



CLARK UNIVERSITY  
GRADUATE SCHOOL OF MANAGEMENT

Report on  
The United Nations Principles for  
Responsible Management Education







## MESSAGE FROM THE DEAN

Clark University's motto is "Challenge Convention, Change our World." Consistent with this motto, we explicitly and implicitly support the six major principles espoused by the Principles for Responsible Management Education (PRME). Although we have only recently become signatories to PRME, the ideals associated with PRME have been emphasized by the Graduate School of Management (GSOM) at Clark since its founding 30 years ago.

Business ethics, equality, equity, diversity and the environment have been a longstanding part of the social and environmental consciousness that permeates our programs and institution. This report allows us to explicitly identify where we have been and where we want to go with respect to these vital principles.

The report will become part of our organizational knowledge stream, helping us to formalize and enhance our PRME-related activities in the areas of curriculum, research, and community outreach. It is also important to note that the report was developed by a committee comprised of a number of our stakeholders including students (from Net Impact!), faculty, professionals (an executive-in-residence) and staff. As a small institution, each of our stakeholders plays an important part in achieving the PRME principles; their involvement has proven extremely valuable.

We at GSOM have learned from the information that many of our colleagues in the business academic community provided in their PRME reports. We hope that the readers of our report, other educational institutions, public, private and community organizations, educators, students, alumni and other stakeholders, will find it helpful and inspirational as they seek to meet the principles that we have embraced.

We fully expect to continue on our path of continuously improving responsible management education in our institution, locally and globally.

-Joseph Sarkis  
Interim Dean, Graduate School of Management

“Business ethics, equality, equity, diversity and the environment have been a longstanding part of the social and environmental consciousness that permeates our programs and institution.”





## ABOUT CLARK

Founded in 1887, Clark University is a small, private, liberal arts-based research university committed to scholarship and inquiry that addresses social and human imperatives on a global basis. Clark University's mission is to educate undergraduate and graduate students to be imaginative and contributing citizens of the world, and to advance the frontiers of knowledge and understanding through rigorous scholarship and creative effort. The University seeks to prepare students to meet the challenges of a complex and rapidly changing society.

One of 13 colleges and universities in Worcester, Massachusetts, Clark stands out for its commitment to engagement both locally and globally, through service, activism and research. Clark's status as a small research university, its urban location, and its tradition of community partnerships place Clark faculty and students in an ideal position to breathe life into the University's motto, "Challenge Convention. Change Our World."

Clark demonstrates its commitment to addressing pressing societal problems in numerous ways. Examples include student engagement in the community, the University Park Partnership, and sustainability research and initiatives.

## Community Engagement

Clark students are actively engaged in the community. Community-based learning and research courses permeate the curriculum. These high-impact educational opportunities offer undergraduate and graduate students the opportunity to combine real-world experience with classroom theory. Moreover, 53% of Clark students volunteer in the community. That outstanding percentage illustrates the connections and commitment that Clark students have to local organizations. The Community Engagement and Volunteering (CEV) Center is the primary

campus resource for students interested in volunteering. There are also over 20 student groups that are community service based, from Clark University Brothers and Sisters to DA-LE, which organizes an Alternative Spring Break trip to Nicaragua each year.

## University Park Partnership – A National Model for Neighborhood Revitalization

The result of long-standing collaboration between Clark University and its surrounding community, University Park Partnership (UPP) is a broad, grassroots partnership that involves neighborhood residents and organizations, local churches, government officials, the business community and public schools. These groups are organized around the Main South Community Development Corporation, the neighborhood's development organization and a key component of UPP.

Clark has played a leadership role in the community since 1985 and has been a primary partner in UPP since 1995. The University's interest in UPP is rooted in its responsibility to its neighborhood and also in its long-standing tradition of applying teaching and learning to real-world problems. For example, Clark students and faculty conduct research for UPP organizations, such as the Main South Community Development Corporation. They teach in neighborhood schools and serve as mentors to the children of Main South. In addition, many Clark faculty and staff, including Clark's president, are neighborhood residents.





One key initiative of the UPP is the University Park Campus School for students in grades 7-12. In September 2011, President Barack Obama cited the success of the University Park Campus School. The president singled University Park Principal Ricci W. Hall out of the audience in the East Room of the White House and said, “Every single student who graduated from Ricci’s school in the last three years went to college. Every single one. His school ranks in the top quarter of all schools in Massachusetts, and as you know, Massachusetts schools rank very high among the 50 states.”

## Sustainability Research and Initiatives

We recognize that the global community rightly looks to universities to provide leadership in addressing new and difficult environmental challenges. Building on the University’s core mission of research, teaching and learning, Clark faculty and students have pioneered research on natural hazards and risk, land use change, pollution control, climate mapping and many other environmental issues. An important aspect of leadership is to monitor our own impact and explore ways in which we can enhance the environmental sustainability of the Clark campus as a model of active learning and demonstration. Faculty, staff and students have spearheaded efforts to reduce the environmental impact of the University through such actions as establishing a cogeneration plant on campus, extensive recycling and composting programs, a campus thrift store,

green cleaning and building policies, and an ever-evolving range of sustainability initiatives and programming. By constructing LEED certified buildings such as the Lasry Center, the University reaffirms that environmental responsibility is a global priority and a healthy environment is essential for learning and working.

Clark University was a charter signatory of the American College and University Presidents’ Climate Commitment in June 2007. The university released its Climate Action Plan on Dec. 15, 2009, detailing strategies for reducing its carbon footprint and strengthening many of its existing sustainability practices. The plan sets two goals with respect to climate neutrality. The first is an interim goal of reducing emissions to 20 percent below 2005 levels by 2015. The second goal is to achieve climate neutrality (net zero greenhouse gas emissions) by the year 2030.

Our environmental strategy draws on Clark’s excellence as a research university and upon the engagement, creativity and leadership of students, staff, faculty and all other members of our community. As of the calendar reporting year 2010, Clark University is on track to meet and exceed its interim goal of a 20 percent reduction over 2005 emissions levels by 2015, and therefore closer to the ultimate goal of climate neutrality. Total GHG emissions in 2010 were 15,950.1 MT CO<sub>2</sub>e. This represents a 7.6% decrease from total 2009 GHG emissions of 17,258.9 MT CO<sub>2</sub>e, and continues the year-to-year trend that Clark has achieved since the baseline year of 2005.



