PRME at Benedictine University's College of Business, A First-year Report
PRME AT BENEDICTINE UNIVERSITY’S COLLEGE OF BUSINESS,
A FIRST-YEAR REPORT

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Thanks to:
Gus Gustafson,
Rick Cali, Eric Goodwin
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significant contributions
to this project.

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In June 2008, Prof. John Kevin Doyle (Department of Business Administration in the College of Business at Benedictine University) and Prof. Christine Fletcher (Department of Theology in the College of Liberal Arts) presented a talk on “The Benedictine Tradition, Catholic Social Teaching and the mission of business education in the Catholic university” at the Business Education at Catholic Universities conference (11-13 June 2008) at the University of Dame. One of the topics under discussion by the participants was the (then new) Principles for Responsible Management Education.

Doyle subsequently discussed this with Dean Sandra Gill (College of Business) and Prof. James Ludema (Department of Organizational Development in the College of Business) during the 2008-2009 academic year. There was enough interest that we decided to present an overview (see Appendix 1) of the PRME at the College of Business Opening Retreat in August 2009, and to explore whether the full-time faculty were interested in the College of Business signing up for the PRME initiative.

There was general agreement at the Retreat that we should explore the fit of the PRME with the values espoused at Benedictine University and within the College of Business. In December 2009, Doyle, Ludema, and Prof. James Gustafson (associate faculty member in the new Center for Values-Driven Leadership, College of Business) proposed a multi-step plan to incorporate the PRME in Benedictine University’s College of Business. We suggested this would benefit the College of Business in at least four ways:

- by reinforcing our values-centered approach to business education (the PRME principles are highly synergistic with our Benedictine values),
- by strengthening our external brand as a leader in responsible business education,
- at virtually no cost, positioning us in a truly global network of leading business schools, centers, and institutes, and
- by connecting us to resources (online communities, teaching materials, conferences, etc.) that will help develop our faculty.

We proposed the following five-step process:
1. Doyle, Gustafson, and Ludema would give a short talk at the January 2010 College of Business meeting, essentially outlining this proposal.

2. Doyle, Gustafson, and Ludema, with assistance from Associate Dean Richard Cali and Project Manager Eric Goodwin, would interview as many
College of Business regular faculty members as possible, to identify areas in which the faculty are already incorporating the PRME principles in their teaching, scholarship, and service. We expected to find a large number of such examples (including, of course, the entire Center for Values-Driven Leadership). To ensure consistency in the interview process, and to train those not familiar with appreciative inquiry, we prepared an interview guide, which is shown in Appendix 2.

3. Doyle, Gustafson, and Ludema would give a longer talk at the April 2010 College of Business meeting, outlining the results of the (appreciative inquiry) interviews, and the process for Benedictine University’s College of Business to join the PRME initiative. Since the PRME is a voluntary engagement platform for business schools and management-related academic institutions, the steps are not onerous. The handout for this meeting is shown in Appendix 3.

The steps were (all have since been accomplished):

- Send a letter of support by our highest executive (Dean Gill) together with a completed PRME questionnaire to the PRME Secretariat;
- Set in motion changes so that the PRME become part of the institution's operations, curriculum and research;
- Commit to report annually on the progress made to all stakeholders;
- Publicly advocate the values of the PRME.

In addition, PRME signatories are invited to engage in a variety of ways to maximize the benefits of participation.

We also announced in some detail the workshop described below, which we believed had significant potential to move the members of the College faculty (regular, associate and lecturers) forward in thinking about how to incorporate PMRE in their own teaching, scholarship, and service. Similar workshops had been significantly effective in other areas of the University (e.g., Center for Mission and Identity, Core, Writing across the Curriculum, BIOL199, ...)

We would conclude by asking for general agreement that we should move forward in joining the PRME initiative.
4. Assuming we obtained the general agreement, we would prepare a letter for Dean Gill to send to the PRME secretariat, and complete the short PRME questionnaire.
   - The workshop described below was the first step to make PRME become part of the College’s operations, curriculum and research.
   - Doyle, Gustafson, and Ludema committed to prepare annual reports on the progress made for all stakeholders.
   - Doyle added the PRME to the College of Business website, and will include in the next version of the College viewbook.

5. Doyle, Gustafson, and Ludema organized a one-day workshop entitled “Incorporating the Principles for Responsible Management Education into My Teaching, Scholarship, and Service.”
   - In early June 2010.
   - All College faculty members (regular, associate and adjunct) were invited to participate. We estimated 30 would choose to do so.
   - We offered a $100 stipend to participants, for a total projected cost of $3,000
   - We included light refreshments to start the day, and a buffet lunch. Our estimate was that this would cost $500.
   - Dean Gill identified budget for $1,750 of the expense, and we applied for $1,750 from Faculty Development funding (since funded).
   - Topics included:
     - Positive stories from the interviews (2. above),
     - Exploration of the PRME website and other signatories’ PRME annual reports to find ideas that participants might be interested in exploring,
     - Small group discussions to help each other identify opportunities, and
     - Brief reports from each participant on ideas they plan to explore.
The first of the College of Business’ PRME Workshops was held on June 2, 2010. The agenda for the day is shown below.

**Detailed Agenda for the Day:**

*Co-Creating Our Future as a Leader in Responsible Management and Leadership Education*

8:30 am  Continental Breakfast
9:00 am  Welcome, Introductions and Overview for the Day
   - Context Setting for the Day (Kevin)
   - Welcome and Thank You (Sandra)
   - Participant Introductions (Kevin)
     - Name
     - Department
     - Hopes for the Day (Jim and Gus capture via flip chart)
9:30 am  Review of PRME Principles and Overview of the Engagement Model (Jim)
9:45 am  What’s in it for Students, for Faculty, for the College of Business, and for the University – Small Group Report Out (Gus)
10:15 am  Break
10:30 am  Building of Benedictine University’s “Best Practices Matrix” – Current State (Kevin)
   - Individual Reflection
   - Population of Matrix
   - Table Group Dialogue
11:00 am  Insights, Reflections and Implications for Personal Action – Large Group Debrief (Jim)
11:15 am  Introduction of PRME Resource Guide/Toolkit (including practical tools for implementation into curricular and co-curricular activities) (Gus)
12:15 pm  Lunch
1:00 pm  Workshop Time for Integrating Best Practices into Current Curriculum
   - Individual review and reflection on toolkit
   - Commitment to action
2:15 pm  Break
2:30 pm  Sharing with Others (Kevin)
   - Dyads or Triad Sharing and Idea generation
   - Large Group Sharing of Ideas
3:00 pm  Visual Explorer – CoCreate a Desired Picture of the Future of the COB when PRME is truly embedded in all that we do (Gus)
3:45 pm  Next Steps (Jim)
3:55 pm  Closing Thoughts (Sandra)
There were 19 participants, including the four organizers (Doyle, Gill, Gustafson, Ludema), six other regular faculty members and nine lecturers. Each participant received a Participant Packet (the agenda, and a two page overview of the PRME) and a Resource Guide (Appendix 4).

**Hopes and Expectations:** The hopes and expectations of the participants for the workshop were:

- Better idea of how PRME will work
- Build capability and capacity
- Tools to make better
- Building community among faculty members
- Students become richer (holistically)
- Add more ideas/creative ways
- Look from business standpoint from the outside in
- Looking for clarity: How it fits in cohesively and consistently
- Improve self and teaching methods
- Opportunities for colleague discussion
- Incorporating principles into new course
- Distinguish our College of Business
  - Lead the way
  - By focusing systematically, we will distinguish ourselves
    - Both internally and externally
    - Add value and attract resources
- What other resources are available
  - How to make interesting
  - Learning the specifics and application to real life
  - Going green in business course
- Incorporate methodologies into curriculum
- Voice of business and industry; the young generation is hungry for it
- Systems thinking – make rationale, results-oriented
- Shifting culture from $ focus to broader goals
- Embrace and integrate the concepts
- Additional tools
The participants also did a WIIF analysis (What’s In It For), producing the following:

**What’s In It for the Faculty?**
1. Experts in our field
2. Enable us to do a better job of teaching (richer practical teaching tools)
3. Brings the world/market into the classroom (the leading edge)
4. Source of research, full of opportunity
5. Show how business can do it right
6. Transcendent vitality/excitement
7. Legacy/equipping students w/great values

