Sharing Information on Progress (SIP)
16 April 2012
Members of the PRME Community:

On behalf of Dominican University and its Brennan School of Business, we are pleased to reaffirm our support of and commitment to the Principles for Responsible Management Education.

The Brennan School of Business is educating the next generation of ethical business leaders to have impact with integrity. We believe that our participation in the PRME initiative is a key means by which we can not only realize this mission but also share key lessons learned with thought-leaders across the globe.

We hope that you find this Sharing of Information on Progress (SIP) Report useful and look forward to your questions.

Sincerely,

Donna M. Carroll, EdD
President, Dominican University

Arvid C. Johnson, PhD
Dean, Brennan School of Business
Vision Statement: Dominican University aspires to be a premier, Catholic, comprehensive, teaching university with an enrollment of 4,000 students.

Mission Statement: As a Sinsinawa Dominican-sponsored institution, Dominican University prepares students to pursue truth, to give compassionate service and to participate in the creation of a more just and humane world.

Dominican University is a distinctively relationship-centered educational community rooted in the liberal arts and sciences. It is known for its rigorous and engaging academic programs, the care and respect with which it mentors students, its enduring commitment to social justice, and the enriching diversity of its students, faculty, and staff. Integral to Dominican’s success and distinction is the ongoing exploration, clear expression, and shared experience of its Catholic Dominican identity.
Vision Statement: The Brennan School of Business aspires to be a leading small school provider of management education in the Chicago market.

Mission Statement: The Brennan School of Business provides ethics-centered management education for students who are either entering business professions or continuing their professional development. Our curriculum provides our students with an enduring foundation in business and leadership skills and an understanding of the best in current business practices resonant with the University's core values of *Caritas et Veritas*.

Translating Dominican’s twin values of *veritas* and *caritas* into practice within the Brennan School of Business requires that each person who studies, teaches, works, or lives within the university community, as well as all those with whom we interact, be respected and cared for as a unique individual – within an environment that affirms our shared humanity and pursues the common good. Within our business programs we continually engage the multiplicity of human perspectives and differences with authentic empathy. These differences include, but are not limited to: race, ethnicity, nationality, language, religion, gender, sexual orientation, age, socio-economic status, physical and intellectual abilities, and ways of knowing as they relate to the 21st century challenges of leadership in private and public sector organizations.

Since its inception, the Brennan School of Business has offered a curriculum that addresses issues of business ethics. The establishment of the Christopher Chair in Business Ethics in 2003 and the founding of the School’s Center for Global Peace through Commerce in 2008 reflect its continuing commitment to preparing business leaders to make a difference in their communities and around the world.
Values animate decisions and guide purpose. Indeed, from our perspective, values are at the core of both the Brennan School mission and all PRME Principles. We thus will discuss PRME Principles 1 and 2 together, since, from our point of view, they are inseparable.

Since its inception in 1977, the Brennan School of Business has offered a curriculum that challenges students to think holistically about the ethical implications of all business decisions. We have, in fact, made ethics and ethical decision-making a cornerstone of our undergraduate, MBA and MSA programs. This long-standing commitment of “giving voice to values” supports our mission of “educating the next generation of leaders to have impact with integrity.”

Additionally, three other core values animate Brennan School activities:

- Compassionate leadership
- Global perspective
- Entrepreneurial mindset
In the past 18 months, the Brennan School has continued to innovate around these four dimensions.

The Brennan School’s International Residency is a program of distinction that combines all four dimensions that are central to developing twenty-first century ethical leaders. This International Residency is a high intensity, short duration, action learning course that requires MBA students to serve as business advisors to small business entrepreneurs in an emerging market country. We purposefully designed the course to be an immersion experience. We wanted students to stay rooted in one place for a week rather than travel around from city to city. By so doing, we sought to nurture the explicit and tacit knowledge that stems from knowing one business environment very well.

The focal country of interest in 2012 was South Africa, particularly Alexandra Township in Gauteng Province. We chose South Africa because of its economic dynamism overall and because of the vibrant mix of entrepreneurial activity in the townships. Students were thus able to have “first world” and “third world” experiences compactly – and directly. South Africa also has one of the world’s highest Gini coefficients. Students were thus able to see and experience extreme income inequality within very short distances. Lastly, South Africa is a country still grappling with the consequences of its Apartheid history. Dominican University’s credo is to give compassionate service and work for social justice. South Africa was an excellent learning laboratory for contextualizing this credo.

