Principles for Responsible Management Education

Progress Report, 2014 – 2015
STATEMENT OF REAFFIRMING SUPPORT AND COMMITMENT TO PRME

The Barowsky School of Business (BSB) at Dominican University of California enhances the professional and personal development of students through highly personalized and engaged learning experiences. We offer an innovative MBA program that emphasizes leadership, sustainability and globalization and, at the undergraduate level, emphasis in accounting, finance, international business, management, and marketing.

There are three centers of excellence: the Institute for Leadership Studies, which is known for its Leadership Lecture Series and student leadership development programs, including LeaderShape; the Françoise O. Lepage Center for Global Innovation, and the Environmental Finance Center Region 9 (EFC9), a federally-supported center that helps create and build sustainable economies at local, national, and international levels.

The following report provides an overview of how the Barowsky School of Business incorporates the principles of responsible management into its teaching, research and community partnerships. It reflects the School’s commitment to PRME principles.

Sam Beldona
Dean, Barowsky School of Business
DOMINICAN UNIVERSITY OF CALIFORNIA

Dominican University of California (Dominican) is an independent, learner-centered, international university of Catholic heritage with a tradition of emphasizing interdisciplinary study in the liberal arts, a global perspective, and a strong commitment to involving students in fostering their own intellectual, spiritual, ethical, and social development. The University offers undergraduate education in the liberal arts and the sciences, and selected undergraduate and graduate professional programs. The Barowsky School of Business (BSB), along with the School of Arts, Humanities & Social Sciences, School of Education & Counseling Psychology, and School of Health & Natural Sciences, constitute the university.

The history of Dominican is closely intertwined with the development of the State of California. In 1850, the newly appointed Bishop of Monterey, Spanish-born Dominican friar Joseph Sadoc Alemany, O.P., later the first Archbishop of San Francisco, brought Sister Mary of the Cross Goemaere, O.P., from Paris to establish the first congregation of religious women in California, to teach children of the forty-niners in the new diocese. Congregational headquarters were moved from Monterey to the new state capital of Benicia (1854), then to San Rafael (1889).

UNIVERSITY MISSION

Dominican University of California educates and prepares students to be lifelong ethical leaders and socially-responsible global citizens who actively choose and commit every day to incorporate the Dominican values of study, reflection, community, and service into all facets of their lives.

Guided by its Catholic heritage and the tenets of the eight-centuries old Dominican adherence to intellectual tradition and scholastic organization, the University is committed to diversity, sustainability, and the integration of the liberal arts, the sciences, and professional programs.

Core Values

Since its founding in 1890, Dominican has embraced four core values:

- **Study** – Development of the human intellect based on seeking truth, with the goal of sharing knowledge with others.
- **Reflection** – Knowledge of self and greater understanding through the study of one’s place in the world.
- **Community** – Development of one’s role as an active, contributing member in the world-at-large.
- **Service** – Responding to the needs of others locally and globally.

Sustainability is incorporated in the mission and strategic plan of the university. True to the mission statement there are several sustainability initiatives around campus. The emphasis on sustainability reflects into curriculum, faculty committee, dining hall, student organization, on-campus student residence, and others. Below is a list of initiatives that the BSB and Dominican have been engaged in to promote social responsibility and sustainability.
The university has adopted a green statement, a definition of sustainability, sustainability-focused and sustainability-related courses.

We have a university governance committee dedicated to sustainability initiatives; CUPC (Campus Utilization Policy Committee).

An undergraduate student green club.

We use integrated pest management.

Students volunteer at various local environmental organizations (such as National Park Service, Marin Municipal Water District, Golden Gate National Parks Conservancy, Marine Mammal Center, WildCare, and others).

We are increasing the amount of native plants on campus.

In the area of Operations, Dominican generates energy from solar panels on its Meadowland building. We have designed this renovated building for maximum energy efficiency.

Our catering services, Epicurean, has a strong commitment to sustainable practices.

Dominican is a member of Association for the Advancement of Sustainability in Higher Education (AASHE) and the University is at a Bronze level rating.

We have several academic programs with emphasis on sustainability. In the areas of General education courses, Dominican has Big History “Lens” courses and Colloquia related to sustainability.

Dominican participates in sustainability research in the natural sciences, in the arts, humanities and social sciences, and in business.