## ABOUT THE GRADUATE SCHOOL OF MANAGEMENT

The Graduate School of Management (GSOM) was established in 1982 and has been accredited by the Association to Advance Collegiate Schools of Business (AACSB International) since 1986. The mission of GSOM is as follows:

Clark University Graduate School of Management is a diverse community of learners, researchers, and business professionals that prepares future leaders to think critically, manage collaboratively and contribute to their organizations and society.

GSOM is an integral part of the larger university and our programs and research reflect the university's focus on pressing social, economic, and environmental issues. Whether researching alternative energy sources, improving labor practices in developing countries, or forming unique academic collaborations, our faculty and students continually develop new ways of thinking and acting that have a positive impact on the lives and livelihoods, of people throughout the world.

### History with PRME

GSOM became a signatory to PRME in March, 2011. Despite our new member status, we are certainly not a newcomer to activities that fulfill the Principles for Responsible Management Education. In

this report, we provide highlights of our activities during the 2010-2011 year and discuss ideas for furthering these activities. We use the principles as a general framework for organizing our discussion, but combine reporting on some of the principles where activities address more than one principle. The report covers activities in both our graduate and undergraduate degree programs. As the graduate and undergraduate degrees have differing admissions processes, degree requirements, and courses, they are considered separately in our discussion of 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.

## Graduate Programs

Currently, 448 students are enrolled in graduate degree programs at GSOM. This includes 345 full-time students and 103 part-time students. Students come from 20 different countries. We offer an MSF, MBA, as well as several specialized graduate degree programs that focus specifically on increasing our students' ability to address pressing social, economic, and environmental issues. Descriptions of each of our graduate programs are provided below.

### MSF

GSOM's MSF program is an intensive degree program that addresses the five different branches of applied finance: corporate finance, securities markets, derivatives markets, statistical tools, and global finance. Students are well-prepared for career advancement in the financial industry, whether it is in corporate finance, investments, or with a financial institution. Students accrue knowledge through their MSF coursework that readies them for the examinations required to be a Certified Financial Analyst or a Certified Alternative Investment Analyst. The globally focused MSF curriculum reflects today's ever-changing business landscape and our faculty bring research expertise and worldly experience to the classroom. The MSF curriculum addresses issues related to responsible management such as ethical issues in investments, carbon credit markets, corporate finance aspects of investing in green spaces, and more.



### MBA

The Clark MBA program, offering concentrations in accounting, finance, global business, information systems, management, marketing, social change, and sustainability, allows students to accrue knowledge in all major business functions as well as essential "soft" skills such as strategic decision-making, leadership, negotiation and communication. The traditional MBA includes many courses that cover issues related to responsible management including globalization, corporate social responsibility, environmental sustainability, and ethics.

### MBA in Social Change

Recently named by *Entrepreneur* magazine and The Princeton Review as one of the top 16 schools for "green business" degrees, Clark students have the opportunity to earn an MBA in Social Change, with specializations like social entrepreneurship, environmental policy, community development and international development. Through a new collaboration with Clark's International Development, Community and Environment (IDCE) Department, students earning an MBA in Social Change learn to apply modern technologies and analytical techniques from the fields of environmental science and policy, community development, and social change to work in corporations, government agencies or nongovernmental organizations.

## MBA in Sustainability

Students earning an MBA with a concentration in Sustainability will learn about environmental sustainability as a key element of business strategy. The concentration will cover environmental sustainability issues, challenges, and opportunities, as well as environmental management systems. Students will be prepared for work in a corporation, government agency, or non-profit organization. The program will be officially announced by GSOM in March 2012; students will be able to select the new concentration and enroll in the Sustainability Management courses starting in the Fall semester.

## MBA in Global Business

Clark's Global Business concentration is designed to prepare managers to successfully compete in the global marketplace. The program seeks to give students an understanding of the business environment in countries other than the United States as well as present fundamental concepts, which will enable graduates to succeed in the multi-national business environment. While at Clark, students gain hands-on experience by working in cross-cultural teams, learning from a diverse faculty and investigating business practices from across the globe.



## MBA/MSF

Clark's dual MBA/MSF degree is designed for students interested in gaining an in-depth understanding of finance and its applications while establishing a broad foundation in global business theory and practice. The degree combines the core curriculums of both programs, pairing intensive knowledge in the classroom with project experience in the field.

## MBA/MS in Environmental Science and Policy

The MBA/MS in Environmental Science and Policy (ES&P) combines MBA requirements with advanced coursework in the department of International Development, Community and Environment. This program covers topics such as environmental science, sustainable production and development, urban ecology, negotiation and mediation, and quantitative modeling. ES&P students develop an understanding of and ability to tackle complex environmental issues. The program focuses on three signature areas:

- Environment and Human Health
- Climate, Energy and Sustainability
- Environmental Management and Policy

ES&P students learn how to use technology to reduce the impact of economic growth on the environment, enhance community development, and alleviate poverty. They become innovative problem-solvers, able to synthesize knowledge from multiple disciplines including the natural and social sciences. Graduates from the MBA/MA in ES&P are poised for leadership in environmental consulting firms, international development companies, corporate social responsibility offices, government agencies and nonprofit groups around the world.

## MBA/MA in Community Development and Planning

The Dual MBA/MA in Community Development and Planning (CDP) combines MBA requirements with CDP coursework in the Department of International Development, Community and Environment. The MA in CDP teaches students to meet the challenges of urban revitalization in the United States, helps them to comprehend the social, economic, and political forces that shape communities. Combined with the MBA coursework, students are prepared for leadership in a broad range of fields, including nonprofit operations and management, civil service, consulting, entrepreneurship and education.

## Management Fellows Program

Graduates of the MBA program are able to expand their expertise in business with the Management Fellows program, a post-MBA certificate. As Fellows, alumni can advance their competence in any one of the areas offered as MBA concentrations, including social change and sustainability. This allows graduates to deepen their knowledge of social and environmental issues.

## Undergraduate Programs

Clark's tradition of challenging convention and changing the world is evident in our undergraduate management programs, which are an integral part of GSOM. We nurture innovative and socially responsible entrepreneurs and industry leaders. Management students are exposed to all functional areas of business, while developing the critical thinking and communication skills that are vital to the success of today's managers. GSOM undergraduate offerings include a major and minor in management. Undergraduates may also pursue a minor in entrepreneurship and innovation. They are also eligible to apply for the Accelerated Degree Programs. Coverage of issues related to responsible management is integrated into all of these programs.