During the week, students became business advisors to three businesses in Alex Township.

- **Paulina’s Upholstery** was a women-owned small business specializing in designing and manufacturing couches and upholstered chairs for homes. This small business also refurbished taxi cab seats. The business was run out of the owner’s garage. Paulina had been in business for
10 years and struggled with uneven product demand and cash flow problems. Marketing was sporadic and consisted primarily of the business owner handing out business cards to taxi cab drivers at traffic lights. This was done only when new business was needed.

- **Business Connection** was a two-person business whose mission was to promote Alexandra small businesses to the Johannesburg business community, especially businesses located in the financial district, Sandton. Business Connection had been in existence for two years. Finance came from memberships fees of Alex small owners. In two years, Business Connection had yet to create a major opportunity for any Alex small business.

- **Nelly’s Orphanage** was a social business committed to feeding over 100 children who were orphaned because of AIDS/HIV. Nelly was the sole individual providing food and care for her children. The orphanage was run out of Nelly’s home. All food was donated at the personal request of Nelly.

After meeting with the business owner, students developed a set of business improvement ideas for each organization. On the residency’s last night, students formally presented their ideas to each owner. Recommendations were supported with written documents for each organization.

In addition to the applied, action learning in Alexandra Township, the International Residency included formal lectures from faculty of the host institution, The Gordon Institute of Business Science. Students heard lectures on the economic development challenges in Southern Africa, frugal innovation as practiced in South Africa, spatial design in South African Townships, SAB Miller’s successes and stumbles in Africa, the employment impact of HIV/AIDS in South Africa, and base-of-the-pyramid marketing. Cultural experiences included visits to Soweto, the Apartheid Museum and the Anglo-American Platinum Mine in Rustenburg.
As an institution committed to the broader issue of social justice, the Center for Global Peace through Commerce is a center of excellence within the Brennan School. The Center fosters student learning around contemporary business issues that lead to a more inclusive and sustainable world economy. The Center expresses this mission in three areas:

- **Education:** Increasing understanding of the economic, social and political challenges to doing business around the world.
- **Social Entrepreneurship:** Exploring ways social entrepreneurs can create change for global good.
- **Global Networks:** Establishing international partnerships for the university community to address global challenges.

Since our last SIP, the Center has sponsored the following events in support of its mission.

**Haiti: Update on a Humanitarian Crisis**
Gerry Keenan, president of Zanmi Sasye—Partners with Sassier, and Mary Ellen Johnston, the regional director of Concern Worldwide U.S

**Education and Entrepreneurship in Africa: The Role of Women**
Julie Stagliano, President, Heartland International Amy Maglio, Executive Director, Women's Global Education Project

**Caritas In Veritate: Understanding Pope Benedict's Vision For The Global Economy**
Father J. Bryan Hehir, professor at the Kennedy School of Government at Harvard University

**Peace in Pakistan: Can Trade End Terrorism?**
Asad Hayauddin, Trade Representative, Pakistani Consulate of Chicago, and Syed Jafer Hasnain, Secretary of the Board, Pakistani Human Development Foundation
Growth Can Be Good: Sustainability and Commerce in the 21st Century
Gary Cuneen, Founder & Executive Director of Seven Generations Ahead (SGA)

The Power of Commerce for Social Good Symposium
Stuart L. Hart, Author of Capitalism at the Crossroads, Professor of Management Cornell University, and Jane P. Madden, Senior Vice President, Corporate Social Responsibility and Sustainability, Edelman

UNA USA: “Women’s Involvement in Legislative Process around the World”
Ivana Gentile, Claudia Jaccarino, Monica Uribe-Kent Law School, Chicago, IL

“Dirt” – A Film
Geri McLaughlin, Chair, Oak Park YMCA; and Barb Fleming, Pure Reign Life Care Center

Is Dreaming Illegal? Seeking Sustainable Solutions
Simultaneous Spanish Translation
Mark Lopez, Pew Hispanic Center; Craig Mousin, DePaul University; Elizabeth Collier, Dominican University; Elena Segura, Archdiocese of Chicago, Office for Immigrant Affairs