In the arena of Student Life, Dominican offers incoming students an orientation on sustainability practices in campus life and dorm living. Our students obtain sustainability-related work-study projects on campus, sustainability-themed Service Learning classes, and internships in the community.
The Barowsky School of Business (BSB) is located in the Bay Area, a short 12 miles from downtown San Francisco—a dynamic knowledge-enriched metropolitan area—one rich with leading private and public educational institutions and where deep wells of intellectual and entrepreneurial capital, density and diversity, access to venture capital and highly skilled and educated workers provide the ideal ecosystem for entrepreneurialism. Leading edge innovation is informing every step in how people learn, apply critical thinking, and create skill sets; where effective, experiential engagement is key to structuring collaborative relationships with colleagues, not only peers across the table, but across the globe. The establishment of the “new economy,” one exploring the complexities of creating the evolutionary “triple bottom line” of profit, sustainability, and social responsibility and impacting not only local but global communities and power bases, requires thoroughly aware and engaged participants on the knowledge front, from faculty, staff and students, to community partners, whether they are local or international.

Vision

We intend to establish, grow, and maintain the BSB as a globally recognized leader in business education, incorporating the time-tested Dominican ideals of study, reflection, community, and service.

We intend for our graduates to demonstrate responsible, competent, and ethical leadership in their professions and communities throughout the world; and to be known for thought leadership in the integration of leadership, entrepreneurship, globalization, and sustainability, arising from uncommon levels of interdisciplinary scholarship and community engagement.

We intend for our processes to be recognized for excellence in promoting an environment of superior education design and delivery, innovation, and agility; for our institution to be respected as a good citizen of the community, the nation, and the world; and to be well-regarded for our high-performance faculty and staff, business and government linkages, international partnerships, and state-of-the-art facilities.

Mission

The mission of the BSB is to educate its students to the very highest academic standards, while developing a global orientation, an entrepreneurial attitude, a commitment to sustainability, and a strong sense of ethics and social responsibility.

The School fulfills its mission by:
• Offering high-quality curriculum grounded in a strong liberal arts education, the body of knowledge required for success in business and other leadership positions, and the foundational Dominican doctrine of study, reflection, community, and service.

• Providing opportunities for innovative, active, and collaborative learning, enriching educational experiences, a vibrant and diverse community of learners, and other forms of student engagement.

• Encouraging faculty intellectual contributions that emphasize applied scholarship, while at the same time encouraging instructional development and basic scholarship.

• Serving as a business and leadership resource center for 7.5 million San Francisco Bay Area residents and beyond, through the Institute of Leadership Studies and other strategic partnerships.
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.

STUDENT ACTIVITIES ON CAMPUS

**Green Club**

The Green Club serves as a sub-community within the Dominican community that allows for students, faculty, staff, and community members to express their love and appreciation for our planet in a fun, engaging, and active way. The mission of the Green Club is to spread awareness and be active towards a sustainable future in accordance with issues pertaining not only to the health of our planet, but also to the health of the people inhabiting it. Dominican Green Club, as an organization, seeks to promote consciousness of oneself and the impact one has on the community and the environment in order to be a happy and successful human being. Our goal, in sum, is to educate the community about the environment to create a systemic level of tolerance to construct a more sustainable future.
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.

INVITED TO ASPEN INSTITUTE’S BUSINESS AND SOCIETY PROGRAM

Dominican’s Barowsky School of Business has participated in the Aspen Institute’s Business and Society Program Consortium, which provides a forum for peer learning among a set of diverse institutions. The goal is to raise the visibility of innovative pedagogies, curricular designs, and campus cultures that promote liberal learning in order to strengthen the demand for the infusion of liberal learning in undergraduate business education. Faculty members from the Business school and Department of Political Science & International Studies participated in 2014 and 2015 annual meetings.

CURRICULUM

Both undergraduate and graduate students have many opportunities to develop skills in the areas of ethical, environmental, leadership, and social responsibility. The school requires all undergraduate students to enroll in a core course in Sustainable Development and another on Business Law & Ethics.