## Undergraduate Management Major and Minor

The Management Major is a pre-professional program that consists of prerequisite courses, lower- and upper-level required management courses, and upper-level elective management courses. The Management Minor is offered to students with a primary interest in liberal arts, but who also want exposure to business-related topics. The curriculum for the minor includes one required course and a combination of lower- and upper-level management electives.

Although all undergraduate students at Clark are required to take courses that introduce them to a variety of disciplinary perspectives on approaching problems, the Management major and minor offered through the Graduate School of Management go a step further to challenge students to examine management dilemmas and decisions from all angles. Students are encouraged to consider not only the financial bottom line, but also factors such as employee morale and well-being, the quality of life in local communities, and the surrounding ecological environment.

## Innovation and Entrepreneurship Minor

For management majors who wish to combine the benefits of the management curriculum with real-world entrepreneurship experience, the Innovation & Entrepreneurship (I&E) minor is the perfect companion to their studies. The I&E minor fosters creativity and resourcefulness in management. Through the entrepreneurship program, students have the chance to create something new and are given support and guidance at every step to teach them how to succeed – before they have to do it alone in the real world. I&E students' interests vary, but they all possess a belief that change can begin with them and that they have the power and opportunity to make things happen in the community and world around them. Many students pursue entrepreneurial activities that focus on enhancing the community and natural environment.

## Accelerated Degree Program

The Accelerated Degree Program (ADP) allows undergraduate students of any major to complete both an undergraduate and graduate level degree in 5 years, with tuition in the 5<sup>th</sup> year being free for those who are academically qualified. GSOM offers accelerated BA/MBA and BA/MSF degrees; students pursuing the BA/MBA can choose from any of the MBA concentrations described earlier. Students are accepted into the ADP program in the spring of their junior year and begin taking graduate level courses in their senior year, at the same time that they are finishing their undergraduate degree requirements.



# 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.





## Graduate Programs

### Scholarships

In order to attract applicants of various backgrounds and enrich the classroom experiences of students in our degree programs, GSOM offers financial aid opportunities for students associated with organizations dedicated to improving the well-being of others. These include:

- Scholarship awards that match those given by **AmeriCorps**
- Fellowship awards of at least a 50% scholarship and special internship opportunities to returning **Peace Corp** volunteers
- 1 merit award per year to a **City Year** corps member, alumni or staff member
- **National Society of Hispanic MBA/Clark University GSOM Scholarship** which covers partial to full tuition for a student with either a Hispanic heritage or to a student with a demonstrated commitment to the Hispanic community.

### Courses

Responsible management is an integral part of the MSF, MBA, and MBA/MA degree programs here at GSOM. The social, economic, and/or environmental implications of management actions are considered in both required and elective courses.

Several MSF courses cover aspects of corporate social responsibility. Business ethics is stressed in the MSF courses, particularly responsibility to customers and other constituencies, and the role of fiduciaries in investment practices. Social and environmental issues also receive attention (e.g., the market for agricultural commodities and the social/environmental impact of agriculture, the pros and cons of institutional investment in farmland, the corporate finance aspects of renewable energy projects, the market for carbon credits). The courses listed below specifically include such content. MSF students may also gain exposure to corporate social responsibility by taking MBA core courses and electives:

- Cases in Corporate Finance
- Introduction to Investment Analysis
- Case Studies in Derivatives
- Investment Strategies
- Advanced Derivatives



# PRINCIPLE 3

## METHOD

WE WILL CREATE EDUCATIONAL FRAMEWORKS, MATERIALS, PROCESSES AND ENVIRONMENTS THAT ENABLE EFFECTIVE LEARNING EXPERIENCES FOR RESPONSIBLE LEADERSHIP.

As mentioned previously, the motto for Clark is “challenge convention, change our world.” The Graduate School of Management incorporates this motto into its overall strategy, with the aim of having our graduates leave us as more focused global citizens than they were before they joined us. Not only are students exposed to topics on social, environmental, and economic aspects in the classroom, they also gain experience in the topics through projects as consultants, internship opportunities with non-profit organizations across the world, and through student organizations that they themselves create.

In this section, we will report the following topics as they pertain to graduate and undergraduate (respectively) management education at Clark University:

- Scholarship opportunities that reward actions aligned with PRME
- Courses containing content relevant to Principles 2 and 3
- Experiential learning opportunities where students put their knowledge and judgment to use, including student collaboration with organizations inside and outside of GSOM
- Student groups and their activities

In the MBA curriculum, the required courses cover a wide range of topics related to responsible management (e.g., GAAP, understanding and managing cultural differences, ethical decision making, stakeholder management, international trade theories). Required courses that specifically include such content are:

- Creating Effective Organizations: Strategic Decision Making
- Creating Effective Organizations: Leadership
- International Business
- Business in Society
- Management Economics
- Foundations of Accounting
- Management Information Systems
- Business Law
- Financial Management
- Operations Management

MBA students can choose from a large number of electives that either focus specifically on aspects of responsible management or incorporate such issues into the course content. These courses cover topics such as costing non-profit services, ethical decision-making in investing, effective responses to ecological pressures faced by organizations, the triple bottom line, venture philanthropy, sustainability-driven consumption trends, expatriate management, the glass ceiling, executive compensation, international technology transfers, copyrights and trade secrets, and white collar crimes. The following electives specifically include content related to responsible management:

- Nonprofit Accounting
- Investment Strategies
- Investment Market Readings
- Mergers and Acquisitions
- Energy Management
- Green Supply Chain Management
- Greening the Corporation
- Sustainability Drivers for Innovation & Entrepreneurship
- Social Entrepreneurship
- Sustainability Consulting Projects
- Sustainability and Corporate Strategy

- Green Marketing
- Cross Cultural Management
- Management Consulting Projects
- Leadership and Decision-Making
- Women in Management
- Global Business Seminar
- Doing Business in Northern Europe
- Diversity in the Workplace
- Human Resources Management
- Union Management Relations
- International Labor Relations
- Collective Bargaining
- Legal Aspects of Corporate Finance
- International Transactions
- Corporate Intellectual Property