“Fuel”– Film + FosBiofuels Social Entrepreneurship
Manish Shah

“Celebrating the People of Egypt – The Road Ahead: Social Justice and Social Responsibility
Mohamed Askar, Dominican University

Trade vs. Aid: Haiti’s Growing Social and Economic Opportunities
Steve Hollingworth, COO, CARE; Rev. Thomas Wenski, Archbishop of Miami; and Richard Perera, CARE

“MBAs & Poverty Alleviation in Crisis Economies”
Al Rosenbloom, Dominican University
“Global Corporate Sustainability Strategies” Symposium
Andrew J. Hoffman, Ross School of Business, University of Michigan, Thomas Hesterberg, Navistar, and Manish Shah, Fos Biofuels

Chicago-based Fair Trade Expo

Pathways to a Better Life: Fonkoze and the Road out of Extreme Poverty in Haiti
Steven Werlin, Director of Education, Fonkoze, an Alternative Bank for the Organized Poor, Haiti

Global Business: Global Health
Evan Lyon, M.D., Partners in Health

Christian/Muslim/Jewish Perspectives: Doing Business in the Global Economy
Karen Hunt Ahmed, PhD, Assistant Professor, Finance and Management, DePaul University and William P. George, PhD, Professor, Theology & Director, Core Curriculum, Dominican University
The Globally Positioned Student (GPS) is the name for Dominican University’s Pathways Initiative Project that is part of our Higher Learning Commission reaccreditation process. This project focuses on the assessment of student learning outcomes in connection with global citizenship throughout the entire university.

The Brennan School supports the university’s pathway initiative through its focus on developing the global business citizen. Brennan School faculty believe that a global business citizen

- Has significant knowledge about the interconnectedness of global geographies, resources, histories, religions, economics, politics, languages and cultures;
- Has the skills and competencies needed to ask critical leadership questions and engage in informed dialogue with stakeholders about how specific natural events, economic trends, political situations, and cultural phenomena effect short and long term organizational decisions;
- Is able to use analytic, quantitative, evaluative, and integrative management techniques across a broad range of organizational issues and types (private sector firms, social enterprises, micro and small businesses, government agencies, and civil society organizations);
- Has the curiosity, sense of belonging, and sense of responsibility necessary to ask how his or her own actions will affect other individuals, other organizations and the environment locally and globally; and
- Uses her or his knowledge, skill, and sense of belonging to act in ways that help create a more just, humane, and sustainable world.
The Christopher Chair in Business Ethics was established in 2002 by Doris and Jay Christopher to focus on ethical business practices. Oliver Williams, CSC, served as the Brennan School of Business 2011-2012 Christopher Chair.

Father Williams is director of the Notre Dame Center for Ethics and Religious Values in Business in the Mendoza College of Business at the University of Notre Dame. He has written extensively on business ethics, corporate governance and Catholic social teaching and served as editor or author of 15 books. He is a Catholic priest in the Congregation of the Holy Cross who served as associate provost at Notre Dame from 1987-94 and is a past chair of the Social Issues Division of the Academy of Management.

During the 2011-2012 academic year, Father Williams met with faculty members and students to broaden their understanding of the UN Global Compact and PRME.

- 9 one-on-one meetings with individual BSB faculty members to discuss their research and interest in PRME;
- 2 meetings with the BSB faculty as a whole to discuss PRME and the UN Global Compact;
- 8 guest lectures in undergraduate business courses – including BAD-275 (entrepreneurship), BAD-255 (international business), BAD-335 (business ethics), BAD-345 (management), BAD-490 (business policy), and BAD-499 (international business seminar);
- 2 guest lectures in graduate business courses – including GSB-723 (operations management) and GSB-764 (global marketing management); and
- 2 guest lectures to 6 freshman seminar and 1 junior seminar classes.

On February 2012, Father Williams gave the annual Christopher Chair Lecture in Business Ethics entitled “Advancing Human Rights in Developing Countries: A Voluntary Opportunity or a Moral Obligation for Business?” Video of Father William’s lecture is at: http://livedu.dom.edu/groups/brennanschoolofbusiness/weblog/fd468/Oliver_Williams_CSC_.html
Dedicated to using the power of microlending to fight global poverty, Dominican University’s Kiva Lending Team was founded in June 2009 as part of our School’s belief in and commitment to sustainable business and the human spirit. Our 98-member Kiva Team has funded over 1,800 loans valued at almost $57,000. This places our school within the Top 15 “Colleges/Universities” supporting Kiva.