**What’s In It for Students?**
1. Gain marketable skills
   a. Integrated strategic decision making
   b. Job success
2. Creates organization loyalty and citizenship behavior
3. Live in a better world
   a. Less pollution
   b. Less conflict
   c. More stable economy
   d. More social and economic opportunities
4. Integrity-developing their internal standards

**What’s In It for Benedictine University?**
1. Branding
2. Consistency
   a. Between/among departments and colleagues (internal)
   b. Of values
   c. Of philosophies
3. Continuity with other colleges
4. Corporate relations and sponsorships
5. Fundraising
6. Student placement and recruitment
7. Faculty recruitment
8. Access to resources
9. Adaptability to the increasingly changing world
The participants also identified ways in which they were already incorporating the PRME, producing the following. Note that the categories are the six PRME principles:

**Purpose:**
- In a leadership course, I share the business as an agent of world benefit program from Case Western Reserve University and I give the students extra credit if they interview a business leader and post their results. *Eric Sanders*
- Discussion of NVP in finance course (and exercises) helps students understand sustainability. Adding discussion of cost externalization can make this more accurate. *Kevin Doyle*
- Better understanding of global business process and cultures. *George Chakrabarty*
- I discuss and provide examples of sustainability and good business ethics in every class session. *John Draut*
- In teaching strategies for change I stress a systemic approach to planning and implementing organizational change which includes external stakeholders. *Eric Sanders*
- We discuss current topics such as (Goldman Sachs Charges from the SEC) not just in terms of the accounting and finance affects but also broader aspects in business and society (ACCT 380, Capstone). *Don Henschel*

**Values:**
- Students investigate a case of fraud (Enron, WorldCom, ZZZ Best, Crazy Eddie, Etc.)
- And write a paper about what they have found. They also present their findings to the class (Auditing course). We discuss the largest component of cost of quality which is loss of future business due to current customer dissatisfaction. Students each give an example of a product/service which they would never purchase again. *Don Henschel*
- A case study focusing on an organization product offering that (if misused) may result in an addiction. The student is to take a position (financial vs. ethical) and discuss these findings. *Pete Papantos*
- I use cases, problems and discussion topics to highlight these key issues. *John Draut*
- Review and discuss ethical cases throughout the course. Application and accounting principles expose students to the realities of working conditions in developing countries that manufacture products for US consumers. Hope to give students a broader view of global realities. Case videos. *Rob Rebman*
For my financial literacy class we stress the importance of financial stewardship of ourselves and of our country. Vicki Jobst

In my International Business course, we discuss drug testing in India. How can we make sure the poor get real benefits from the large scale testing. Tom Yu

In all my organization development courses I stress OD values including inclusion, empowerment, service and a systemic holistic view of the clients being served. Eric Sanders

Incorporating the principles of the textbook, The Power of Productivity, illustrating the uniqueness of the values and personal responsibility of leaders and citizens in a free market, democratic republic. Bob Nelson

Method:

In my International Business course, I use a business case on Outsourcing Management. Topics include Environmental consideration, Labor practice, Bribes, Matching local custom/culture, and Need to make it a win-win situation. Tom Yu

Center for Values Driven Leadership (CVDL) “Executive Education Programs” workshops offered publically. Customized in-house on developing responsible leaders, building responsible companies. Course on Global OD, Ph.D. OD program focused on corporate responsibility sustainability. Org Change course in Ph.D. OD program focus on positive Org Scholarship AI. New Ph.D. /DBA Program in Values-Driven Leadership start April 1, 2011. Course in Group Dynamics in PHDOD program focus on positive personal growth. Jim Ludema

Discussion continues to review a particular situation that may compromise the organization due to an ethical consideration. The student serves as a consultant and will render an opinion. Pete Papantos

Sustainability at work. MBA program offers concentration in sustainability. BBA with Science Applications curriculum integrates leading edge Science and sustainable business innovation. Sandra Gill

In ethics I utilize exclusively the case method of instructions with small groups to force dialogue and rational thinking surrounding social environmental and ethical issues. In ethics and leadership course I select casework for at least two class sessions focusing on social and environmental issues. In leadership course I present St. Benedict for a compare and contrast to traditionally perceived leadership rules. Rich Magner

New Belgium Brewery Case (not an official case) more of a topic. Fully sustainable in their production of craft beer. Ann Trampas

For the past three years, management and organizational behavior students have collected donations for the food pantry and the homeless. Individuals from these organizations have talked to the classes about poverty and homelessness in
DuPage County. We have collected from 200 to 450 items each semester. The students write about their experiences with the project. Jane Crabtree.

- Because of my international travels living and teaching in other countries, I bring a global international perspective to my classes. Hopefully they have a better appreciation of differences and valuing diversity. Jane Crabtree

- The Entrepreneurship class act as “Consultants” with several small local businesses each Fall. They make recommendations regarding inexpensive marketing techniques, how to target new underserved markets, reconfiguration of the office space for improved communication flow, etc. Jane Crabtree

- Manage and run telecommunication and information system project effectively, efficiently, responsively and successfully. George Chakrabarty

- Our Volunteer Income Tax Assistance (VITA) program gives students the opportunity to help less fortunate people by helping them prepare their tax returns. In many cases helping to access government tax credits which they otherwise would not have gotten. Don Henschel

- I developed the curriculum and teach the new business course “Going Green in Business” This course supports the Environmental Studies certificate at BenU. Three case studies which demonstrate real world businesses that successfully practice social responsibility are used. The students learn practical business skills and frameworks which will help them on the job. Deborah Hockman

- I show video clips from PBS News Hour Reports on social responsibility and explain the economics of such initiatives. I conduct a realistic simulation on the link between profits and social responsibility. Students are promoted to be the president of a new plant in Brazil and asked whether they would employ kids of 12-14 age to be competitive. They have to explain the business reasons for their decision and play the devil’s advocate to stimulate thought-provoking discussions. Hamid Noorani

- In all my accounting courses, I discuss ethical situations and how to handle them. In my cost accounting course we cover an environmental accounting chapter. How to record and clarify Corporate Environmental Costs. How to manage them and plan for corporate profitability. Vicki Jobst

- Depending on the course material, topics are selected for core content – focuses on sustainability and sound business practices – part of grade scheme. John Draut

- In Accounting Principles (ACCT 112) course, case assignment for students to find and report on corporate sustainability and reports using actual published corporate reports. Rob Rebman
Research

- My research includes topics in global/international management and human research management addressing differences and similarities. I bring the results of my research and what I have learned at academic conferences into the classroom. Research on micro financing particularly in third-world countries. Also, my summer research grant last summer was to investigate micro financing in the Chicago area. I presented papers on micro financing at two academic conferences and share that information in the classroom – particularly in entrepreneurship course. Jane Crabtree
- Personal research on corporate sustainability reporting, current practices, interpretation of results and accuracy. Personal research on the application of Catholic Social Teachings to business and integration into curricula. Rob Rebman
- I have written two books on how to integrate broader longer-term goals and use this to guide our objectives. The books are: *Power – The Modern Doctrine* and *Rational Decision Making*. The concepts and tools presented in these books are based on systems-thinking. Hamid Noorani
- I have researched environmental accounting topics in order to create a presentation to be given to the Fox Valley Chapter of the Institute of Management Accountants. Vicki Jobst
- CVDL “Best Practices in values Driven Leadership” research program focuses on understanding the market performance enabling factors of the world’s most value-driven companies. Many dissertations written on corporate responsibility, sustainability and responsible leadership. (see “Ph.D. Theses Relevant to PRME” section beginning on page 20) James Ludema

Partnerships:

- Guest speakers in class from DuPage Public Action to Deliver Shelter (PADS), Woodridge Food Pantry, Support our Troops, and Lisle Chamber of Commerce. Jane Crabtree
- CVDL “Values Optimization Framework” – a suite of assessment instruments that allow companies to measure and align themselves around their core values. CVDL “Executive Tables” – one day invitation only learning experiences for 30-40 senior business leaders on issues of corporate leadership, responsibility and sustainability. James Ludema
- I discuss current PRME topics with AMA business leaders during my seminars. John Draut
- The College of Business partners with The DuPage Foundation, a non-profit organization in DuPage County, US Bank and other community banks and Wealthwatchers to promote financial literacy during Money Smart week. Vicki Jobst
PRME Workshop 2, January 2011

