Sharing Information on Progress
United National Global Compact Initiative

Forum on Principles for Responsible Management Education

PRiME Principles for Responsible Management Education

Spring 2018
Letter from the Dean

Principles for Responsible Management Education

Widener University and the School of Business Administration

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Letter from the Dean

March 15, 2018

The Widener University School of Business Administration is pleased to submit its report on progress on the Principles for Responsible Management Education.

The business school faculty and the Widener University administration are committed to the principles of sustainability, global social responsibility, and responsible leadership. Through our curriculum, activities for students, research and engagement with the business and larger community, we seek to influence and learn from stakeholders.

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

Jayati Ghosh, Ph.D.
Dean
Principles for Responsible Management Education
(PRME)

Six Principles

Widener University’s School of Business Administration declares its support for the principles articulated in the Principles for Responsible Management Education initiative and embraces them in its curriculum, research, and extra-curricular activities.

Principle 1: Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2: Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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

Principle 4: Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5: Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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

Widener University is a nationally recognized, private independent university providing five colleges/schools, each of which offers undergraduate and graduate degrees as well as two law schools that offer the Juris Doctor and other master’s level degrees.

The University also provides courses in a variety of formats, including traditional in-class settings, online delivery, and hybrid versions that combine online and in-classroom delivery.

The classroom sizes are kept small, with a 15:1 student-faculty ratio, thus allowing for a close relationship between the faculty and students. The SBA grants one undergraduate degree, the Bachelor of Science in Business Administration, with six (6) majors, and four (4) graduate degrees, all at the master’s level. In addition, five (5) graduate dual degrees are offered.
Widener University is accredited by the Middle States Association of Colleges and Schools. In addition, all professional schools are accredited by their respective accrediting agencies. Widener students enrich their learning by helping communities in the Philadelphia region, across the U.S., and around the world. Its community includes quality teachers, renowned researchers, and students from 22 states and 26 countries who are passionate about learning, leadership, and making a difference. When they are not engaged in experiential learning assignments, our students and faculty members lend a hand through community service projects in our hometown of Chester and in communities around the world.

**Widener is consistently recognized for achieving academic excellence and a commitment to leadership and civic engagement.**

- The Wall Street Journal has listed Widener among the top 10 of the more than 100 Philadelphia-area colleges and universities. It also gave Widener a high score of 8.7 out of 10 for career preparation in its inaugural list of top U.S. colleges.

- Payscale ranked Widener among the top 25% of universities nationwide on the basis of alumni median salary.

- Widener University’s online program is ranked by TheBestSchools.org among the top ten universities in Pennsylvania.

- The MS in Taxation and Financial Planning (MSTFP) program has been ranked 30th in the nation by valuecolleges.com and 7th by TaxTalent.com.

- The U.S. Department of Education’s annual College Scorecard ranked Widener 11th out of the top Philadelphia-area schools based on median post-graduate salary of young alumni. Widener's median was more than $18,000 above the national average.
• Widener undergraduates are 20% more likely to participate in high-impact educational practices and collaborative learning experiences, according to the National Survey of Student Engagement (NSSE).

• Widener has been named to the President’s Higher Education Community Service Honor Roll every year and recently was listed with distinction.

• Widener is in the top 20 percent of colleges and universities nationwide that are doing the most for America’s military families, according to Victory Media, Inc.

• The university provides a full array of leadership certificates including certificates in experiential learning through The Oskin Leadership Institute.

The School of Business Administration is one of the oldest schools at Widener, offering degrees since 1918. The School prepares students for successful careers and leadership positions in business. Widener’s School of Business Administration holds accreditation from the prestigious Association to Advance Collegiate Schools of Business (AACSB), the premier accrediting body for business education. Only five percent of business schools worldwide hold this accreditation. In addition, the Healthcare MBA program is accredited by Commission on Accreditation of Healthcare Management Education (CAHME).