Founded in 2010, the mission of Net Impact Dominican University is to inspire, educate, and equip individuals to use the power of business to create a more socially and environmentally sustainable world. To fulfill its mission, Net Impact Dominican University remains committed to providing members with opportunities that

1) empower graduate students to use skills to make a positive impact on environment and society,
2) help individuals to embrace responsibility and execute action through sustained efforts, and
3) foster professional networking with other like-minded individuals who demonstrate commitment to corporate social responsibility.

Since our last SIP, our Net Impact team has hosted various types of events – including the following:

- Showing of “The Corporation” movie;
- A hot chocolate fundraiser;
- Conference Call with Marc Lane, Founder of Marc J. Lane Wealth Group, on “L3Cs: Social Enterprise’s Powerful New Capital Formation Tool”;
- Speech by Eric Weinheimer, President and CEO of Cara Program, on non-profit organizations and the Cara Program’s joint venture with Mercy Housing;
- Speech by Bob Langert, McDonald’s Corporation’s VP of Corporate Social Responsibility, on “CSR in McDonald’s”; and
- A clothing drive.
What happens in the classroom is at the very core of the Brennan commitment to PRME and its values. Principle 3, then, is of particular importance to BSB faculty and students – for it is here that we challenge both students and ourselves to think broadly and deeply about responsible management.

During the past fifteen months, we have continued to develop a curriculum that develops responsible, socially aware business leaders. Three examples follow.

**GSB-626: Marketing Management**

The marketing management course emphasizes client-based service learning. Throughout the course, students develop skills that do not lean on big budgets or mass media campaigns, but instead rely on ingenuity and an ability to appreciate creativity and shades of gray. During the past 15 months, marketing students have worked with:

- **CSC Learning**: Students developed branding and promotional strategies for this education-based service provider, founded by a Dominican University alumna and member of the University Board of Trustees.
- **West Suburban PADS**: Students developed branding and promotional strategies for this organization, dedicated to fighting the growing problem of homelessness in Oak Park, River Forest and Forest Park.

**GSB-771: Marketing Research**

Applied learning is a central to the marketing research course. Applied learning contextualizes learning in a way which motivates students, while helping them gain
deeper insights into various marketing research methodologies and techniques. In this course, students act as research consultants to local businesses and organizations. Some recent projects were:

- **Carnicerias Jimenez**: Students worked with this local, family-owned multi-store grocer alongside two members of the Carnicerias family, both Dominican University alumnue.
- **Oak Park Development Corporation**: Students joined forces with representatives of the OPDC and their consultants to develop a branding strategy for this local community economic redevelopment agency.
- **Golden Apple 5K Run**: Students worked in teams along with local accounting firm Kenny & Kenny to develop ideas for staging and promoting this event.
- **Center for Domestic Peace**: Students worked in teams to develop a multi-pronged market development, branding, and promotional strategy for this organization dedicated to stopping domestic violence.

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**GSB-623.01: Corporate Social Responsibility**

In GSB-623 student teams are asked to apply the content of Pat Werhane and Laura Hartmann’s book, *Alleviating Poverty Through Profitable Partnerships*, to an industry, issue, business, non-profit or hybrid entity of their choice. Student teams are required to create a for profit, a non-profit (that is self-sustaining financially) or a hybrid organization that alleviates some aspect of poverty (globally or locally) and can be profitable, using the means and processes of the *Alleviating Poverty* book. This integrative course assignment encourages students to understand the UN Millennium Development Goals, to find innovative ideas by looking at various industries on the Fortune 500 list, by watching and listening to issues highlighted in the national media and by reflecting on their own experience. In keeping with the
frameworks outlined in *Alleviating Poverty*, teams are asked to consider

- What mental models or biases in this particular issue/industry exist such that creative solutions have not been found up to this point that can address poverty while creating a profitable partnership?
- How does the team and the team project embodying moral imagination?
- How does the team include “deep listening”?

Each team presents their venture in a formal 30 minute presentation in class.