- BUS 3016 - Sustainable Development
- BUS 3017 - Business Law & Ethics

The Barowsky School of Business offered an MBA in Sustainable Enterprise till Fall 2014. Since Fall 2014 the school began offering a concentration in Sustainable Enterprise. Graduates demonstrate knowledge of the capacity and attributes required to influence organizational outcomes based on ethical, societal and environmental implications of managerial decisions.
Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Several courses incorporate service learning opportunities. Below is a list of courses and some of agencies and projects students have worked with:

- In the course entitled *Taxation: Business Perspective (BUS 4032)* the focus is on real world tax preparation skills and service learning through working with Tax Aid. This allows the students the opportunity to prepare tax returns for low-income individuals and families. In this way students gain practical knowledge of the most common IRS forms, schedules, and worksheets to illustrate specific reporting requirements and the application of complex tax law while assisting low-income families in the Bay Area.

- The Leadership Practicum, a service-learning component, is embedded in select undergraduate courses such as *Leadership: Theory and Application (BUS 4075)*. The course offers students practical experience by working in teams on current business and community projects. Students understand the importance of vision, the relationships within the group and the behaviors that promote leadership effectiveness across diverse contexts. Over the course of one semester, Leadership Practicum students collaborate in teams on actual business-related projects at Marin based businesses and organizations. The projects, under the supervision of Dominican faculty and the direction of leaders in the Marin community, provide participants the opportunity to develop and hone ethical leadership skills. Participants learn leadership skills in class and get to practice these skills throughout the semester at client organizations.

- In *Business Strategy & Policy (BUS 4980)*, teams of 3-4 students operate an athletic footwear company that produces and markets both branded and private-label footwear and compete head-to-head against footwear companies run by other members of the class. Co-managers of each company are responsible for assessing market conditions, determining how to respond to the actions of competitors, forging a long-term direction and strategy for their company, forecasting upcoming sales volumes, and making decisions relating to: production operations, upgrading plants and expanding/reducing plant capacity, worker compensation and training, shipping and inventory management pricing, marketing bids to sign celebrities to endorse their brand of footwear, corporate social responsibility and citizenship, and financing of company operations (http://www.bsg-online.com).

- In *Socially and Environmentally Responsible Management Practices (BUS 4080)*, in Fall 2014 students completed a Strategic CSR Simulation. In the simulation, participants adopt the role of the Corporate Responsibility and Ethics Officer (CREO) of K-Tai, Inc., a fictional cell phone company headquartered in California, but with a supply-chain that reaches around the world. In response to a wide range of challenges generated through five years of operations, the CREO manages a team of employees and shapes K-Tai, Inc.’s CSR and ethics policies with a view to maximizing value across the range of the firm’s stakeholders. In addition to managing an office and navigating among conflicting stakeholder demands (both internal and external), the CREO makes recommendations to K-Tai, Inc.’s senior executives in an attempt to influence corporate strategy (http://www.strategicccrsim.com).
In addition, students work in teams of 3-5 to develop an environmental management or social responsibility service project in the Socially & Environmentally Responsible Management (BUS 4080) course. Each team selects a local organization (e.g., manufacturer, local government waste management program, nonprofit organization) to study environmental or social responsibility practices. Each team member must serve that organization for at least six hours during the semester assisting with some environmental or social endeavor. Each team also submits one 5-7 page, single-spaced case paper describing the organization’s structure, purpose, and environmental and/or social responsibility practices. The paper also describes the team’s work for the organization and provides an analysis of the significance of the service project. Example projects include the Arumburu Island Enhancement Project, Northern California Foot & Ankle Center, St. Vincent DePaul, and PiMobility.

In the course entitled Sustainability Metrics: Advocacy and Policy (MBA 5315) student teams have completed sustainability consulting projects for the following organizations: Preserve Sonoma, LOKL, Love A Bee, Sea of Change and KidZone Museum.