In addition to the electives offered within GSOM, students may take elective courses in the department of International Development, Community, and Environment (IDCE) to count toward the MBA in Social Change. Included in these courses are topics such as the politics of nutrition guidelines, genetically modified organisms, effects of intervention, conceptualizations of conflict management, command-and-control systems, energy technology innovation, public and private funding sources for grants, financial intermediation, political and social struggles for reproductive health, labor displacement and replacement, human capital attributes, identifying financial feasibility gaps in public-spirited projects, and how to start and operate a non-profit organization. The following elective courses within IDCE include social responsibility content that directly connects to the MBA or MBA/MA degrees:

- Microfinance
- Community Development Finance
- Development Economics
- Economic Fundamentals for International Development
- Community Needs & Resource Analysis
- Introduction to GIS
- Environmental & Social Epidemiology
- Food Production, Environment & Health

- Climate Change, Energy, and Development
- Strategies for Community Organizing
- Non-Profit Management
- Development Programs & Project Management
- Gender and Health
- Globalization, Immigration & Workforce Development
- Principles of Conflict Negotiation
- Grant Writing
- U.S. Environmental Pollution Policy

## Experiential Learning Opportunities

GSOM graduate students are provided numerous opportunities to apply their knowledge and skills to the world around them. This includes courses where students conduct an in-depth study of a local company, travel to another country to understand the economic situation outside of the U.S., or complete internships where they provide management advice to emerging or growing companies.

A number of graduate courses provide in-depth experiential learning experiences that reinforce the importance of responsible leadership, including:

- **Global Business Seminar (GBS):** In this course, students spend the semester studying the business environment of a specific country. Past GBS locations have included France, Germany, China, and Brazil. Current global business events are examined in light of management theories as well as the country's economic and political policies and its social, cultural, and historical context. At the end of the semester, students travel to that country to visit foreign and national firms there and experience the conditions studied first-hand.
- **Sustainability Consulting Projects:** In this course, groups of students work with small businesses, non-profits, or local townships to develop a plan of action for improving energy efficiency, reducing operating costs and helping the organization become more environmentally sustainable. This includes a final presentation to the stakeholders to lay out the plan and discuss recommendations. Typical areas of focus in the plan include: energy conservation, fostering sustainable behavior, supply chain management, green IT, transportation, performance measurement and sustainability reporting.
- **Management Consulting Projects:** This course provides students with an opportunity to work as consultants operating in a real time environment. The course is run as a professional consulting firm with the professors teaching the course serving as managing partners of the firm. Student groups meet with the owners or managers of small businesses who are looking to improve any number of elements within their organization. After thoroughly studying the business practices of the organization, students make recommendations for improvement that are dependent on both what the management feels it needs and what the students notice as current or potential issues. The focus on corporate social responsibility issues depends on the nature of the project.
- **Dual Degree capstone course:** The final requirement for dual degree (MBA/MA) students calls for students to integrate what they have learned in each of their masters programs, and it is intended to be the culmination of the GSOM and IDCE combined educational experiences. The course addresses the topics of consulting, start-up feasibility and business planning, issues related to integrating across disciplines and sectors, and professional skill development. The course is co-taught by a member of each of the departments who also act as advisors for the project requirement for the course. Students can do a consulting assignment in an organization of their choice, or they can write a business plan for starting an entrepreneurial endeavor of their own.
- **Doing Business in Northern Europe:** The creation of the European Union created a wide range of entrepreneurial opportunities. The aim of this course is to give students the opportunity to learn about the country profiles and business environments in Northern Europe. Students acquire practical skill by working on a business development project or entrepreneurial strategy for a local company in while attending classes in Sweden.
- **American Language and Culture courses:** These non-credit courses create an environment for international students to adapt to the culture of the U.S. GSOM recognizes that people from other cultures often need assistance when entering a society different from their own, and these courses do anything from help ESL students with their business writing skills to teaching them the nuances of American conversations. Courses include Business English as a Second Language, Writing Skills Workshop, American Culture, and Conversation Group.



GSOM graduate students also have other opportunities for experiences that reinforce the importance of socially responsible management. These include:

- **Exchange Programs:** The Graduate School of Management has partnered with several schools to bring the culture of other countries to Worcester. Through these agreements, students come each year from France, Sweden, and Germany. Our students are also able to study at several of the schools that these students come from; the most popular being the opportunity to learn at Linnaeus University in Sweden during the summer session through the Doing Business in Northern Europe course.
- **Small Business Development Center:** In cooperation with the U.S. Small Business Administration and the State of Massachusetts, Clark University is home to the Massachusetts Small Business Development Center (SBDC) Network Central Regional Office. The SBDC “provide[s] free and confidential one-to-one management advice and technical assistance to prospective and existing small businesses... All programs are offered to the public on a non-discriminatory basis.” <http://www.clarku.edu/offices/sbdc/index.cfm>. GSOM students often assist small business owners through this center, providing guidance using the skills they learn in the classroom. This promotes economic development within the communities of Central Massachusetts.
- **MLKJ Business Empowerment Center Collaboration:** On Martin Luther King, Jr. Day in 2010, the MLKJ Business Empowerment Center and the Graduate School of Management established a partnership where selected GSOM students work as business development consultants to serve the business needs of the underserved communities in Worcester. Each year, numerous students complete their internship requirement through the center while providing assistance to business owners throughout the city.
- **Worcester Sustainable Business Leader Program:** Clark University has partnered with the Worcester Sustainable Business Leadership Program (WSBLP). A member of the GSOM faculty, Will O'Brien, serves pro bono as the director of the program. The program works with small business owners and managers in Central Massachusetts to provide them with tools and strategies for making their organizations more sustainable. Customized, actionable plans are delivered to help reduce their operating costs, improve their business practices and reduce their environmental



footprint. On average, 10 GSOM students work with these local organizations each year, completing their internship requirement by putting their newly acquired knowledge of business and sustainability management into practice. Detailed information is available at [www.sustainablebusinessleader.org](http://www.sustainablebusinessleader.org)

- **Internships:** During summer of 2011, 20 additional GSOM students participated in internships across the country and the world in a variety of non-profits, for-profits and governmental agencies focused on almost every discipline of corporate social responsibility from social entrepreneurship at Cradles to Crayons to sustainable economic development at the World Bank. Other placements included organizations such as The People’s World Peace Project, Seven Hills Foundation, Evergreen Enterprises, and The Regional Environmental Council.