Examples of two of the students’ presentations are provided on the two pages.
PEAS
Poverty Eliminating Agriculture Support

ALTGELD'S "GROCERY STORE"

WE ARE PEAS
Our mission is to support urban farms by increasing the community's access to fresh affordable produce, while providing financial literacy to urban farm owners, and implementing nutrition education programs to local residents.

DEEP DIALOGUE

SYSTEMS THINKING
Including every method and player
Mission Statement

- To Provide a prosperous lifestyle to communities in Northeastern Brazil by establishing Acerola farms that will produce the highest quality cherries for sale in the US to generate a profit for the farmers.

- Objectives:
  - To generate a steady profit
  - To improve small-scale farms owned by the poor, rural Brazilian farmers living in North-East part of Brazil
  - To produce a high-quality product by working closely with our suppliers (farmers)
  - Improve the lifestyle of our suppliers by increasing their scale of production and assuring steady and fair profit

The Poor Of Brazil

- Poor rural communities live in disadvantaged conditions
- Education and health facilities are not readily available
- Water supply and sewage systems are generally inadequate
- The poorest and most vulnerable groups among Brazil's poor rural people are women, young people and indigenous peoples

Processing the Cherries

- The fresh crop will be pitted, then blended into a puree and frozen to preserve the highest qualities of taste and nutritional value.

Product in Final Form

- **VOLTA!!**

- USDA ORGANIC

- CarbonFree Certification

Story of Paulo—a poor, rural Brazilian farmer

- He lives in North-East part of Brazil: State of Pernambuco
- Owns a small farm
- Lacks good equipment and training
- Water supply in this area is inadequate
- Able to produce only at the substance level
- His wife and two children are also working on the farm
- Income generated is inadequate to pull them out of poverty
- Has to compete with rich landowners
- Can't get a loan to increase his production because he is too poor
In summer, 2012, the Brennan School’s corporate social responsibility (CSR) course focused exclusively on sustainability. Reflective of our mission “to develop the next generation of business leaders to have impact with integrity,” the course not only dealt with sustainability as a core strategy for all successful businesses but also had a very strong practitioner orientation. Students heard presentations from and had opportunities to talk with the following guest speakers:


Bruce Starcher, ACCO Brand’s Director of Corporate Social Responsibility. Bruce discussed his experiences leading CSR at the business unit level for four years along with the challenges of his current role as ACCO’s first global CSR leader. ACCO Brands Corporation is a $1.2B world leader in select categories of branded office products.

Richard Renjilian, Chief Operating Officer (COO), The Water Initiative. The Water Initiative is a company whose business consists of bringing clean water to less privileged areas of the world.

Manish Shah, Founder and CEO, FOS Biofuels. FOS Biofuels is a micro-producer of a renewable, environmentally-friendly and domestically-produced form of diesel fuel, biodiesel. Manish talked with students about the intersection of entrepreneurship, sustainability, good stewardship and social justice.
Donald J. McLauchlan, Principal, Elara Consulting. Donald is an expert on the topics of energy audits and energy saving practices.

**GSB-622: Management Information Systems**

Ethical issues related to MIS are included in this course. One faculty member, for example, frames the Enron collapse as follows:

Enron was a large and apparently very successful company that failed. Accounting scandals, ethical lapses and even employee suicides occurred. If you want further background information see (http://en.wikipedia.org/wiki/Enron) for an overview; also http://www.washingtonpost.com/wp-dyn/articles/A25624-2002Jan10_5.html) for a timeline of events.

1. Search the Internet to see what you can discover about Information Technology at Enron. Summarize in one paragraph what you found and cite your source(s).

2. Do you think that Information Technology contributed to the failure or any of the ethical lapses at Enron? Why or why not? Cite your sources (if any).

3. Why do you think Enron collapsed?

Later in the course, there is a discussion about collection information about customers in order to customize “pitches” and reward loyal customers. Students must do the following:

- Q1: Read the required article about American Airlines. American Airlines treats some customers differently than others when they call. How do they get the knowledge required to do this?
• Q2: Name one other example of how an airline could treat customers differently based on knowledge they have about the customer.