- Ben Care (in progress) in Asia. BenU partnership programs in Asia (MBA, MSMIS) provide student learning teams a social responsibility grant to improve a local organization using their skills and talents. Building sustainable business 2010 Title BIE Award to College of Business will fund web portal curriculum and COB partnership with Lisle Area Chamber of Commerce to advance global commerce. 
  Sandra Gill

- The Village of Lisle has partnered with the College of Business to offer internships to students conducting “Green Business Audits” for members of the Lisle business community. The students learn about the actions local businesses can take to differentiate themselves with their customers as socially responsible and sustainable businesses. Deborah Hockman

Dialogue

- I presented environmental accounting to the Fox Valley Chapter of the Institute of Management Accountants. Vicki Jobst

- The Benedictine PRME initiative has been and will continue to be a forum for dialogue and debate among full-time and adjunct faculty at Benedictine University. Kevin Doyle

- I am actively involved in a professional association (the Organization Development Network) and encourage all to participate in forums related to sustainability. Eric Sanders

- CVDL lecture series bringing the world’s leading business leaders to Chicago for public lectures. James Ludema

PRME Workshop 2, January 2011

The second of the College of Business’ PRME Workshops was held on January 10, 2011. The presentation which was used effectively as an agenda is shown in Appendix 5. There were 14 participants (four organizers, five other regular faculty members, and five adjunct faculty members). Minor updates were made to the Resource Guide for this workshop (fixing obsolete links, adding newly identified information sources), but the result is basically the same as shown in Appendix 4.
The third of the College of Business’ PRME Workshops was held on May 16, 2011. The agenda is shown below. There were nine participants (three organizers, five other regular faculty members, and one adjunct faculty member). The Resource Guide was substantially updated for this workshop (fixing obsolete links, adding newly identified information sources) and is shown in Appendix 6.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 am</td>
<td>Continental Breakfast</td>
</tr>
<tr>
<td>9:00 am</td>
<td>Welcome, Introductions and Overview for the Day</td>
</tr>
<tr>
<td></td>
<td>- Overview of the day (Kevin)</td>
</tr>
<tr>
<td></td>
<td>- Welcome and thank you (Sandra)</td>
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<td></td>
<td>- Pass out Resource Guide (Kevin)</td>
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<tr>
<td></td>
<td>- Show Best Hopes (PRME 2) (Jim)</td>
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<tr>
<td></td>
<td>- Participant introductions (Kevin)</td>
</tr>
<tr>
<td></td>
<td>- Name</td>
</tr>
<tr>
<td></td>
<td>- Department</td>
</tr>
<tr>
<td></td>
<td>- (New) hopes for the day (Jim capture on flipchart)</td>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30 am</td>
<td>Context setting:</td>
</tr>
<tr>
<td></td>
<td>- Review of PRME Principles (Jim)</td>
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<tr>
<td></td>
<td>- What’s in it for Students, Faculty, and Benedictine University (PRME 1) (Kevin)</td>
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<tr>
<td></td>
<td>- Key Insights, Learnings and Implications (PRME 2) (Jim)</td>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00 am</td>
<td>Break</td>
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<tr>
<td>10:15 am</td>
<td>So Right, So Smart (first 25 minutes)</td>
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<tr>
<td>10:40 am</td>
<td>Faculty talks:</td>
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<tr>
<td></td>
<td>- Please share the idea you began working on at the previous workshop(s)</td>
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<td></td>
<td>- What happened (i.e., were you able to incorporate into a course, extracurricular activity, etc.)?</td>
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<tr>
<td></td>
<td>- If not, why not?</td>
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<tr>
<td></td>
<td>- If you were able to incorporate one (or more) of the principles:</td>
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<tr>
<td></td>
<td>- What did you do?</td>
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<td>- How did you do it?</td>
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<td>- What was the impact?</td>
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<td>- What key learnings can you share with us?</td>
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<td></td>
<td>- Implications for future action …</td>
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<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:40 am</td>
<td>So Right, So Smart (last 30 minutes)</td>
</tr>
<tr>
<td>12:10 pm</td>
<td>Lunch</td>
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<tr>
<td>1:10 pm</td>
<td>Workshop time for faculty participants:</td>
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<tr>
<td></td>
<td>- Individual review and reflection on Resource Guide</td>
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<td>- Work on course syllabus, assignment, project, etc.</td>
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<tr>
<td>Time</td>
<td>Event</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>3:30 pm</td>
<td>Commitment to action&lt;br&gt;Insights, reflections and implications for personal action – large group debrief (Jim)</td>
</tr>
<tr>
<td></td>
<td>Please share your insights and reflections</td>
</tr>
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<td></td>
<td>What one resource should be starred in the Resource Guide?</td>
</tr>
<tr>
<td>3:45 pm</td>
<td>Request for help with Benedictine University’s PRME Annual Report (Kevin)</td>
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<tr>
<td>3:50 pm</td>
<td>Closing thoughts (Sandra)</td>
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**Individual Faculty Member Initiatives Relevant to PRME**

**Jack Malec** (Senior Lecturer in the College of Business) reports that MBA 520 (Leadership and Ethics in a Global Environment) has a number of components and ALL are directed to doing business in a sustainable global economy:

- strong emphasis on Leadership and Management in an ever-expanding global economy,
- study of ethical values in business and personal reflection on ones individual ethical values,
- devotion to the topic of diversity in the workplace and how corporations train employees (in the US and in their non-US segments) to understand this growing dynamic and its relationship to a global economy,
- globalization and trading regions of the world are studied to better understand the have and have nots of the world and discussion on how to better the have nots,
- concentration on the various issues in the world that affect all, from green issues to population expansion to disposal of toxic electronic waste, and the worlds fresh water supply, etc. (what Jack calls the 21st century revolutions), and
- study of the world’s five largest religions and their views on business and how those views affect a society’s sustainable growth.

He also invites business leaders (who have had responsibility for international business segments of their companies) to talk to the students regarding business issues that must be addressed locally and internationally. He tries to have guest speakers twice a quarter. The course also guides students to web sites to have them better understand where information regarding world issues/statistics can be found (e.g., cia.gov).
Ann Trampas (Adjunct Instructor in the College of Business) reports that she incorporates a case on New Belgium Brewery in Colorado. They build the company on the basis of being environmentally responsible. In addition, all employees are valued and vote on major initiatives of the company.

Rob Rebman (Instructor in the College of Business) reports that he addresses ethics in recording transactions and in the reporting of financial results for businesses as we cover the relevant topics in accounting courses. The emphasis is on the importance of doing the accounting work properly and accurately to be able to provide decision-makers with accurate data and complete and accurate information.

In the Accounting 112 (Principles of Managerial Accounting) course, the text offers a short section on environmental accounting. This section is expanded during the course. In addition, he assigns short case problems during the semester. One of the cases specifically requires the students to select a company and to do online research to find and evaluate the company’s most recent report on Corporate Sustainability. Since this is an introductory level course, in-depth analysis is not performed, but the reports are discussed with the students. The primary objectives of this case are to introduce students to the area of sustainability reporting and to show them how accounting measures are used to help managers address these issues. He feels that addressing this at the Principles level is important because all undergraduate business students are required to take this course, so all students will receive at least a first exposure to the area.

Rebman (Instructor in the College of Business) further reports that he taught ACCT 111 and ACCT 112 (Principles of Accounting I and II) and ACCT 311 (Cost/Managerial Accounting) in the Spring 2011 semester. He used the topic of corporate sustainability reporting as the avenue to discuss the values that are to be used as a basis for evaluating business behavior and to provide examples of companies that are taking a leadership role in the area of sustainability.

Classroom activities include a PowerPoint presentation and discussion about Corporate Social Responsibility and the values that are behind the reporting. Value judgments are used to make the decisions about what to report and how to interpret the reported results. The discussion of these values provides an opportunity to introduce students to the principles in the UN Global Compact as a value set that can be used as a basis for evaluating the quality of corporate behavior. In addition, this activity provides an opportunity to reinforce the concept of the importance of values. This has been presented in other courses in the curriculum, and discussing values
from a slightly different approach combined with showing students how values are put into practice supports the University's philosophy of the importance of values and ethics.