## Student Groups

GSOM graduate students have established the following student organizations that reinforce the PRME principles.

- **Net Impact:** Net Impact is a new generation of leaders who use their business careers to tackle the world’s toughest problems. Net Impact is committed to using the power of business to create a more environmentally and socially responsible world. Students put their business skills to work for good throughout every sector in areas such as nonprofit management, CSR, social entrepreneurship, corporate impact, philanthropy, international development, corporate sustainability, energy management, etc. By doing so, they show the world that it’s possible to make a *net impact* that benefits not just the bottom line, but people and planet too.

The Net Impact Chapter at Clark University formed in spring 2010 with membership primarily comprised of graduate students in the Graduate School of Management and the department of International, Development, Community and Environment (IDCE). During the inaugural semester, activities included a Chapter Kickoff open house; a Fair Trade Forum with Autonomie Project, a fair trade apparel and shoe company based out of Boston, MA; and the Green Run, a 5K-community road race that supported the Regional Environmental Council.

In its second academic year, Clark Net Impact brought a professional panel with the subject of Socially Responsible Investing to campus, hosted a Trivia Night, and sponsored a viewing of the film, *The Corporation*. In spring 2011, the chapter participated in a professional development trip to Stonyfield Farms in Londonderry, NH. The chapter also hosted and coordinated the 3rd Annual Clark University Green Run 5K, raising more than \$1200 for the Regional Environmental Council. In fall 2011, Net Impact hosted an Internship Panel highlighting student internship experiences in the realm of Net Impact, participated in Worcester Green Drinks, and sent three students to the National Net Impact Conference in Portland, Oregon.

- **Clark Women in Business:** Clark Women in Business (CWIB) encourages the development of female students as leaders and professionals. The group promotes individual growth and goal achievement, and helps women reach out to each other to create strong support networks. The student group was started in fall 2006 with membership consisting of GSOM graduate students. The group is recognized as a chapter of the National Association of Women MBAs, which has student and professional chapters across the country.

CWIB brings professionals to campus to speak about their personal experiences for panels such as “Work-Life Balance” and “Men and Women in a Changing Work Environment.” CWIB collaborates with other GSOM student groups and the Stevenish Career Management Center on events that create awareness of management and employee issues on such topics as diversity and workplace wellness. The group also organized a clothing drive in April of 2011; the clothing that students contributed was donated to a local organization. CWIB plans to make a collection and donation drive a part of their yearly activities.

## Undergraduate Programs

### Scholarships

As mentioned previously, Clark University has a long-standing commitment to providing a challenging education with a global focus and an emphasis on making an impact on the world. The university provides scholarships to undergraduates who fit this standard, including:

- **Global Scholars Awards**, which are awarded to students who have completed their high school educations outside the U.S. and have demonstrated potential to provide leadership in their community and the world
- **Making a Difference Scholarships**, which are awarded to domestic applicants who demonstrate an extraordinary commitment to social change
- **Segal AmeriCorps Education Awards**, which matches scholarship awards given to students by AmeriCorps

### Courses

Numerous courses that are part of the requirements for the Management major, the Management minor, or the Innovation and Entrepreneurship minor specifically include class discussions, readings, projects, or other explorations of social, economic, and/or environmental implications of actions within the world of business. Examples of topics covered in these courses include youth involvement in social change, how business is embedded into the larger society, cross-cultural dynamics, organizational influences on behavior, theory and practice of striking, and the impact of laws on business ethics. Required courses that specifically include content related to responsible management are:

- Making a Difference – 1st year seminar
- The Art and Science of Management
- Applying the Art and Science of Management
- Management and Behavioral Principles
- The Art of the New - Entrepreneurship
- Entrepreneurship Capstone Project Seminar
- Strikes in America – 1st year seminar
- Business Ethics & Law
- Principles of Accounting
- Management Accounting
- Corporate Finance



Undergraduate students also choose from a number of electives that focus extensively on issues related to responsible management. Included in these courses are topics such as stakeholder theory from a corporate environmental perspective, internal strategic planning and positioning, management development and training, trade union management, and managerial behavioral issues in multinational corporations. Electives that specifically include content related to responsible management are:

- Green Business Management
- Social Entrepreneurship
- International Management
- Human Resources Management
- Union-Management Relations

## Experiential Learning Opportunities

From their first semester at Clark, students are encouraged to embrace their surroundings and make themselves a part of the local community. Several of the courses offered within the Management major and minor, and the I&E minor send students into the field to complete community service projects or create enterprises of their own. Students are also able to experience what it means to be a global citizen through opportunities to study abroad and through internships.

Courses that offer experiential learning opportunities that reinforce values of social responsibility are:

- **The Art and Science of Management:** This course requires a significant service learning project which each student chooses, designs, and implements within the first semester in their first year. Not only does this get students involved in the local community right away; it also teaches them to be aware of their impacts on their surroundings while they are studying at Clark.
- **Management and Behavioral Principles:** This course includes a culture diagnosis project in which students work in teams to research the organizational culture within an organization of their choice. The learning process starts with students finding a manager who will allow them to examine how things work in his/her organization. Students then meet with employees from several organizational levels. They also observe interactions from a central location to learn more about cultural cues that may be specific to that organization. The overall goal of the project is to provide students with an opportunity to consider organizational culture as an important influence on organizational effectiveness, as well as the day-to-day experiences of organizational employees. It allows them to reflect on their own positions as future managers and how their decisions could impact social and ethical beliefs of employees under their supervision.
- **Green Business Management:** Much like Sustainable Consulting Projects at the graduate level, undergraduate students taking this course meet with and provide an action plan for local small businesses, governments, non-profits, or citizens. These plans have a specific focus on sustainable development or energy management and include recommendations on not only initiatives that can be initiated or enhanced, but also recommendations to foster sustainable behavior within the organization to enable successful implementation of the plan.
- **Entrepreneurship Capstone Seminars:** During the first entrepreneurship capstone seminar course, students design individual or team projects from the mindset of an entrepreneur. This element of the program promotes idea generation, team formation and project management skills, primary and secondary research, market analysis and industry mapping. The second entrepreneurship capstone seminar allows students to turn their proposals from the first section into a reality. Though students are not required to do



a project related to a social, economic, or environmental impact, many of the students taking the seminar do so.