• Q3: Recall our discussion about Blockbuster and Netflix earlier this year. You know that Netflix’s customer Relationship Management System (CRM) is capable of capturing all the details about all customer activity, such as orders, shipments, and returns. Assume many details are captured including product detail, dates, times, and prices. You also have other information about each customer such as zip code, subscription information and past history. If you were in charge of marketing at Netflix, what pattern(s) would you look for in the data and what special offer(s) might you make to selected customers based on the information that you find?

Ladder Up

Each year, Brennan School accounting and business ethics students are encouraged to volunteer to prepare income tax returns for the low-income clients of LadderUp, a Chicago-based voluntary income tax program. After completing a rigorous training program, students attend multiple 3-4 hours tax preparations. In 2011, 46 Dominican volunteers generated over $500,000 in refunds for the families served. At semester’s end, sessions students write extensive reaction papers summarizing their volunteer experience.

LadderUp was profiled, along with several Brennan School volunteers, by the local public television station. That segment link is:

http://chicagotonight.wttw.com/2012/02/15/ladder
Cases related to ethical business practices permeate our curricula. The listing below – provided by faculty members – is indicative of this.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Case Studies</th>
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<tbody>
<tr>
<td>BAD 255</td>
<td>International Business</td>
<td>• Arla Foods and the Cartoon Crisis -- Conflict between culture and religion</td>
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<td></td>
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<td>• Yahoo! and the Chinese Dissidents -- Trust, values and cultural clashes</td>
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<tr>
<td>BAD 345</td>
<td>Principles of Management</td>
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<td></td>
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<td>• Kathryn McNeil -- Work life balance</td>
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<td>• Wal Mart-Bharti -- Impact of Western “big-box” stores in India’s shopkeepers</td>
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<td>GSB 624</td>
<td>Organizational Analysis and Design</td>
<td>• CARA -- Social enterprise providing job training</td>
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<td>• IKEA’S Global sourcing -- Child labor</td>
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<td>• Bob Beall at Cystic Fibrosis -- Margin vs. mission</td>
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<td>GSB 626</td>
<td>Marketing Management</td>
<td>• Fair &amp; Lovely: Doing the White Thing -- Cultural embedded marketing</td>
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<td>GSB 761</td>
<td>International Business</td>
<td>• Degussa AG and Its Holocaust Legacy -- Corporate Atonement for WWII Atrocities</td>
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<td>GSB 791</td>
<td>Strategic Management</td>
<td>• Becton Dickinson: Ethics and Business Practices</td>
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<td></td>
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<td>• Genzyme’s CSR Dilemma: How to Play Its HAND</td>
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<td></td>
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<td>• A School Feeding Program In Nigeria (A): Tetra Pak’s Business and Development Goal</td>
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Research is an important activity for every faculty member. We agree with a recent AACSB Report on *The Impact of Research: A Guide for Business Schools* that “Research by business school faculty helps develop curricula and course content, contributes to the intellectual climate of the institution, and elevates the academic reputation of the business school on campus.” As a school that places an exceptionally high value on teaching excellence, we include in our portfolio of published faculty research articles not only on the scholarship of teaching (SoTL) but also on the scholarship of discovery as well as the scholarship that informs professional practice in business. The broad research interests of faculty speak to the equally broad domain of responsible management.