The school also has been designated as a “Principles for Responsible Management Education” (PRME) university for adopting the principles of the United Nations Global Compact. PRME seeks to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

The SBA’s mission is to prepare Widener students for successful careers and leadership positions in business. We provide a challenging educational environment that promotes life-long professional and personal growth through experiential learning and service learning. Our commitment to ethics and to diversity of thought, experience and background inspires our students, faculty, and staff to become proactive and socially responsible citizens. As teachers-scholars, we value scholarship and generate knowledge that is valuable to our profession and the business community. We embrace the interests of our stakeholders and engage them in our programs and activities.

Our Vision is to be a premier business school in the region recognized for challenging, trend-setting programs for educating future business leaders. This challenging educational environment is evident in the six (6) majors offered in the SBA, which include accounting, business analytics, economics, finance, international business, and management.

Both the finance and economics programs are registered with the Certified Financial Planning (CFP®) Board of Standards, which enables students to take the CFP® Board of Standards certification exam upon completion of their degree. Widener is one of only two universities in the region that qualifies a student for such an exam. Additionally, the capstone course in the finance
program prepares students to take the Series 65 exam. Completion of the Series 65 exam qualifies an investment professional to operate as an Investment Adviser Representative. Accounting students have multiple options that allow them to complete the 150-hour credit requirement for the CPA exam.

Finally, Widener now has the Quick Center Finance Lab, which features the same advanced technology and programs professional financial planners and investors use. giving students the opportunity to experience the speed of the financial market and understand market concepts and behaviors through simulated activity and analysis. Real-time investing exercises enabled by the lab will give students a grasp of such concepts as diversification, financial analysis, portfolio construction, and big data management.

**Values, Goals, and Activities Embodying Principles 1, 2 and 3**

**Principle 1** Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

**Principle 2** Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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

As a preeminent metropolitan university, Widener aspires to be a dynamic, inclusive academic community, transforming students into scholars, leaders, and globally engaged citizens.

The University’s goal is to promote student transformation and success through:

- Rigorous academics and high-impact practices
- A dynamic campus environment
- A culture of leadership
- A diverse university community
- Scholarship
- Civic engagement
- An attractive, accessible, and sustainable university

The School of Business Administration helps to achieve the University goal of student transformation and success through:

Challenging in-class and out-of-class experiences in graduate and undergraduate programs, preparing SBA students for personal and professional growth leading to successful careers.

Curricular, co-curricular, and extra-curricular experiences, engaging faculty and alumni in preparing SBA students for career success.

Encouraging and rewarding SBA students, faculty, administration and staff to take advantage of leadership development opportunities offered by the University.

Encouraging SBA faculty and staff to participate in diversity programming and through active recruitment of a diverse student body and faculty, to prepare students for success in a diverse and global society and workplace.

Supporting faculty and student scholarship.

Enhancing student learning and SBA impact through civic engagement.

Developing and aggressively promoting a reputation for preparing students for career success.
Educational Activities and Curriculum

The School of Business Administration offers undergraduate degrees in accounting, business analytics, economics, finance, international business, and management. It also offers the following master’s programs: MBA, Healthcare MBA, MS in Business Process Innovation, and MS in Taxation and Financial Planning.

The SBA offers a variety of opportunities for experiential learning that include service-learning, civic engagement, internships, cooperative education, and study abroad. All SBA students are also strongly encouraged to participate in the cooperative education program. This program is designed to allow students to complete two (2) co-op work periods, one four and one eight-month, and still graduate in four (4) years. The Director of Experiential Education coordinates these efforts. Currently, in the undergraduate program, the finance and economics majors require students to complete internships, and the sports management concentration strongly encourages it. Accounting majors are encouraged to either have a coop or internship experience before they graduate.

Virtually all majors are making use of Widener’s Small Business Development Center which gives students additional opportunities to engage in business practices that help the surrounding small business community.
Learning Goals

The SBA’s Learning Goals are consistent with those of PRME. With regard to knowledge, SBA students will demonstrate the knowledge that is appropriate to the business discipline.

Knowledge

a) Students will demonstrate proficiency in accounting, business law, economics, finance, information systems, international business, management, management, marketing, operations, and quantitative analysis.