In addition to the lecture and discussion, students in all sections are given a case assignment to find a CSR and to evaluate the report. They are asked to answer a list of several questions about aspects of the report and provide a conclusion as to the quality of the report and to provide an opinion as to whether the firm is applying positive values in its operations. By requiring students to find and evaluate a report, this case improves learning outcomes by moving from a discussion approach to a level of applying, analyzing, and evaluating.

The emphasis and degree of evaluation required increases from the lower level to the upper level courses. The objectives in the lower level courses are introductory, and the analytical requirements are increased in the upper level courses.

The results of this unit have been good. Based on surveys from students, the information about CSRing is relatively new to most students. The students find that the companies are serious about sustainability, and that this reporting will help firms to be more successful.

**Vicki Jobst** (Instructor in the College of Business) reports that she uses the following assignments in three different accounting courses:

- **ACCT 100** (Fundamental of Accounting for Decision-Making) Corporate Sustainability Report Project:
  1. Read the article entitled, “Is the Environmental Professional ... an Accountant?” by Clarke and O’Neill.
  2. The corporate sustainability reports for Target, Anheuser-Busch, and McDonald’s corporations are located in the Blackboard course website. Please review the reports and answer the following questions:
    - Why do companies prepare corporate sustainability reports?
    - Find 5 similarities and 5 differences between the three companies’ reports (in terms of topics, graphics and methods of presentation) and describe them.
    - Pick your favorite section from one of the company’s reports and summarize it in your own words.
    - Do you think that corporate sustainability reports are as valuable as annual reports for a stockholder? Please explain your answer.

The questions should be answered in essay format (with an introduction and conclusion).
Comments: This assignment was designed to raise student awareness of corporate sustainability reporting and to give the students an idea of their contents. It was also to inform students in this core class about one of Benedictine’s core values: stewardship (in this case of the environment and community). Most (but not all) of the students felt that corporate sustainability reports were as valuable to stockholders as were annual reports. In the future, she would like to discuss this assignment after it is submitted to get more student feedback and to better tie the assignment into the concept of the stewardship of corporations and the importance of their role of providing a service or product to society.

- **ACCT 111** (Accounting I) Sustainability Report Project

  Download the Nike Corporate Sustainability Report for 2007-2009 from the ACCT 111 Blackboard website ([http://www.nikebiz.com/crreport/content/pdf/documents/full-report.pdf](http://www.nikebiz.com/crreport/content/pdf/documents/full-report.pdf)). Use the Nike Corporate Sustainability Report to answer the following questions:

  ▪ Looking at the Table of Contents on page 3, choose one of the items listed and go to the page listed for that item. Write a brief paragraph about what is contained in that section of Nike’s report and cite the page number of this item.
  
  ▪ Read the Letter from the CEO on pages 4-5 of Nike’s report. Why does Nike prepare and distribute this report?
  
  ▪ Choose your favorite graphic from Nike’s report. Explain in a brief paragraph what this graphic illustrates and why it was important for Nike to include it in the report. Please include the page number of the graphic.
  
  ▪ The Nike report includes several Case Studies throughout each section. Choose a Case Study, read it and summarize what you have learned in a brief paragraph. Please include the page number of the Case Study you have chosen.

Comments: She assigned this project to familiarize students with sustainability reporting and the content of sustainability reports. She also wanted the students to know why corporations issued them. Most of the students had never heard of them before. In the future, she would like to discuss the assignment after it is submitted to get more student feedback. She would like to know students’ reactions to the assignment as a whole as to each individual question so that she can make some changes if necessary.
ACCT 211  
(Intermediate Accounting I) Corporate Sustainability Reporting Project  
1. From the Blackboard website for our course, download and review the following documents:  
   - “The Future of Corporate Sustainability Reporting” article from the December 2006 issue of the Journal of Accountancy  
   - KPMG International Survey of Corporate Responsibility Reporting 2008  
   - Nike 2007-2009 Corporate Sustainability Report  
2. Write a five page paper (minimum), double-spaced, 12 point font answering the following questions:  
   - Describe the types of information being reported by corporations on their sustainability reports.  
   - Describe the current corporate responsibility standards being used by corporations around the world.  
   - Do you think that corporations should have reporting standards for their corporate sustainability reports? Why or why not?  
     Your paper should contain an introduction and a conclusion and should be written in APA format with a reference page. Feel free to use additional references as you see fit.

Comments: She assigned this paper so that she could increase student awareness of corporate sustainability and the role of accountants in preparing these reports. She also wanted to familiarize them with the GRI standards and the fact that there is no one set of standards for corporate sustainability reports. Finally, She wanted students to make connections between annual reporting standards and corporate sustainability reporting standards. Students wrote some excellent papers and most agreed that standards for sustainability reports were necessary. In the future, she will discuss the assignment afterwards to get student feedback, add a reference to GRI standards in the assignment and require the students to obtain a few of their own sources so that they practice researching topics and their papers are more unique.
Jobst (Instructor in the College of Business) further reported:

- During the Spring 2011, she incorporated one sustainability activity or project in three different courses. In my two sections of ACCT 112 (Accounting I-Managerial Accounting), she wrote a project for students which required them to calculate the unit cost of three products using activity-based costing and to develop a selling price for each product in a competitive market. Then they were given totals of environmental costs and asked to place them in one of four categories: prevention, detection/appraisal, internal and external failure. They were then required to determine the environmental cost per unit for each of the same three products using activity based costing. After they added the environmental cost per unit to the original cost per unit, they were to develop a revised selling price per each product. Finally, they were required to determine what action management might take regarding the environmental costs. Which costs would they try to reduce and why?

Most students did very well on this project and one of them commented that they really liked it. Since this project was given at the very end of the semester, she was not able to obtain any other comments, but will assign it again next year.

- In ACCT 311 (Cost Accounting), she assigned students two chapter problems relating to the Cost of Quality and Environmental Activities chapter. In the first problem, the students were required to create an environmental financial statement, listing a company’s environmental benefits (cost reductions, increased sales and recycling income) and environmental costs (listed in the four categories: prevention, detection, internal and external failure). They were also asked to interpret this financial statement as to how the company was doing in the environmental area. In the second problem, the students calculated environmental costs per unit of two different products using activity based costing. They were asked to comment on the use of this information. Then, they were to calculate the environmental cost per unit of product for certain environmental activities before and after the company made improvements in its environmental activities. They then had to comment on the differences between the two sets of unit costs.
There were mixed results for this project, since the instructions for the second problem were confusing. She assigned it at the end of the semester, so was unable to get any feedback. She will assign it again next year and clarify the instructions.

In ACCT 212 (Intermediate Accounting II), she brought in Dr. Deborah Hockman to speak in one of the course sessions. Hockman talked to the students about the sustainable efforts in two of the corporations she worked for. She also discussed climate change and actions to reduce carbon dioxide in the atmosphere and careers in the sustainability area.

Students seemed very attentive to the presentation and asked a few interesting questions afterwards. Jobst plans continue this practice next year depending on the availability of the speaker.

Tom Yu (Assistant Professor in the Department of Business Administration in the College of Business) reports that when teaching MBA 539 (International Business), he uses the following mini-business case to illustrate the principles and the values of global social responsibility.

- When US companies move manufacturing to foreign countries to take advantages of lower labor costs, we need to:
  - be mindful of not also outsourcing environmental pollution,
  - provide safe working environment for the workers,
  - practice good HR management,
  - be fair to human guinea pigs (e.g., in India), and
  - facilitate product recalls when necessary.
Bob Nelson (Program Director for the Bachelor’s in Business Administration with Science Application degree program) reports he was scheduled to teach two classes for the Spring 2011 semester: BSCI 230 (Science Management – Ethics and Quality) and MGT 120 (Going Green in the Business World).

The 18 week BSCI 230 course incorporated several sustainability and CSR topics, including personal and organizational ethics, peak oil and renewable energy technologies. Bob utilized many resources taken from the PRME guideline document. Notable sources were University of Virginia (Darden), Harvard, Duquesne University (Palumbo) and the Cornell Center for Sustainable Future (based on Professor Jeff Tester’s book). From these and other sites, he obtained several .pdf and presentation quality materials on renewable energy, peak oil and related globalization topics. He also incorporated substantial insights and factual information from several supplementary books: *Deep Economy* by McKibben (locally grown food sources) and *MacroWikinomics* by Don Tabscott (carbon footprint sources, energy topics, mobility car sharing).

