson also has a very active and popular Community Garden maintained by a group of volunteers from around campus, all with different levels of gardening skills. The Garden remains a place for testing new forms of eco-friendly gardening.

OUR APPROACH TO FULFILLING OUR COMMUNITY RESPONSIBILITIES AS MEMBERS OF THE UN PRME IS, THEN, ORGANIC, HOLISTIC, SUSTAINED.
Eco Reps encourage students moving in to their dormitories to recycle all their boxes.

Babson's Electric Vehicle Charging Station

Dining hall food waste is composted for use at regional farms.

From Day One Festival 2013 Photo Booth
FACTOR PUBLICATIONS, PRESENTATIONS, AND WORKS-IN-PROGRESS RELATED TO PRME

PUBLISHED

PUBLICATIONS


Bhardwaj, G. & Regele, M. (2012). Building a Women’s Hospital in Coimbatore, India. Babson Teaching Case, BAB701C.


Lester, T. (2012). "Our Right to A Place at Mother Nature’s Table" Inquiring Mind Journal, 28(2).


Goldberg, E.S. 5-8 December 2012. "Pedagogies of Human Rights and Literature, Or, the Importance of Reading Literally." Third International Conference on Human Rights Education. Jagiellonian University, Krakow, Poland.


Organizational Support of Social Media Affect Worker Satisfaction, Involvement, and Organizational Knowledge?” CIST 2012: Conference on Information Systems and Technology. Phoenix, AZ.


Greene, P. 4 October 2012. The Women of 10,000 Small Businesses and 10,000 Women: NAWBO annual conference. Louisville, KY. Facilitator.


Kelly, K. 29 March - 1 April 2012. "Home and Vilém Flusser’s ‘Challenge of the Migrant.’" Eighteenth Annual Conference of The Association for Core Texts and Courses. Milwaukee.


Majbouri, M. 5-6 April 2013. "Oil and Female Labor Force Participation.” 10th International Midwestern Development Economics Conference.


Matsuno, K. 11 April 2013. "Japanese Firms’ (non)-responses to obvious but not-so-controllable external forces: aging population, rising environmental consciousness, and significant natural disaster” DIJ Forum. German Institute of Japanese Studies. Tokyo, Japan.


Opie, F. “Soul Food Junkie.” PBS Documentary Film in the Series Independent Lens.

Opie, F. "Stumping and Eating: Latino Voters and the Role of Food in 2012 Race to the White House." University of Maryland. College Park, Maryland.


Wynstra, B. May 2013. “‘We’re just going to be so happy, aren’t we, dear?’: Approaching Engagements in the Marriage Plays of Eugene O’Neill.” American Literature Association Conference. Boston, MA.


Yamakawa, Y. June 2012. “Intangible resourcefulness behind new ventures' international expansion from emerging to developed economies.” Global Business and Social Science Research Conference. Beijing, China.


WORKS-IN-PROGRESS

Bell, J., Erzurumlu, S., & Fowler, H. “Better Tomorrow at Sodexo North America.” Cases in Sustainability: Applications in Supply Chain Management, Accepted.

Bonner, L., Guinan, P.J., & Parise, S. “Reverse Mentoring: A Learning Approach to Social Media Interventions.”

Brush, C. & McAdam, M. “Women’s Entrepreneurship Literature Review.”

Brush, C. “Women’s Entrepreneurship: Lost in Translation,” with Anne de Bruin (Massey University, New Zealand) & Friederike Welter (Bonn University, Germany).


Erzurumlu, S., Fixson, S., & McKone-Sweet, K. “How can you transform your organization with a sustainability-based business model?”


Hoopes, J., Yusof, M., & Nor, I.M. “Virtuous Social Initiatives: An Islamic Family Business in Malaysia.”

Iyer, B. “Using Social Media to Cultivate Developmental Networks.”


Kolk, A., Rivera-Santos, M., & Rufin, C. “Multinationals and the Bottom of the Pyramid: Quo Vadis?”


Matsumo, K. & Kohlbacker, F. “Japanese Firms’ (non-)responses to obvious but not-so-controllable external forces: aging population, rising environmental consciousness, and significant natural disaster.”


McKone-Sweet, K. “Understanding Social, Environmental, and Economic Responsibility and Sustainability (SEERS), a Technical Note for MBA Core.”


Mukherjee, A.S. “Leadership in a Networked World.”


Murphy, M. & Rivera-Santos, M. “Extractive Industries and Indigenous Communities: Navigating National Institutions and Indigenous Governance.”

Nuer, A., Rivera-Santos, M., & Rufin, C. “Property rights, the NGO, and the Maasai.”

Onyemah, V & Swain, S. “Unique Aspects of Salesperson Ethics in Emerging Markets.”


Ricciardi, J. “Money as Command Over Future Labor.” Historical Materialism. (Under Revision to be resubmitted)

Ricciardi, J. “Banco Popular and El Gran Combo de Puerto Rico – Social Inspiration or Social Engineering?” Case Materials for completion of Babson TIFF award

Ricciardi, J. “Tourism and Extractive Industry in Uruguay.”

Rodgers, V.L. “Changing views on renewable energy options in an undergraduate course for business students.” Journal of College Science Teaching. (To be submitted)


Toivonen, A., Ismail, T., & Rivera-Santos, M. “Understanding trade-offs among the poor.”
FOR FURTHER INFORMATION ABOUT PRME AT BABSON

Learn more by checking out videos of Babson community members sharing their unique projects and how they align with PRME: www.bit.ly/babsonprme

Like the Babson PRME facebook page and see more photos of initiatives on campus: www.facebook.com/babsonPRME

Support and find tweets about Babson PRME activities on campus with: #BabsonPRME

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