ENVIRONMENTAL FINANCE CENTER

EFCWest at Dominican University is housed within the Barowsky School of Business. EFCWest emphasizes the three "Ps" – people, planet and profit – and upholds the principle that environmental protection creates long-term financial sustainability. EFCWest’s mandate has traditionally been to provide services throughout USEPA Region IX – California, Nevada, Arizona and Hawaii – although the center works at the national and international level as well.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Deliverables</th>
</tr>
</thead>
</table>
| Identify market opportunities and financing and prepare a business plan | 1. Tijuana Compost Center Marketing Report and Tijuana Compost Center Business Plan  
2. Compost Marketing Assessment for the Tijuana Region               |
| for composting in Northern Baja CA, working directly with the urban    |                                                                               |
| planning non-profit, Calidad de Vida (TCV)                               |                                                                               |
| Border Sustainable Materials Management (SMM) Symposium and Strategies  | 1. Assessment of Recovery Opportunities for Solid Waste Materials Generated in  |
| to Advance a Path Forward                                                 | the Tijuana and San Diego Metropolitan Areas                                  |
|                                                                        | 2. SMM Symposium (Scheduled for Summer of 2016)                               |
| Pilot a Community-based problem-solving program and tool in Baja CA     | 1. Community Engagement in Mexicali                                            |
|                                                                        | 2. Media and Community Outreach: Inspiring Communities to Act                |
| Convene Las Vegas stakeholders to assess actions needed to secure composting services | 1. Southern Nevada Food Recovery, Composting, Reuse and Recycling Facilities  
2. Southern Nevada Food and Organics Recovery Workshop  
|---|---|
| Assist organizations addressing asthma in Imperial County to develop sustainable financing strategies | 1. Interview key stakeholders in Imperial County to determine service needs, financing history, existing financing options, and future financing needs and prospects. Plan and implement a workshop to engage stakeholders on actions to securing financing  
2. Prepare a report based on research and workshop funding on financing asthma in the Imperial Valley |
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.

Barowsky School of Business faculty published papers in peer-reviewed journals, presented at and attended conferences on the themes related to responsible management.

PUBLICATIONS


CONFERENCE PRESENTATIONS


**CONFERENCE SESSIONS ATTENDED**


Sessions attended:

- Making Sense of Behavioral and Normative Approaches to Business Ethics
- Corruption
- Shareholders and Stakeholders
- Whistleblowing and Information Ethics
- Virtue Ethics in Business
- Amends, Apologies, Punishment
- Corporate Personhood: For, Against and Whether it even Matters
- Virtue Ethics and Leadership


Sessions attended:

- Meaningful Work
- Ethical Behavior in Organizations
  - Factors Impacting Ethical Behavior in a Japanese Pharmaceutical Company
  - Reexamining Assumptions of Counterproductive Work Behavior
- Exploitation and Manipulation
- Attributing Moral Responsibility to Organizations
- Corporations
  - The Corporation as Scapegoat
  - Corporate Death Penalty?
- Social Enterprise
  - For-Profit Social Enterprise: An Economic and Legal Analysis
  - Why the New Benefit Corporations May Not Prove to Be Truly Socially Beneficial
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.

INTERNATIONAL LEARNING OPPORTUNITIES

Peru

In the course entitled Global Consulting Practicum (MBA 5410) during Summer 2015 student teams completed consulting projects that had social/community implications for several organizations:

Project 1: Club Sporting Cristal

Club Sporting Cristal is a Peruvian football team based in Lima, it plays in the Peruvian First Division. Sporting Cristal is one of the most popular Peruvian teams and has won 17 titles. The Club seeks to make a larger contribution to society with an aim to generate more buzz about soccer in the local community. Many Peruvian families are impoverished, and need better education on health and nutrition. Club Sporting Cristal understands football can be an engine of social development and firmly believes that athletes who go through the Club to become professional are able to do good for Peruvian society. This is why they are developing a plan to ensure that their players have quality education, good nutrition and solid values in life (mind, body and soul).

A primary goal of the Club’s foundation is to teach all of the youth in the Club’s education program about nutrition and instill positive values for life. Approximately 2 in every 100 youths go on to play professional soccer. The Club seeks to ensure that the other 98 become good Peruvian citizens. The Club’s other social innovation plan is to help youth and people through social programs (Un Gol una Beca and Desarrollando la Raza Celeste) by providing opportunities to study.

Double nutrition deficiency also affects the Club’s youth, where the two problems of obesity and malnutrition plague the population. The sociocultural context of Peru also influences the dietary choices and nutrition and it is estimated that a large percentage of daily nutrients are derived from carbohydrates. Of the 150 youth (ages 12-18) in the Peruvian professional league, 18 live on the Club’s campus, 30 have nutritional grants, but 102 (68%) have no additional food support. The goal is to create awareness in the Club about nutrition, healthy eating habits, portion sizes, and macro/micro nutrient divisions.