He also contacted a retired management professor from the University of Michigan, Mr. Larue Hosmer, who provided teaching notes and a DVD containing four video case studies pertaining to recognizing ethical dilemmas and the elements of moral decision making. One particular video case study, Hydro-Quebec, dealt with construction of three hydroelectric power plants in Northern Quebec and the several moral and ethical decision making that it encompassed. He found that the State of Oregon and particularly the capital city of Portland has embraced sustainability principles several years ago, with many educational materials available from several sites, including the Oregon Department of Energy, www.solwest.org (local food production) and www.portlandonline.org. Finally, he incorporated Principle 2 Values, by introducing the class to the international initiatives of the UN Global compact. In fact, a question on this subject was included in the final exam.

The MGT 120 class was a short course based upon four case study topics:
- Introduction to Leadership in Energy and Environmental Design,
- A lumber company deciding to incorporate a LEED based business model,
- Mobility car Sharing (the Zipcar),
- Catamount Wind Farm Project in Vermont -the influence of NIMBY.

He incorporated several materials and lecture notes based on his experience and knowledge gained in the BSCI 230 course above.
Learnings and Future Implications: Bob is certain all the gathered presentation materials and discussion topics enhanced student learning. As a result, he has collected a myriad of materials as well as furthered his understanding on many of the 20+ sustainability metric topics that he plans to incorporate in future course study starting with the Fall 2011 semester.

Will Bergman (Adjunct Instructor in the College of Business) reports there are two ways in which Principle 1 helps to illuminate some of his goals in teaching a Money and Financial Markets course. This principle calls for us to develop student capabilities to be “future generators of sustainable value.” He takes the immediate definition of the Brundtland Commission as a starting point, “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Our financial markets operate today on a long-developing regulatory superstructure, one that includes a set of public guarantees at the root of the massive financial crisis of 2007-2009. We bought short-term stability with disastrous longer-term consequences. The concept of “moral hazard” is an important element of his course, and coupled with an application of the ideas of Mancur Olson, George Stigler, Sam Peltzman and other leaders of the economics of regulation movement, help his students further their understanding of our exposure, as well as responsibilities, as citizens. We need to monitor the risk-taking arising on the bed of our government guarantees, as well as the consequences of allowing special-interest group forces drive public policy to the detriment of the general welfare, undermining “the ability of future generations to meet their own needs.” One project in the course was a paper that the students prepared on the work of the Financial Crisis Inquiry Commission, for which we had some nice feedback from a leader on that Commission, helping us meet the guidance from Principles 5 and 6.
Ph.D. Theses Relevant to PRME

The following students, who graduated in May 2011, had Ph.D. thesis topics relevant to the PRME:

- Susan Elizabeth Lawler, “Coaching for Sustained Change: How is it Accomplished?”
- Kevin Daniel Lynch, “Measuring Corporate Sustainability Performance: Influences and Issues to Consider in Metric Conceptualization”
- Robert Allen O’Neal, “Do Values Matter: The Impact of Organizational Espoused Values on Business Performance in a Retail Store Context”
- Anne Marie Stoughton, “Implementing Sustainability: The Factors that Drive It and the Perspectives that Thrive In It”
- Chiung-Wen Yeh, “Soft Total Quality Management and Organization Sustainability: National Culture Implications”
The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.

The PRME Initiative

The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

In the current academic environment, corporate responsibility and sustainability have entered but not yet become embedded in the mainstream of business-related education. The PRME are therefore a timely global call for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities.

Taking the six principles as a guiding framework, any institution which is willing to integrate corporate responsibility and sustainability in a gradual but systemic manner is welcome to join the initiative.

As institutions of higher learning involved in the education of current and future managers we are voluntarily committed to engaging in a continuous process of improvement of the following Principles, reporting on progress to all our stakeholders and exchanging effective practices with other academic institutions:
The Principles

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.

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.

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

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.

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.

Principle 6
Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

What is Benedictine’s College of Business Position on the UN PRME?

- First introduced at the College of Business retreat in August 2009.
- General agreement that we should explore.
- Plan is to debate them in a full-time college faculty meeting in Fall 2009 – “debate” as a way of having a deeper conversation that just “sounds good – what’s next on the agenda”
- We are interested in your views. Please contact your chair, the dean, or Kevin.

Who Developed the UN PRME?

- The PRME were developed in 2007 by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions.
- The idea of developing a principle-based global engagement platform for academic institutions follows from a recommendation by all academic stakeholders of the UN Global Compact. The idea was officially introduced by the Global Compact Office at the Global Forum “Business as an Agent of World Benefit” at Case Western Reserve University in October 2006.
- Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for responsible management education.
At the College of Business, we are considering joining the Principles for Responsible Management Education (PRME) initiative. The mission of PRME is to inspire and champion responsible management education, research and thought leadership globally (www.unprme.org).

The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

We believe the PRME principles are already deeply embedded in the curricula and practices of the College of Business, and joining PRME will be of benefit to the College of Business in at least four ways:

- It will reinforce our values-centered approach to business education (the PRME principles are highly synergistic with our Benedictine values),
- It will strengthen our external brand as a leader in responsible business education,
- At virtually no cost it will position us in a truly global network of leading business schools, centers, and institutes, and
- It will connect us to resources (online communities, curricula, teaching materials, conferences, etc) that will help develop our faculty.

The PRME are:

**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.

**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.

**Principle 3**

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

**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.

**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.

**Principle 6**
*Dialogue:* We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

PRME is a voluntary engagement platform for business schools and management-related academic institutions. The steps to join are:

- Send a letter of support from our “highest executive” (Sandra or Bill Carroll) together with a short questionnaire to the PRME Secretariat;
- Set in motion changes (of our choice, not mandated by PRME) so that the PRME become part of our operations, curriculum, and research (e.g. this interview, the June 2 workshop, sharing best practices, updating curricula, hosting conferences or symposia);
- Commit to report annually on the progress made to all stakeholders (Kevin Doyle will do this, no extra burden on you);
- Publicly advocate the values of the PRME (e.g., mention on website, in the College viewbook, press releases);
- In addition, the COB will be invited to engage in a variety of ways to maximize the benefits of participation (online communities, webinars, conferences, etc).

The next step is for Kevin Doyle, Jim Ludema, Gus Gustafson, Eric Goodwin, and Rick Cali to interview as many College of Business regular faculty as possible to identify areas in which we are already incorporating the PRME principles in our teaching, scholarship, and service. We expect to find a large number of such examples. We will share the results of the interviews at our COB meeting April 29 and then hold a one-day workshop to extend our learning on June 2 entitled “Incorporating the Principles for Responsible Management Education into My Teaching, Scholarship, and Service.”

We will be contacting you to set up a 30-minute block of time to talk with you in the next couple of weeks. The questions we’d like to discuss are:

1. What courses do you currently teach, and how do you see the PRME principles incorporated into those courses?
2. In what other ways do you incorporate these principles into your activities here at the University?

3. In what ways do you see the College of Business as a whole incorporating these principles?

4. As you look to the future, how would you like to incorporate these principles even more into your teaching, service, and professional development?

5. What could be done to help make this happen?

6. In your ideal image of the future, how could these principles be lived out even more in the College of Business?

**Appendix 3: PRME Handout for April 2010 College of Business Regular and Adjunct Faculty Meeting**

**Special Invitation to all College of Business Regular and Adjunct Faculty**

On June 2, 2010, you are invited to a dynamic one-day summit on “Incorporating Principles for Responsible Management Education into My Teaching, Scholarship, and Service.”

**Background** – At the College of Business, we are considering joining the Principles for Responsible Management Education (PRME) initiative (www.unprme.org).

**PRME Mission** – To inspire and champion responsible management education, research and thought leadership globally

**Goal** – To establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century

**Members** – There are about 300 academic institutions from around the world participating, including ESADE (Spain); INSEAD (France); London Business School (UK); Shanghai University (China); and Wisconsin, Ohio State, Cornell, DePaul, Notre Dame, Boston College, Boston University, and Thunderbird in the US.