The following table summarizes faculty publications relevant to the PRME principles in peer reviewed journals during the period October, 2010- March, 2012.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Article Title</th>
<th>Journal</th>
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<tbody>
<tr>
<td>Alonzi, Loreto Peter</td>
<td>The Making of a Fine Financial Stew</td>
<td>Financial Decisions</td>
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<tr>
<td>Alonzi, Loreto Peter, Irons, Robert, Razaki, Khalid, &amp; Koprowski, Wayne</td>
<td>Centering the Business Capstone Course on the Banking Crisis: Concrete Integrated Pedagogy</td>
<td>Research in Higher Education</td>
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<td>Alonzi, Loreto Peter, Irons, Robert, &amp; Razaki, Khalid</td>
<td>Asymmetric Information, Moral Hazard, &amp; Agency Problems in Bank Lending</td>
<td>Financial Decisions</td>
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<tr>
<td>Alonzi, Loreto Peter, Irons, Robert, &amp; Razaki, Khalid</td>
<td>The Global Economic Crisis and Interdisciplinary Business Education</td>
<td>The Journal of Business and Behavioral Sciences</td>
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<td>Alonzi, Loreto Peter, Hunstad, Michael, &amp; Irons, Robert,</td>
<td>Gresham’s Law Revamped: Lending for Short-Term Profits Drives Out Prudent Long-Term Lending</td>
<td>Financial Decisions</td>
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<td>Amoroso, Lisa</td>
<td>A Pedagogical Case For Diversity-Related Activities</td>
<td>Western Journal of Human Resource Management</td>
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<td>Burke, Molly, &amp; Carroll, Norman</td>
<td>A Case of Social Entrepreneurship: Tackling</td>
<td>Journal of Business Case Studies</td>
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<td>Authors</td>
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<td>Journal</td>
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<td>Collier, Elizabeth &amp; Razaki, Khalid</td>
<td>Ethics: The Soul of a Business Capstone Course</td>
<td>AABRI Journal of Academic and Business Ethics</td>
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<td>Irons, Robert</td>
<td>Credit Bubble Incentives? The Effect of the Confluence of Manager vs. Owner Time Horizons, Capital Requirements, Securitization, and Executive Compensation in Bank Lending</td>
<td>Financial Decisions</td>
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<tr>
<td>Johnson, Arvid &amp; Vishwanath, K.</td>
<td>Servant Professorship and Its Implications</td>
<td>International Journal of Education Research</td>
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<tr>
<td>Koprowski, Wayne &amp; Razaki, Khalid</td>
<td>A Dismal Failure in Regulating Predatory Lending Practices</td>
<td>Journal of Legal Issues and Cases in Business</td>
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<td>Miller, Robert</td>
<td>Entrepreneurship, Law and the Art of Business Ethics</td>
<td>Journal of Leadership, Accountability and Ethics</td>
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<tr>
<td>Razaki, Khalid</td>
<td>Municipal Budgeting: Positives, Pitfalls, and Politics</td>
<td>Journal of Business and Behavioral Sciences</td>
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<tr>
<td>Rosenbloom, Alfred</td>
<td>Degussa and Its Holocaust Legacy.</td>
<td>Journal of Business Ethics</td>
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Al Rosenbloom, Professor, Marketing and International Business continued in his role as lead researcher for the PRME Working Group on Poverty as a Challenge to Management Education. In that role, Al designed a global survey on “Poverty as a Challenge to Management Education.” The primary survey goal was to capture pedagogical innovation as business schools attempted to integrate the issue of poverty into their curricula. Al presented the survey findings at the 18th CEEMAN Annual Conference, in Caserta, Naples, Italy, and September 2010. (http://www.ceeman.org/data/files/Publications/Research_reports/poverty_survey_final_report_oct2010.pdf)

Survey results indicated that positive faculty attitudes towards including the issue of poverty into the business curricula has grown across all levels of professional business education (undergraduate studies, MBA, EMBA and PhD studies) since an earlier study (2008) was conducted. The 2010 survey also captured a number of inspiring innovations taking place in business courses all over the world. Faculty used a variety of creative, compelling pedagogies to “teach” about poverty in the context of management, but action learning, study trips with a poverty focus, and students consulting projects, were especially emphasized.

In 2011, Al continued his role as lead investigator for the Working Group. He designed a new global survey, Fighting Poverty through Management Education: Challenges, Opportunities and Solutions. This survey’s goal was to identify the barriers that hinder business schools from including the topic of poverty in their curricula. In February, 2012, Al presented preliminary survey findings to the European QUALity Link (EQUAL) Board in Brussels, Belgium. EQUAL is a network organization, supported by the European Foundation for Management Development (EFMD), whose mission is to act as a think tank and policy development catalyst for organizations in Europe (primarily) for international business and management education, training, and research.
Additionally, Al designed and organized an online, repository of teaching innovations being used by faculty members for integrating poverty issues into management education curricula and practice. This open source database is titled, *Collection of Best Practices and Inspirational Solutions*. Al will present both the final survey results and the Collection of Best Practices at PRME 3rd Global Forum to take place at the Rio50+20 Meeting in Rio de Janeiro, June 2012.
In November 2010, The Brennan School of Business presented its annual Ethics and Leadership Lecture titled “Responsible Leadership in a Multi-Stakeholder World.” Samuel A. DiPiazza, Jr., retired global CEO of PricewaterhouseCoopers International Limited, led the program, which was held at the University Club of Chicago. Co-author of the book Building Public Trust: The Future of Corporate Reporting (2002), DiPiazza recently completed a three-year term as a financial accounting foundation trustee. He is a member of the Council on Foreign Relations’ Committee on Corporate Affairs, a member of the US committee of the Trans-Atlantic Business Dialogue, and serves on the Executive Committee of the World Business Council for Sustainable Development.