GSOM undergraduate students also have other opportunities to pursue experiences that reinforce the importance of socially responsible management. These include:

- **Study Abroad:** In a continued effort to help students understand what it means to be a global citizen, undergraduate students at Clark are given the opportunity to study abroad during their junior or senior years. Clark has connections with 33 different programs that last either a semester or a year. The programs reach across the world from Scotland to China to the Dominican Republic.
- **Internships:** The undergraduate management major does not require students to complete an internship as part of the degree. However, students are encouraged to complete one, and those that do are able to seek approval for course credit toward their degree. The Theodore Barth Foundation provides stipends through Clark Career Services for students who are pursuing unpaid internships in the non-profit sector.
- **U-Reka! Big Idea Contest:** This contest, which is currently in its fifth year, encourages students to make improvements to Clark University and/or the surrounding community of Worcester and Main South. Students submit their ideas and four finalists are chosen. These finalists present their ideas to a panel of student peers, who select their favorite. The winning project is given up to \$5000 to make the idea a reality. Past winners have included the Clark University Thrift Store, a retail outlet that sells gently used items donated mostly by the Clark community; You Are Here, an organization that “hopes to change the way students navigate the difference between being a student at Clark and a resident of Main South;” and the most recently, Green Roof, which aims to use the underutilized space on top of the Goddard Library as a living, green space for students.



# 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.

Clark GSOM faculty are actively engaged in conducting, presenting, and publishing research that advances our knowledge of important social, economic, and environmental issues. In the past year, our faculty presented or published numerous works on these issues. Topics included strengthening healthcare organizations, managing workplace diversity, protecting employee rights and enhancing employee well-being, strengthening corporate environmental sustainability practices, improving government effectiveness, and enhancing linkages between universities and their communities. Selected research is highlighted below.

### Strengthening Healthcare Organizations

- Arndt, M., & Bigelow, B. (in press). The Role of Mission, Organizational Culture, and Cultural Competence in Furthering the Development of Health Care Organizations: A Commentary. *Advances in Health Care Management*.

### Managing Workplace Diversity

- Graves, L. M., & Powell, G. N. (2011). Working in Diverse Teams. In G. Powell, *Women and Men in Management* (4th ed., p. 103-125). Thousand Oaks, CA: Sage.
- Graves, L. M., & Powell, G. N. (2011). Making Employment Decisions. In G. Powell, *Women and Men in Management* (4th ed., p. 126- 150). Thousand Oaks, CA: Sage.
- Joardar, A. (in press). Examining Changes in Group Acceptance of a Newcomer from a Different Culture: An Expectancy Violation Perspective. *International Journal of Cross Cultural Management*.

## Protecting Employee Rights and Enhancing Employee Well-Being

- Chaison, G. (2010). Two-Tiered Wage Settlements and the Legitimacy of Labor Unions in the United States. Paper presented at the World Congress of the International Industrial Relations Association, Sydney, Australia.
- Chaison, G. (2010). Union Membership Attrition. *Monthly Labor Review*, 133(1), 74-76.
- Chaison, G. (2010). Union Mergers. *Journal of Employee Responsibilities and Rights*, 22(1), 145-156.
- Graves, L. M., Ruderman, M. N., Ohlott, P. J., & Weber, T. (in press). Driven to Work and Enjoyment of Work: Effects on Managers' Outcomes. *Journal of Management*.
- Graves, L. M., Deal, J. J., Gentry, W. A., Ruderman, M. N., & Weber, T. J. (2010). Autonomous and Controlled Motivation in Managerial Work: Effects of Perceived Organizational Support. Paper presented at the meeting of the Academy of Management, Montreal, Canada.

## Strengthening Corporate Environmental Sustainability Practices

- Graves, L. M., & Sarkis, J. (in press). Fostering Employee Proenvironmental Behaviors: The Impact of Leadership and Motivation. In D. R. Gallagher, N. Christensen, & R. N. L. Andrews (Eds.), *Environmental Leadership: A Reference Handbook*. Thousand Oaks, CA: Sage.
- Sarkis, J. (in press). A Boundaries and Flows Perspective of Green Supply Chain Management. *Supply Chain Management: An International Journal*.
- Bae, S-H., Sarkis, J., & Yoo, C-S. (2011). Greening Transportation Fleets: Insights from a Two-Stage Game Theoretic Model. *Transportation Research Part E: Logistics and Transportation Review*, 47, 793-807.
- Sarkis, J., Zhu, Q., & Lai, K-H. (2011). An Organizational Theoretic Review of Green Supply Chain Management Literature. *International Journal of Production Economics*, 130, 1-15.



- Sarkis, J., Gonzalez-Torre, P., & Adenso-Diaz, B. (2010). Stakeholder Pressure and the Adoption of Environmental Practices: The Mediating Effect of Training. *Journal of Operations Management*, 28, 163-176.
- Dou, Y., & Sarkis, J. (2010). A Joint Location and Outsourcing Sustainability Analysis for a Strategic Offshoring Decision. *International Journal of Production Research*, 48, 567-592.
- Bai, C., & Sarkis, J. (2010). Integrating Sustainability into Supplier Selection with Grey System and Rough Set Methodologies. *International Journal of Production Economics*, 124, 252-264.

## Enhancing Government Effectiveness

- Luna-Reyes, L. F., Gil-Garcia, J. R., Pardo, T. A., Navarrete, C., Zhang, J., & Mellouli, S. (2010). Digital Government in North America: A Comparative Study of Policy and Adoption in Canada, Mexico, and the United States. In C. Reddick (Ed.) *Comparative E-government: An Examination of E-Government Across Countries*. New York: Springer.
- Gil-Garcia, J. R., Luna-Reyes, L. F., Pardo, T. A., Mellouli, S., Navarrete, C., & Zhang, J. (2011). Research Group on Digital Government in North America: A Comparative and Transnational Agenda. *The Proceedings of the 12th Annual International Conference on Digital Government Research*. Washington, DC: Association for Computing Machinery (ACM).