**Principles** – The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They include:

- **Purpose**: 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;
Values: 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;

Method: Create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership;

Research: 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;

Partnership: 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;

Dialogue: Facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

What it Means to Join – PRME is a voluntary engagement platform. Steps include (1) sending a letter of support from Sandra to the PRME Secretariat; (2) initiating changes (of our choosing) to make the PRME part of our operations, curriculum, and research; (3) committing to report annually on progress made (Kevin Doyle will do this); (4) publicly advocating the values of the PRME (e.g., website, COB Viewbook, press releases); (5) taking advantage of PRME resources (online communities, webinars, teaching materials, conferences, etc).

Benefits – Joining PRME will be of benefit to the College of Business in at least four ways:

- It will reinforce our values-centered approach to business education (the PRME principles are highly synergistic with our Benedictine values),
- It will strengthen our external brand as a leader in responsible business education,
- It will position us in a truly global network of leading business schools, centers, and institutes, and
- It will connect us to resources that will help develop our faculty.

Current Action Steps – Kevin Doyle, Jim Ludema, Gus Gustafson, Eric Goodwin, and Rick Cali are interviewing COB regular faculty to identify areas in which we are already incorporating the PRME principles in our teaching, scholarship, and service. There are dozens of examples, which we will use to populate a matrix of our accomplishments (see sample quotes and matrix below).
Sample Quotes

“In my strategic management course, the capstone course in the MBA program [MBA 671], the students do an online business simulation in which they compete with hundreds of top business schools around the world on leadership skills, collaboration and teamwork, financial management, operations, marketing, HR, strategic planning and analysis, and corporate social responsibility. Over the last five quarters, we’ve ranked in the 75th percentile in corporate social responsibility, and last October we ranked in the 96th percentile – head to head with the world’s best business schools. I’m pretty proud of that.” – John Draut

“I designed a course for the Environmental Studies Certificate called Going Green in Business. My specific intention is show how to save and make money through strategic environmental stewardship. I focus on three core areas: green building (the voluntary LEED certification program), transportation, and total carbon footprint. I show how these can drive business success by reducing costs and creating market differentiators. I use a bunch of great cases like Haywood Lumber Company in California that has become the world leader in FSC [Forest Stewardship Certified] lumber, the Zip Car, the Chicago Climate Exchange, and Catamount Energy. I also get into the politics and economics of all of this and draw comparisons between how we do these things here in the US versus how they do it in Europe, China, India, and other countries.” – Deborah Hockman

“Outside of classes we work with VITA, the volunteer tax program in which we are actually preparing tax returns for less fortunate people, people who are earning essentially very low wages, at a very low level. We are helping them prepare returns which they otherwise would have to pay for or they would try to do themselves. In many cases in trying to do them themselves, they miss many things particularly like earned income credit which the Congress has put into place exactly to help those kinds of families who are at the lower income level.” – Don Henschel

“Within the MBA department, we focus on the development of faculty and incorporate for the adjuncts social responsibility, sustainability by bringing in speakers, focusing on relevant research, and we are starting a teaching certificate based on sustainability, cultural diversity as well as pedagogy.” – Sharon Borowicz

“There is a new chapter in the cost accounting text about environmental accounting. [I am] covering [it] this term, and will continue to do so. I did a presentation to [Fox Valley chapter of] the Institute of Management Accounting in February [2010] on environmental accounting and corporate sustainability reporting.” – Vicki Jobst
Faculty Resource Guide

The following **PRME Faculty Resource Guide** is intended to be a working toolkit for Benedictine Faculty members to support and assist further incorporating the principles into our daily practice. This resource guide is accessible as [http://www.ben.edu/programs/business/PRMEFacultyResourceGuide.pdf](http://www.ben.edu/programs/business/PRMEFacultyResourceGuide.pdf).

**PRME SUPPORTING INFORMATION**

**PRME Website:**

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.


**The Six Principles for Responsible Management Education:**

As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission.


**PRME Academic Institutions:**

Below is the link to organizations that have signed up to the PRME initiative. (Currently, there are 313 in total.)


**Who Developed the PRME:**

The PRME were developed in 2007 by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions.

PRME Working Groups:
In its meeting on June 18, 2008, in Brussels, the PRME Steering Committee decided to increase the empowerment and ownership of PRME participating institutions by making a call to all participants to create new Working Groups.
http://www.unprme.org/working-groups/working-groups.php

2010 Global Forum:
The 2nd Annual PRME Global Forum will be held at Fordham University on June 22-23, where management educators committed to update education to the challenges and opportunities of sustainability and corporate citizenship in the 21st Century will meet to discuss their progress.

PRME Specific Resources
- Communications to the PRME Community
  http://www.unprme.org/resources/display-resources.php?cid=8
  - Communication July 2009
  - Communication September 2009
  - Communication: December 2009
  - Communication: February 2010
  - Communication: March 2010

- Curriculum Change & Climate Change
  http://www.unprme.org/resources/display-resources.php?cid=6
  - CBS Climate Change Webinar Summary Report
  - The Copenhagen Conference Declaration: A Call to Action for Management Education

- Outcomes from 1st PRME Global Forum (All plenary and current sessions summaries are available here)
  - http://www.unprme.org/resources/display-resources.php?cid=2

- PRME Main Documents
  - http://www.unprme.org/resources/display-resources.php?cid=9
Appendix 4: Resource Guide for June 2, 2010

PRME Workshop 1 continued

- PRME Select Publications & Affiliated Organizations
  - AACSB Ethics & Sustainability Resource Center
  - AACSB International/EFMD: Global Foundation for Management Education
  - Abstracts of Richard Ivey School of Business cases and publications on the Global Compact principles
  - Aspen Institute’s Business and Society Program: Beyond Grey Pinstripes
  - Aspen Institute’s Business and Society Program: Caseplace.org
  - Business in Society Gateway
  - CEEMAN Survey on Management Education: CSR and Poverty
  - Developing The Global Leader Of Tomorrow Report
  - EFMD: Global Responsibility
  - Globally Responsible Leadership Initiative: Resources
  - Impactus Interview with Head PRME Secretariat
  - Leading Change: The Role of the Principles for Responsible Management Education
  - Minutes and Presentations from AASCB Affinity Group on PRME April 2009
  - Net Impact: Publications
  - PRME: A Global Initiative - A Global Agenda
  - UN Global Compact: Global Compact Academic Network
  - UN Global Compact: Tools and Publications
  - Working Group on Incorporation of the PRME in Executive Degree Programs

Sharing Information on PRME Progress

Adopting the PRME implies that the signatory school is willing to share information on progress regularly to all stakeholders. Public reporting is the best way to ensure the credibility of the initiative while giving recognition to best performers and best reporting academic institutions. Also, by collecting and channeling good practices the report database will facilitate an exchange of existing and state-of-the-art experience among the PRME network.

Below is a link to the list of organizations that have uploaded their reports, thus far. (There are 35 in total.)

http://www.unprme.org/sharing-information-on-progress/index.php
Note:
Bentley University has a good sample report representation of a university that has similar offerings to Benedictine (Undergraduate, Post Graduate, Doctoral, and Executive) and has been involved in PRME from its inception:

Bentley University  United States  2009  View Report
Bentley University  United States  2008  View Report
Bentley University  United States  2007  View Report

Other Helpful Resources & Organizations for Information on Supporting Your PRME Efforts:

<table>
<thead>
<tr>
<th>Name of the Resource</th>
<th>Organization/Institutional Affiliation</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia Pacific Centre for Leadership and Change</td>
<td>The Hong Kong Institute of Education</td>
<td><a href="http://www.ied.edu.hk/apclc/">http://www.ied.edu.hk/apclc/</a></td>
</tr>
<tr>
<td>Business Civic Leadership Center</td>
<td>U.S. Chamber of Commerce</td>
<td><a href="http://www.uschamber.com/bclc/default">http://www.uschamber.com/bclc/default</a></td>
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<tr>
<td>Business Roundtable Institute for Corporate Ethics</td>
<td>University of Virginia, Darden School of Business</td>
<td><a href="http://www.darden.virginia.edu/corporate-ethics/index.htm">http://www.darden.virginia.edu/corporate-ethics/index.htm</a></td>
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<td>Catalyzer</td>
<td>Chicago Sustainable Business Alliance</td>
<td><a href="http://csba.foresightdesign.org/">http://csba.foresightdesign.org/</a></td>
</tr>
<tr>
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<td>Caux Roundtable</td>
<td><a href="http://www.cauxroundtable.org/">http://www.cauxroundtable.org/</a></td>
</tr>
<tr>
<td>Center for Business as an Agent of World Benefit</td>
<td>Case Western Reserve University – Fowler Center for Sustainable Value</td>
<td><a href="http://worldbenefit.case.edu/">http://worldbenefit.case.edu/</a></td>
</tr>
<tr>
<td>Center for Ethical Business Cultures</td>
<td>Partners academically with the University of St. Thomas</td>
<td><a href="http://www.cebcglobal.org/index.php">http://www.cebcglobal.org/index.php</a></td>
</tr>
<tr>
<td>Center for Ethical Leadership</td>
<td>Lyndon B. Johnson School of Public Affairs - The University of Texas at Austin</td>
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<td>Center for Effective Organizations</td>
<td>University of Southern California</td>
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<tr>
<td>Center for Inclusive Leadership &amp; Social Responsibility</td>
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<td><a href="http://www.pmc.edu/ilsr">http://www.pmc.edu/ilsr</a></td>
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<td>Center for Integrative Leadership</td>
<td>Carlson School of Management - University of Minnesota</td>
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</tr>
<tr>
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### Appendix 4: Resource Guide for June 2, 2010

**PRME Workshop 1 continued**

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<tr>
<th>Organization</th>
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PRME Workshop 1 continued

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We sincerely hope this is a helpful resource in continuing to incorporate the PRME principles into your curricular and extra-curricular activities. For questions, comments, best practices sharing or support, please contact any member of the Benedictine PRME Task Force:

- Kevin Doyle (chair), kdoyle@ben.edu
- Sandra Gill (sponsor)
- Jim “Gus” Gustafson, jgustafson@ben.edu
- Rick Cali
- Jim Ludema, jjudema@ben.edu
- Eric Goodwin

Periodic updates will be distributed to the entire COB Faculty and additional information as resources become available.
Co-Creating Our Future as a Global Leader in Responsible Management & Leadership Education

PRME Faculty Workshop #2
Kindlon 227 – January 10, 2011

PRME at Benedictine University’s College of Business, A First-year Report

Co-Creating Our Future as a Global Leader in Responsible Management & Leadership Education

PRME Task Force:
Sandra Gill (Sponsor)
Kevin Doyle (Chair)
Jim Ludema
Jim “Gus” Gustafson
Eric Goodwin

PRME at Benedictine University’s College of Business, A First-year Report

WELCOME

“Many people assume, wrongly, that a company exists simply to make money. While it is an important result of a company’s existence, we have to go deeper and find the real reason for our being ... People get together and exist as ... a company so that they are able to accomplish something collectively that they could not accomplish separately — they make a contribution to society.”

Dave Packard, HP, 1980

PRME at Benedictine University’s College of Business, A First-year Report

SETTING THE CONTEXT

PRME (pronounced “PRIME”): a global call to change the curriculum, research and learning methods of management education, incorporating the core of the vision, the tools and the skills taught, and the values of the United Nations Global Compact

PRME at Benedictine University’s College of Business, A First-year Report

VISION

The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

PRME at Benedictine University’s College of Business, A First-year Report

MISSION

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.

PRME at Benedictine University’s College of Business, A First-year Report

RATIONALE

In the current academic environment, corporate responsibility and sustainability have entered but not yet become embedded in the mainstream of business-related education. The PRME are therefore a timely global call for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities.

Benedictine has an opportunity to be a global leader in this arena.

PRME at Benedictine University’s College of Business, A First-year Report
Purpose of the Workshop

To help Benedictine University become a global leader in responsible management education in ways that are beneficial for our students, our faculty, the college of business, and Benedictine University as a whole.

Objectives of the Workshop

1. Provide an overview of the PRME Initiative and to discuss how it can benefit our students and us.
2. Build community and share ideas and best practices around PRME within the College of Business.
3. Connect us to the resources available through the PRME Initiative and other sources.
4. Provide an opportunity to further incorporate the PRME into your current curricular or co-curricular activities, with an opportunity to obtain input from peers.
5. Discuss ideas for what more we would like to do related to PRME.

How We Will Be Spending Our Time Together

- Context Setting
- Welcome & Thank You from Sandra
- Participant Intros & Expectations
- Review of the PRME Principles & Engagement Model
- Review the Question: “What’s In It For Us?”
- Faculty Presentations
- -- LUNCH --

Road Map (Continued)

- Faculty Presentations
- Individual Time for Research & Integration of Best Practices
- Sharing & Accountability
- Insights, Reflections & Implications
- Wrap-up & Next Steps
- Closing Thoughts

-- ADJOURN --

Participant Introductions

- Name
- Department
- Hope(s) for the Day
Appendix 5: Presentation for January 10, 2011
PRME Workshop 2 continued

**PRME PRINCIPLES**

**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.

**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.

**PRME PRINCIPLES (CONTINUED)**

**Principle 3**
- **Method**: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

**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.

**PRME PRINCIPLES (CONTINUED)**

**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.

**Principle 6**
- **Dialogue**: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

**Stakeholder Engagement Model**

**What Questions Do You Have?**

...if we truly embedded PRME principles in everything we do?
Appendix 5: Presentation for January 10, 2011
PRME Workshop 2 continued

Report Out

- WIIF Students?
- WIIF Faculty?
- WIIF the College of Business?
- WIIF Benedictine University?

...if we truly embedded PRME principles in everything we do?

So, why engage in the PRME Principles???

Service is the very purpose of life. It is the rent we pay for living on this planet.

Marian Wright Edelman

Break

The True Test of Inspirational Leadership...

"Everybody can be great...because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."

Martin Luther King, Jr.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

Margaret Mead
Appendix 5: Presentation for January 10, 2011
PRME Workshop 2 continued

Expectations Recap & Final Thoughts from Participants

Survey & Plus / Delta
Faculty Resource Guide

The following **PRME Faculty Resource Guide** is intended to be a working toolkit for Benedictine Faculty members to support and assist further incorporating the principles into our daily practice. This resource guide is accessible as [http://www1.ben.edu/programs/business/PRMEFacultyResourceGuide.pdf](http://www1.ben.edu/programs/business/PRMEFacultyResourceGuide.pdf).

**PRME Supporting Information**

**PRME Website:**
The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.

**The Six Principles for Responsible Management Education:**
As institutions of higher education involved in the development of current and future managers we declare our willingness to progress in the implementation, within our institution, of the following Principles, starting with those that are more relevant to our capacities and mission.

**PRME Academic Institutions:**
Below is the link to organizations that have signed up to the PRME initiative.
(Currently, there are 313 in total.)

**Who Developed the PRME:**
The PRME were developed in 2007 by an international task force of sixty deans, university presidents and official representatives of leading business schools and academic institutions:
PRME Working Groups:
In its meeting on June 18, 2008, in Brussels, the PRME Steering Committee decided to increase the empowerment and ownership of PRME participating institutions by making a call to all participants to create new Working Groups.
http://www.unprme.org/working-groups/working-groups.php

2010 Global Forum:
The 2nd Annual PRME Global Forum was held at Fordham University in 2010. Management educators committed to update education as to sustainability and corporate citizenship in the 21st Century met to discuss their progress. Information on the 1st and 2nd forums is available. The 3rd forum is to be scheduled.