Purpose of Project/Objectives:
The Dominican student team conducted research and made recommendations in three areas:
   1. Fundraising & Social Capital
   2. Nutrition
   3. Customer Relationship Management (CRM)
Key Recommendations:

1. **Fundraising & Social Capital**
   - The team identified current Club corporate sponsors, such as Adidas, Movistar, UPC, and SODIMAC as organizations that can immediately help fund the Un Goal Una Beca and Peru Champs programs.
   - Identified player contract requirement for community service as an opportunity and a detailed example was provided within the report.
   - Sporting Cristal players represent the team’s local heroes, and should be utilized to spread the Club’s message and serve as the face of Peru Champs along with the children.
   - Seek out support from external agencies, both regionally accredited Universities and other NGO’s in Peru. These liaisons in themselves would create credibility and attract corporate sponsorship. For example, Maltin Power and Gatorade brands need to be heavily utilized, and promoted by the players and coaches.
   - Model community outreach in part after exemplary MLS (Major League Soccer) clubs. Every team in Major League Soccer (MLS) is involved and reaches out to the community in one way or another.
   - Make Sporting Cristal available for community events, as well as private events to create a tighter relationship with the community and fans.

2. **Nutrition**
   - Educate the children to eat larger portions when they have access to food. They have been adapted to eating small portion sizes, which has limited their ability to recognize how much they need to eat.
   - To spread the message on health and nutrition, revise the contracts between players, their families and the Club to include nutritional information.
   - Encourage or require players to act as direct influencers, by actively promoting healthy eating with trainees.

3. **Customer Relationship Management (CRM)**
   - Identified need for a formal Customer Relationship Management (CRM) framework.
   - Provided a five-step process to give the Club the ability to think about, and implement a CRM strategy.
   - Strongly recommended the use of Salesforce NGO Connect software offered by the Salesforce Foundation division. This software package is offered at deep discounts to organizations focusing on social causes.
   - Provided contacts in Lima and some direction on how best to implement CRM system.
Project 2: MEDLIFE

MEDLIFE assists impoverished Peruvian families by empowering them to live healthier lives. This is done by partnering with individuals in poor communities and improving their access to MEDs: Medicine, Education and community Development. MEDLIFE Mobile Clinics provide primary care services to individuals and families. MEDLIFE runs educational programs that inform patients about relevant health topics. The MEDLIFE Project Fund also engages in community development projects that address communities’ specific issues. The organization operates in three areas and serves eight communities.

MEDLIFE mobile clinics deliver healthcare in underserved Lima communities. The clinics rely heavily on volunteers. For example, medical professionals volunteer their time, and set up temporary tents to diagnose and treat patients. Currently, MEDLIFE has partnership with 150 U.S. and Canadian institutions, the largest being UC Berkeley. Through their program, U.S. undergraduate students pay $750, plus airfare, to volunteer for two weeks in Lima. The $750 fee covers room and board while on site. This experience could be reformatted to generate additional revenue streams for MEDLIFE.

Purpose of Project/Objectives:
MEDLIFE seeks to continue growing its revenue and geographic presence. Over the next year, the organization aims to serve 70,000 people through its mobile clinics and to double the number of student volunteers it recruits.

The Dominican team sought to help MEDLIFE develop its growth strategy to accomplish these goals. In their report for MEDLIFE, the Dominican team provided MEDLIFE with six areas of research, analysis, and recommendations to help the organization achieve organizational growth. These areas of focus included the following:

1. Industry overview and competitor analysis
2. Insights into current student volunteer experience
3. Possibilities for expanding existing programs
4. Opportunities for increasing number of student volunteers from existing and new sources
5. Fundraising opportunities, and
6. Analysis and evaluation of organizational finances to better understand MEDLIFE’s cost structure.