Leadership

Students will apply leadership skills in the development of business decisions.

Collaboration - Through teamwork

a) Students will demonstrate the ability to collaborate with others to accomplish tasks that lead to decisions.

b) Communication of ideas - students will demonstrate the ability to prepare and deliver information with regard to the audience and setting.

With regard to the application of concepts and technologies, the SBA student will be competent in the application of core business concepts and technologies.

a) Critical Thinking - Through course assignments, students will demonstrate the ability to effectively incorporate both qualitative and quantitative methods in the development of business solutions;

b) Technology - Students will use the appropriate technology in the analysis and development of business solutions.

With regard to social responsibility, students will utilize social responsibility principles in decision making.

a) Diversity and Multicultural Issues - Students recognize the complexity and interconnectedness of diverse or international groups of businesses, people, and societies through participation in exercises designed to showcase these issues.

b) Ethics and Social Awareness Issues - Students will recognize the ethical, social, and environmental impact of business decisions through participation in exercises designed to showcase these issues as well as diversity and multicultural issues. As readily seen above, the SBA’s learning goals emphasize not just core knowledge, but leadership and social responsibility.
Curriculum Embodying the PRME Principles

The curriculum for SBA undergraduates and graduate students encompasses required and elective courses that incorporate core values of ethics, global perspectives, diversity, sustainability and socially responsible leadership.

Ethics

The consideration of ethics in business decision-making is integrated throughout the undergraduate curriculum. The core curriculum for SBA undergraduates includes a Business Law course on the Legal and Ethical Environment of Business, International Business, and Leadership.

The SBA’s introductory management course, Understanding and Working in Organizations (MGT 100), encompasses stakeholder expectations and ethical responsibilities; the economics requirements, Macroe-Micro Economics (EC 201-202), address distributive justice, greed, self-interest, external cost, income inequality, and poverty. Financial Management (FIN 303) and business law classes focus in part upon issues surrounding profit maximization, insider trading, and wealth maximization.

The Legal and Ethical Environment of Business (BLAW 150/250) integrates ethical case studies throughout the course and focuses on the development of a Manager’s Moral Compass in business decision-making. Management Information Systems (MIS 290) incorporates ethics exercises for managers.

General education requirements include Business Ethics (PHIL 352) which provides additional exposure to ethical considerations in business decision-making. Every undergraduate also takes a course in Cultural Anthropology, studying similarities and differences among world cultures.

Sustainability, Innovation, & Entrepreneurship (MGT 355), is an integrative course in which students learn how businesses can innovate by offering environmentally sustainable products and services, and how to employ socially responsible business practices and business models. Students study the relationship among energy, population growth, technology, and climate change. Additionally, they learn how to critique social responsibility reports.

Accounting students are introduced to ethical issues confronted by professional accountants and study the Institute of Management Accountants Code of Professional Conduct in sophomore courses. At the senior level, a course in international accounting and reporting covers financial reporting needs by decision makers in multinational business entities. A senior course in auditing covers accountants’ professional responsibilities including the AICPA Code of Conduct. An internal auditing course includes topics on professional practice and Code of Ethics for internal auditors.
Ethical considerations in business decision-making are integrated throughout both the Master of Business Administration (MBA) and Master of Science in Tax and Financial Planning (MSTFP) programs. MBA and MSTFP program goals reflect an appreciation of the impact of ethical issues on business policies and practices. In the MSTFP program, one of the primary goals is to ensure that students will be knowledgeable concerning ethical responsibilities of tax practitioners.

MBA students are also taught to follow ethical principles that meet the expectations of a broad group of stakeholders. Students are asked to demonstrate the ability to generate improvements in business sustainability.