Benedictine University PRME Resources

Best Hopes for PRME Workshop (from PRME Workshop 2)
- Another group of people exposed/positively impact students
- Learn more & integrate √√
- Refine & ID potential research areas
- Integrating principles
  - Become more active participants
  - Engagement with businesses
- Incorporate ethics into sales
- Learn what others are doing √
- Learn more about relationship between public and private sector
- Looking for other ways to incorporate
- Knowledge management/central repository of ideas
Benedictine University PRME Resources

What’s In It for (from PRME Workshop 1)

What’s In it for Students

- Gain marketable skills
  - Integrated strategic decision making
  - Job success
- Creates organization loyalty and citizenship behavior
- Live in a better world
  - Less pollution
  - Less conflict
  - More stable economy
  - More social and economic opportunities
- Integrity-developing their internal standards

What’s In it for Faculty

- Experts in our field
- Enable us to do a better job of teaching (richer practical teaching tools)
- Brings the world/market into the classroom (the leading edge)
- Source of research, full of opportunity
- Show how business can do it right
- Transcendent vitality/excitement
- Legacy/equipping students w/great values

What’s in it for College of Business and Benedictine University

- Branding
- Consistency
  - Between/among departments and colleagues (internal)
  - Of values
  - Of philosophies
- Continuity with other colleges
- Corporate relations and sponsorships
- Fundraising
- Student placement and recruitment
- Faculty recruitment
- Access to resources
- Adaptability to the increasingly changing world
Benedictine University PRME Resources

Key Insights, Learnings and Implications for CoB (from PRME Workshop 2)
- Fits everywhere/trans-disciplinary
- Do on a regular basis (every 6 months)
- Zealots/change agents ← Invite others (formalize)
  - Forum to share
  - Central repository
- Core curriculum committee through a VDL/Sustainability lens
  - Need a diagram/model
  - Branding/image
  - All students
  - Leverage strengths
  - Golden thread woven throughout (as opposed to incremental courses)
- Intentional focus on Long-Term results (sustainability)
- Potentially leverage Distinguished Visiting Scholars from Ph.D./D.B.A. Program
  - Public lecture series
  - Lecture for faculty members
  - Possibly record the lectures for future use
  - All disciplines of the college can have voice
  - Brand/positioning

PRME Specific Resources
- Communications to the PRME Community
  http://www.unprme.org/resources/display-resources.php?cid=8
  - Communication July 2009
  - Communication September 2009
  - Communication: December 2009
  - Communication: February 2010
  - Communication: March 2010
  - Communication: June 2010
  - Communication: September 2010

- Curriculum Change & Climate Change
  http://www.unprme.org/resources/display-resources.php?cid=6
  - CBS Climate Change Webinar Summary Report
  - The Copenhagen Conference Declaration: A Call to Action for Management Education
Outcomes from 1st PRME Global Forum (All plenary and current sessions summaries are available here)
http://www.unprme.org/resources/display-resources.php?cid=2

PRME Main Documents
http://www.unprme.org/resources/display-resources.php?cid=9

UN Global Compact
http://www.unglobalcompact.org/AboutTheGC/TheTenPrinciples/index.html

PRME Select Publications & Affiliated Organizations
- AACSB Ethics & Sustainability Resource Center
- AACSB International/EFMD: Global Foundation for Management Education
- Abstracts of Richard Ivey School of Business cases and publications on the Global Compact principles
- Aspen Institute’s Business and Society Program: Beyond Grey Pinstripes
- Aspen Institute’s Business and Society Program: Caseplace.org
- Business in Society Gateway
- CEEMAN Survey on Management Education: CSR and Poverty
- Developing The Global Leader Of Tomorrow Report
- EFMD: Global Responsibility
- Globally Responsible Leadership Initiative: Resources
- Impactus Interview with Head PRME Secretariat
- Leading Change: The Role of the Principles for Responsible Management Education
- Minutes and Presentations from AASCB Affinity Group on PRME April 2009
- Net Impact: Publications
- PRME: A Global Initiative - A Global Agenda
- UN Global Compact: Global Compact Academic Network
- UN Global Compact: Tools and Publications
- Working Group on Incorporation of the PRME in Executive Degree Programs
Sharing Information on PRME Progress

Adopting the PRME implies that the signatory school is willing to share information on progress regularly to all stakeholders. Public reporting is the best way to ensure the credibility of the initiative while giving recognition to best performers and best reporting academic institutions. Also, by collecting and channeling good practices the report database will facilitate an exchange of existing and state-of-the-art experience among the PRME network.

Below is a link to the list of organizations that have uploaded their reports; there are 137 so far.

http://www.unprme.org/sharing-information-on-progress/index.php

Note:

Bentley University has a good sample report representation of a university that has similar offerings to Benedictine (Undergraduate, Post Graduate, Doctoral, and Executive) and has been involved in PRME from its inception:

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<th>Bentley University</th>
<th>United States</th>
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Other Helpful Resources & Organizations for Information on Supporting Your PRME Efforts:

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<td>Learning Community, Society for Organizational Learning</td>
<td>Sol. Sustainability Consortium</td>
<td><a href="http://www.solonline.org/">http://www.solonline.org/</a></td>
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<td>Max DePree Center for Leadership</td>
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<td>National Solutions Council</td>
<td>Rocky Mountain Institute</td>
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<td>Public and Nonprofit Leadership Center</td>
<td>University of Minnesota, Hubert H. Humphrey Institute of Public Affairs</td>
<td><a href="http://www.hhh.umn.edu/centers/pnc/about.html">http://www.hhh.umn.edu/centers/pnc/about.html</a></td>
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<td>Research Center for Leadership in Action</td>
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<td><a href="http://wagner.nyu.edu/leadership/index.php">http://wagner.nyu.edu/leadership/index.php</a></td>
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<td>Scanlon Leadership Network</td>
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<td>Sanford C. Bernstein &amp; Co. Center for Leadership and Ethics</td>
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<td><a href="http://www4.gsb.columbia.edu/leadership">http://www4.gsb.columbia.edu/leadership</a></td>
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<td>The Leadership Institute</td>
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<td>US Association for the Club of Rome</td>
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<td><a href="http://www.clubofrome.org/eng/home/">http://www.clubofrome.org/eng/home/</a></td>
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Other articles and classroom materials:

- “The Remarkable Transformation of Saint Suzuki” – Macleans – MacQueen
- “A Road Map for Natural Capitalism” – HBR – Lovins, Lovins & Hawken
- “Why Sustainability Is Now the Key Driver of Innovation” – HBR – Nidumolu, Prahalad and Rangaswami
- “Strategy & Society: The Link Between Competitive Advantage and Corporate Social Responsibility” – HBR – Porter & Kramer
- “Discovering Your Authentic Leadership” – HBR – George, Sims, McLean and Mayer
- WikiLeaks: Saudi’s Oil Reserves Overstated by Nearly 40% (http://cleantechnica.com/2011/02/09/wikileaks-saudis-oil-reserves-overstated-by-nearly-40/)
- “Haiti’s Poor Forced to Eat Dirt As Food” (http://www.youtube.com/watch?v=4wHiYkcm-Ro)
- Carbon Nation (http://www.carbonnationmovie.com/)
- “World’s first refrigerated BEACH to be built next to luxury hotel in Dubai” (http://www.dailymail.co.uk/sciencetech/article-1094797/Worlds-refrigerated-BEACH-built-luxury-hotel-Dubai.html)
- “Blessed Unrest: How the Largest Movement in the World Came into Being and Why No One Saw It Coming” (http://www.amazon.com/Blessed-Unrest-Largest-Movement-Coming/dp/0670038520)
- “The MBA Oath: Setting a Higher Standard for Business Leaders” (http://mbaoath.org/about/the-mba-oath/)
- Calvert Funds (http://www.calvert.com/)
- “Business as an Agent of World Benefit: Management Knowledge Leading Positive Change” (http://www.bawbglobalforum.org/)
- The Fowler Center for Sustainable Value (http://weatherhead.case.edu/centers/fowler/)
- Is “global warming” real? Does it matter?
PRME Workshop 3  continued

- David Suzuki, what do we replace lodge pole pines with?
- http://www.worldviewofglobalwarming.org/risingseas/VACincoteagueNPSAerial01NPS.jpg
- http://www.sustainablelifemedia.com/content/column/brands/crisis_du_juor_no_longer_the_special_of_the_day
- corporate responsibility magazine’s “100 best corporate citizens list” (http://www.thecro.com/content/corporate-responsibility-magazine’s-“100-best-corporate-citizens-list”)
- “The scariest video you have ever watched in the name of science” (http://io9.com/#!5639113/the-scariest-video-you-have-ever-watched-in-the-name-of-science)
- Tesla Motors (http://www.teslamotors.com/chicago)
- Notion Ink (http://www.notionink.com/)

We sincerely hope this is a helpful resource in continuing to incorporate the PRME principles into your curricular and extra-curricular activities. For questions, comments, best practices sharing or support, please contact any of us:

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Rob Rebman, rrebman@ben.edu
Sandra Gill (sponsor) sgill@ben.edu

Thanks to Rick Cali, Eric Goodwin, and Gus Gustafson for significant help on this version or previous versions of the Resource Guide.
5/12/11