- Luna-Reyes, L. F., Pardo, T. A., Mellouli, S., Zhang, J., Gil-Garcia, J. R. & Navarrete, C. (2010). Comparing Digital Government Agendas in Canada, Mexico, and the United States. *The Proceeding of the 11th Annual International Conference on Digital Government Research. Puebla, Mexico: Association for Computing Machinery (ACM).*

## Increasing University Engagement in the Community

- Boyle, M. E., Ross, L., & Stephens, J. (in press). Who Has a Stake? Stakeholder Salience and the Sustainability of Community-University Partnerships. *Gateways: International Journal of Community Research and Engagement Special Issue on Sustaining Community – University Partnerships.*
- Boyle, M. E., & Tigan, M. (2011). Community Development Higher Education: The Practitioner Nexus With Academia. American Association of University Professors Conference, Washington, DC.



# 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, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANIZATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

GSOM collaborates with leaders of for-profit, nonprofit, and governmental organizations to promote understanding of pressing social, economic, and environmental challenges, and to develop approaches for effectively meeting these challenges. We have sponsored forums for discussion of critical issues. Managers and executives from profit, nonprofit, and governmental organizations regularly visit GSOM and interact with students, staff, and faculty. Moreover, GSOM faculty and staff are actively engaged in addressing social, economic, and environmental issues in their professions and communities.

## Business Leader of the Year Event

Each year, the Graduate School of Management is the presenting co-sponsor of an event organized by the Worcester Business Journal, a local source for business news in the Central Massachusetts area. The event, called the Business Leaders of the Year, recognizes several of the top business leaders of our region for the success of their businesses and their contributions to the community. Each year an organization is celebrated in the following areas: large business, small business, nonprofit, and corporate citizen. The dean of GSOM has the privilege of helping to select the corporate citizen each year.



## Forums and Guest Speakers

During the past year, we sponsored a number of forums for addressing critical problems such as socially responsible investing and environmental sustainability. Moreover, executives from area organizations shared dilemmas related to responsible management in their visits to our Greening the Corporation and Leadership and Decision Making courses. Forums and speakers included:

### Socially Responsible Investing: The Future of Finance? February, 7, 2011

Socially Responsible Investing (SRI) represents a growing trend in finance. In 2010, socially responsible investments made up \$3.07 trillion, or 12%, of the U.S. marketplace. SRI is a broad-based approach that recognizes both the investor's financial needs and an investment's impact on society. Panelists for this forum, sponsored by Net Impact, the Finance Association, and Career Services included:

- Julie Goodridge, President and Founder, NorthStar Asset Management
- R. Thomas Manning, JR., CFA, Chief Investment Officer, Silver Bridge Advisors
- Maria Arabatzis, Associate, Reynders, McVeigh Capital Management, LLC.
- Moderated by Professor Sondra Vitols, Ph.D., GSOM Visiting Professor

### Institute for Energy & Sustainability (IES) Smart Grid Venture Showcase, September 30, 2011

This forum included a keynote address by a representative of Vestas Technology R&D, an internationally known and acclaimed authority on Wind Energy. Vestas Technology R&D discussed the growth and development in the international clean technology economy and offered lessons learned from their recent move to Central MA. Additionally, 10 investment-ready smart grid companies made 10 minute investment pitches.



### Massachusetts Energy Summit, October 19, 2011

The Worcester Business Journal sponsored the 5th Annual Mass Energy Summit where leaders from the energy sector and business executives shared the latest market intelligence on controlling the energy line item in organizational budgets. A GSOM faculty member, Will O'Brien, moderated a panel on energy efficiency that provided participants with the tools, information, free and low-costs resources, and connections needed to propel their own sustainable business initiatives. Other participants included:

- Mark Siegal, Manager, Energy Efficiency, National Grid
- Mark Gerrish, Program Manager, Massachusetts Energy Efficiency Partnership
- Bruce E. Buckbee, Vice President of Operations for World Energy, Energy Gateway

### Sustainable Leader Speaker Series (Greening the Corporation Course)

Leaders in Sustainability from industry, academia and local government regularly speak to Clark students. The schedule established for the 2011-12 is as follows:

- Olivier Corvez, Senior Consultant, Environmental Resources Management (ERM) – He reviewed the basic concepts of sustainable development, ERM's methodology, and the Wal-Mart sustainability strategy.



## Leadership and Decision Making Course Guest Speakers

- Steve Sacco, Senior VP, Environmental, Health, Safety & Sustainability, Invensys, PLC – He discussed Invensys' background and sustainability strategy, and provided specifics regarding the company's accomplishments.
- Tony Buono, Professor of Management & Sociology, Bentley University – He explained Bentley's participation in the Principles of Responsible Management Education.
- Mark Greenlaw, Vice President, Sustainability & Educational Affairs, Cognizant – He outlined the work he has done at Cognizant to integrate sustainability into the company's business strategy and operations.
- John Odell, Energy Efficiency & Conservation Manager, City of Worcester, MA – He reviewed the energy programs being implemented by the City of Worcester.
- Caitlin Connelly, Principal, Sustainable Futures, Now – She talked with the students about her professional career path and accomplishments working with the United Nations on sustainable development.
- Laury Hammel, Executive Director, Sustainable Business Network (SBN) of Greater Boston – He explained the mission of SBN and its various programs, as well as his experiences helping businesses to become green.
- Mark Buckley, Vice President, Environmental Affairs, Staples, Inc. – He discussed Staples' commitment to and accomplishments with respect to sustainability, including present and future strategic partnerships.
- Linda Cavaoli, Executive Director, YWCA of Central Massachusetts, Worcester, MA – The YWCA's mission is eliminating racism, empowering women.
- Anthony Consigli, President, Consigli Construction Co., Inc., Milford, MA – His presentation included discussion of environmentally sound construction practices.
- Patricia Bigelow, President, Bigelow Nurseries, Northboro, MA – The organization sees itself as a steward of the environment. They have spearheaded the restrictions on invasive non-native plants. They have a large immigrant labor force and work with various local agencies to provide a variety of support services for them.
- Eric Schultz, President, Harvard Pilgrim Health Care, Wellesley, MA – He addressed the cost of health care, among other topics.
- Judith Waterston, President, New England Sinai Hospital, Stoughton, MA – She addressed the cost of health care, among other topics.
- David Jordan, Executive Director, Seven Hills Foundation, Worcester, MA – The organization is active in a large range of social issues both locally and internationally.
- Linda Shyavitz, President, Sturdy Memorial Hospital, Attleboro, MA – Providing health services to the community and controlling healthcare costs were topics covered.
- Karen Duffy, President, Worcester Credit Union, Worcester, MA – She included the bank's focus on community service in her comments.
- Rink Dickinson and Rob Everts, Co-Executive Directors, Equal Exchange, West Bridgewater, MA – This is a large worker collaborative. They import coffee and other goods. They discussed their focus on fair trade practices.
- Dianne J. Anderson, President, Lawrence General Hospital, Lawrence, MA – The hospital serves an economically disadvantaged area. Access to care was addressed.
- Rob Pratt, CEO, GreenerU, Inc., Waltham, MA – This organization partners with academic institutions (including Clark University) to achieve campus sustainability and energy goals.