Key Recommendations:
- Continue allocating funds for the program in the budget, because this is the lifeline of MEDLIFE.
- Coordinate the relationship between the management team and the actual field operations team.
- Allocate more funds for fundraising.
- Seek a stable outside revenue source (do not rely solely on student enrollment).
- Recruit other kinds of participants, such as senior citizens, to achieve more diversified revenue streams.
- Purchase a Toyota Coaster if an additional 56 volunteer participants is reached.
- Buying an office is acceptable, if 432 more volunteer participants could be recruited.
- Consider the local real estate market trends regarding an office purchase.
Project 3: Unidades de Gestión Educativa (UGEL N° 07)

Unidades de Gestión Educativa (UGEL N° 07) is responsible for 514 Public Schools in seven districts of Lima, Peru. UGEL N° 07 gives services to one quarter million students and six thousand teachers (half active, half non-active), is also responsible for delivering educational equipment on time, assures good infrastructure at schools, and updates the curriculum of elementary, primary and high schools. The Peruvian government has prioritized education and has allocated considerable resources to deliver quality educational services. It also began a process some years ago to reform how professors teach and work to achieve results.

Evaluations are being conducted annually and the current strategy is to keep investing in teachers and their capacities, as key elements in the learning process of students. Even though resources exist right now, the Peruvian government, and UGEL N° 07 in particular, have problems managing the large amount of information involved in their process. They lack information and communication technology. There are two key areas in particular where the application of technology will have a great impact in education, and one key area involving the strength of teachers’ capacities.

Purpose of Project/Objectives:
The Dominican student team report provided analysis of the current educational environment at UGEL N° 07 and provided recommendations and suggestions to improve the quality of education and instruction within the schools through a series of tools and resources. The objective of their report was to provide a framework for UGEL N° 07 to develop a strategic plan aligned with that at the regional level, develop a need for stakeholder participation for the enhancement of educational quality, the analysis of data to direct resources, and the means to develop teachers and incentivize the profession.

Several interviews were conducted to understand the conditions at the UGEL N° 07 and determine their needs. Based on this information, research was conducted to determine the necessary tools to fulfill the needs with information provided by the World Bank and UNESCO and additional resources. There are
several actions that UGEL N° 07 can take to meet the needs of the students and teachers and improve the overall quality of education.

**Key Recommendations:**
- Stakeholder involvement to improve educational quality.
- Statistical interpretation of data to effectively and efficiently allocate resources.
- Benchmarking to identify where teachers, schools, and UGEL N° 07 can improve.
- Communication and alignment of resources to improve the quality of education.
- Teacher improvement and incentive programs to improve quality of instruction.
Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

CLIMATE CHANGE EDUCATIONAL INITIATIVE

With concerns internationally about the potential impact of climate change globally and its perceived role with the ongoing drought in California, Dominican faculty teamed to create “Climate Change Educational Initiative Fall 2015” which included eight Dominican events and the collaboration of 25 courses. The business course entitled Leadershi$p: Theory and Application (BUS 4075) participated in this initiative. The faculty members from multiple disciplines participated in this educational initiative by integrating into the syllabi a common reading, a project on climate change, and required attendance at the climate change events. Students learned about the science of climate change, its scientific and social consequences, possible public policy options to address the issue and the importance and value of promoting sustainability, ideally becoming ethical leaders and peer educators on this issue.

The educational initiative was designed to help students learn about the science of climate change, its scientific and social consequences and public policies addressing the issue. It began with “Finding Common Ground,” and concluded with “Time to Lead on Climate: CA: US: UN” featuring four guest speakers including Jared Huffman, who serves California’s 2nd District in the House of Representatives.

INSTITUTE OF LEADERSHIP STUDIES

The Institute of Leadership Studies (ILS) hosts speakers and forums on various topics. During 2014 and 2015 the following speakers spoke on issues pertaining to social responsibility and sustainability.

- David Brooks | The Road to Character: The Humble Journey to an Excellent Life (2015)
- Kirsten Gillibrand | Off the Sidelines: Raise Your Voice, Change the World (2014)
- Leon Panetta | Worthy Fights (2014)
- Dr. Atul Gawande | Being Mortal (2014)
NEXT 18 MONTHS:

As the Barowsky School of Business remains committed to the Principle of Responsible Management Education, following are the key initiatives planned for next 18 months:

- Enhance outreach activities in collaboration with the Business Advisory Board
- Further incorporate PRME related content both in graduate and undergraduate courses
- Continue to maintain AASHE STARS designation
- Incorporate PRME related standards in the planning of the new Barowsky School of Business building