Then, in October 2011, Mary Robinson, former President of Ireland and international human rights advocate gave the 2011 Ethics and Leadership Lecture at the University Club of Chicago. The recipient of numerous honors and awards throughout the world, President Robinson now chairs the council of Women World Leaders and is President of the Mary Robinson Foundation – Climate Justice, a center for thought leadership, education, and advocacy on the struggle for global justice. She is also the Honorary President of Oxfam International and a member of The Elders, a group of world leaders who contribute their wisdom, independent leadership, and integrity to tackling some of the world’s toughest problems with the goal of making the world a better place.
In April 2011, the Brennan School of Business presented its annual Edward A. Brennan Business Forum on Corporate Governance. The breakfast and panel discussion on "Wall Street Reform and Consumer Protection Legislation: What is the Impact on Corporate Governance?" was held at the University Club of Chicago. Moderating the panel discussion was Charles M. Elson, the Edgar S. Woolard, Jr. Chair in Corporate Governance and director of the John L. Weinberg Center for Corporate Governance at the University of Delaware. Panelists included Norman R. Bobins, chairman of Norman Bobins Consulting and retired chairman and CEO of LaSalle Bank Corporation; Carter W. Emerson, of counsel at Kirkland & Ellis; Cheryl A. Francis, co-founder and co-chairperson at Corporate Leadership Center; Sue L. Gin, founder and CEO of Flying Food Group and founder and president of New Management, Ltd.

In April 2012, the Brennan School of Business will present its annual Edward A. Brennan Business Forum on Corporate Governance. The breakfast and panel discussion will focus on "The $10 Million Question: A Discussion on Executive Compensation" and will be moderated by Charles M. Elson. Panelists will include Christine A. Edwards, Partner, Winston & Strawn; Eileen Kamerick, Managing Director and Chief Financial Officer, Houlihan Lokey; Michael Kesner, Principal at Deloitte Consulting; and Collin E. Roche, Principal at GTCR.
The Brennan School’s U.S. Bank Center for Economic Education is one of eight university-based centers in Illinois affiliated with Econ Illinois at the state level and the Council on Economic Education at the national level.

The Center’s mission is to expand and improve the level of economic education provided to students from kindergarten through high school so that they can become effective participants in the economy. The Center works with schools in the Chicagoland area, providing professional development programs for current and prospective teachers. The goal of this work is to help teachers prepare students to become:

- Productive members of the work force, as employees or entrepreneurs.
- Responsible citizens.
- Knowledgeable consumers.
- Prudent savers and investors.
- Effective participants in the global economy.
- Competent decision-makers throughout their lives.

In addition to its K-12 focused programs and with the support of U.S. Bank, the Center has expanded its programs to include financial literacy programs for college students and the parents of the K-12 students served by its other programs.
The Brennan School’s Entrepreneur’s Boot Camp is a regular biennial event and a signature program of the Brennan School of Business. The Boot Camp is an opportunity for those at various stages of their entrepreneurial journey to learn and share from each other. The day consists of sessions on various topics, discussions led by experienced entrepreneurs and Brennan School faculty, and keynote addresses by accomplished entrepreneurs. The Entrepreneur’s Boot Camp is one element of the continuing commitment by the Brennan School of Business to prepare business leaders to make a difference in their communities and around the world. The Brennan School of Business is committed to the Entrepreneur’s Boot Camp as one means of cultivating entrepreneurial skills and thinking throughout the university and the broader community.
During the next 18 months, we expect to:

- Continue the extensive programming of our U.S. Bank Center for Economic Education and our Center for Global Peace through Commerce.
- Strengthen the International Residency in South Africa.
- Participate in Oak Park River Forest Institutional Food Scrap Project whose goal is to develop a collaborative food scrap composting initiative for institutions (universities, hospitals, high schools, businesses, apartments).
- Support faculty research on the broad issues of sustainability, sustainable development, ethical leadership and responsible management.