## Community Service

Many of GSOM's faculty and staff are engaged in using their expertise and talents in addressing social, economic, and environmental issues in their professions and communities. Some examples include:

- Andrea Aiello is a member of the Board of Directors for the Girl Scouts of Central and Western Massachusetts.
- Alicia Amaral is a member of the board of the CFO Roundtable: <http://www.thecforoundtable.com/>
- Margarete Arndt has for several years contributed to the VNA (Visiting Nurses Association) Care Network of Worcester. She has been President and Member of the Board of Directors, and chaired the finance, audit, and strategic planning committees.
- Mary-Ellen Boyle serves on the Board of Directors for the Olneyville Housing Corporation in Providence, RI, an organization whose primary function is to facilitate the creation and revitalization of affordable housing in that neighborhood. She also routinely volunteers with the Worcester United Way on their Dollar Diva Day.
- John Crawley is a volunteer for MIHN, the Massachusetts Interfaith Hospitality Network, which provides services for the homeless.
- Donna Gallo is a volunteer on several non-profit boards. She has served for many years as the Chair of the Board of Directors for Century Health Inc., an organization that provides treatment for mental health and substance abuse issues. She is also Chair of the Board for Bethany Hill School, which provides educational housing for individuals and families who are either in transition or who are searching for a permanent living situation. Donna is also a Trustee on the Board of the Corporation for Sponsored Ministries, the parent organization for the ministries of the Sisters of St. Joseph of Boston, which is focused on peace, reconciliation, and social justice.
- Frank Jenkins serves as Treasurer of the Sherborn Rural Land Foundation, an organization devoted to preserving open space. The organization works with farmers and other land owners to keep land open and to ensure that if it is developed - as it may have to be for economic reasons - the development has minimum impact on the community.
- Will O'Brien leads the Worcester Sustainable Business Leader Program (SBLP), a non-profit program that assists locally owned and independent businesses in reducing their operating costs, improving their business practices, and reducing their environmental footprint. He is also working to help Vietnamese businesses to become more environmentally sustainable by partnering with them to create a Vietnamese version of the SBLP. During the summer of 2012, he will conduct Green Business Workshops for small business owners in Vietnam.
- Deanna Scaramangos is a volunteer for the YMCA and teaches Sunday school at the First Assembly of God, both of which are located in Worcester. She also volunteers for Rachel's Table, an organization that collects leftovers from restaurants and delivers them to shelters throughout the city.
- Maury Tamarkin is a member of the board of the Brimfield Public Library and on the board of the Harding Trust, which distributes money to disadvantaged people in Brimfield. Both of these are elected positions.
- Sondra Vitols is the founder of a New York City based nonprofit ([www.cibbows.org](http://www.cibbows.org)) that facilitates open water swimming in NYC and promotes municipal and state efforts to maintain and improve the water quality of the city's waterways. The organization worked with Bloomberg's administration to develop policies for the public use of the waterfront for the 2030 sustainability plan. They also coordinate with various environmental groups to do clean-ups of various parks/beaches in the city. Sondra has also actively fund-raised for Asian University of Women, The Ocean Conservancy and Emily's List. She has also been active in providing pro bono financial planning for yoga teachers in Wilmington NC. This group is largely self-employed and generally lacks 401K retirement and college savings accounts.





## FUTURE PLANS

We are strongly committed to continuing our efforts to integrate the six principles of responsible management education into our programs and practices. Becoming a PRME signatory helped us to identify the many areas where we are already embracing the ideals of responsible management education. It also has sparked discussions among GSOM staff, faculty, and students, and has been a catalyst for the development of new ideas for applying the PRME principles to our programs and practices.

We have begun to look at our day-to-day practices with respect to environmental sustainability. We will work to integrate our efforts with those of the larger university, particularly the University's Climate Action Plan. Staff members have challenged each other to look at individual work habits such as energy and paper use. The GSOM Admissions Office is also taking steps to go to a paperless admissions process and hopes to do so sometime this year.

We understand that we cannot expect improvements in the areas of the PRME principles if our stakeholders do not understand them. We are taking a number of steps to widely disseminate the principles to all of our stakeholders. We are in the process of creating a campaign to post the principles throughout our facilities and offices. This will serve as a constant reminder of the principles to all of us at GSOM. We are beginning to highlight our involvement in PRME in our regular newsletter and on our website, as well as through posts on social media outlets such as Facebook and Twitter. We plan to use a variety of media to increase coverage of PRME-related activities.

We also plan to enhance student understanding of the importance of business involvement in the community. We hope to do this by initiating a volunteering effort in the fall 2012 semester. The goal is to have a GSOM volunteer day that involves faculty, staff, and students working together on one of various activities in the neighborhoods surrounding Clark. Not only will this help new students to see the social, environmental, and economic impact they can have on the local community, it will also get them involved in the community at the very start of their GSOM experience. We also plan to strengthen our ties with companies that excel in areas of socially responsible management so that we can provide positive role models for our students.

Our last, and perhaps our most important goal, is to incorporate the PRME principles into our strategic planning and curriculum development processes so that they become an ongoing part of the fabric of the school. GSOM will have a new dean in June 2012. One of the new dean's key tasks will be to lead the development of a strategic plan for GSOM. We expect that upholding the PRME principles will be an important consideration in developing the strategic plan. Thus, our strategic planning efforts should facilitate further institutionalization of PRME at GSOM.



Respectfully Submitted  
by the PRME Committee

Laura Graves, *Chair*

Katherine Hanley

Bradley McNamara

Will O'Brien

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