Global Business

In the undergraduate program, the SBA offers a number of courses that have substantial global content. All SBA majors are required to take Cultural Anthropology (ANTH105), which is offered by the College of Arts and Sciences, and International Business (MGT 365), which is offered by the SBA. In addition, many SBA students take the following courses as electives: International Human Resource Management, Economic Issues in a Global Environment, International Economics, International Marketing, International Accounting and Reporting, and many other courses offered through the College of Arts and Sciences. In the graduate program, all MBA students are required to take Managerial Economics in an Innovative Environment (BUS 625) and Managing for Results (BUS 675), both of which have substantial global economic activity content.

The SBA fosters international faculty and student exchanges. We expand our global footprint by promoting both short-term and long-term study abroad experiences.

- An inter-university project between Widener University and Saarland University, Germany has been established where students in a BPI course learn how to develop inter-organizational processes.

- Through participation in the X-Culture project (x-culture.org), Widener students join a global virtual team with students from other counties to complete a consulting project for a multinational organization.

- SBA faculty led an experimental course, International Sport Management, in 2016 and 2017 in cooperation with the University of Vic in Barcelona, Spain. The course offered students the unique opportunity to study abroad in an immersive, controlled and safe environment, interact with international students, and network with industry professionals.

- In 2016, the SBA hosted a faculty member from the University of Vic, Spain during the International week. He spoke with students about international branding and marketing in an industry he is very familiar with: fútbol soccer.
He met with the Sports Marketing Advisory Board and was hosted at several stadium events including the Eagles and Phillies.

- In 2017, the SBA signed an articulation agreement with Windesheim University in Zwolle, Netherlands. This allows for students from both universities to study for a semester or for shorter duration. In addition, this creates opportunities for faculty to collaborate on research projects.

- Led by the associate provost and dean of students, a group of Widener students traveled to Windesheim, Netherlands in June, 2017. They focused on global change, engineering and global business with Windesheim students who are in the global change management honors program. For ten days, Widener students worked at Windesheim participating in academic projects, experiential learning, and attending the European Union Global Change Honors Conference held at Windesheim University in Zwolle, Netherlands.

- A faculty exchange between Widener and Chongqing Technical and Business University (CTBU) was established in 2014. In the summer of 2017, SBA Business faculty offered a course in financial management. In academic year 2016-2017, the SBA hosted one faculty from CTBU and nine CTBU students spent a semester at Widener.

Diversity

Widener University celebrates diversity and embraces multiculturalism as it strives to maintain an inclusive and welcoming campus community. The University encourages all students, faculty, staff members, and guests on campus to respect the dignity of every individual and honor the value of their contribution to our community. In order to emphasize and highlight the importance and appreciation of diversity, Vision 2021, among its seven strategic goals, has a strategic goal devoted to diversity.

The School of Business Administration revised its strategic plan to emphasize the importance of diversity and inclusivity. Faculty also revised and approved the Promotion, Tenure & Retention document to acknowledge the importance of scholarship on diversity.

Every three years, the University administers the NESSI survey to undergraduates to assess campus climate. Responses from SBA students are comparable or more favorable than University student responses overall regarding curriculum and campus climate.

The senior Human Resources course, Managing Diversity in the Workplace, examines the rapidly changing workplace in the US and around the world. A graduate course, The Strategic Management of Diversity, views managing diversity as a source of sustainable competitive advantage to achieve the strategic goals of an organization.
**Sustainability**

Widener University recognizes the importance of the sustainability and conservation of natural resources. The University’s strategic plan, Vision 2021, has among its seven strategic goals, a strategic goal devoted to institutional agility. The last objective of this goal states the following:

**Adopt policies and practices that promote efficient use and conservation of natural resources.**

The SBA offers several required and elective courses that contain significant content on sustainability and corporate social responsibility. At the undergraduate level, *Understanding and Working in Organizations* (MGT 100) and *Leadership in Business* (MGT-310), which are required for all business majors, have theoretical and practical coverage of these topics. *Sustainability, Innovation, and Entrepreneurship* (MGT 335) is a very popular elective. *Senior Project* (MGT 451), which is required of all management, economics, international business, and business analytics students, has many real-life projects dealing with sustainability and environmental awareness. Some of the recent student-led projects included business plans for start-up environmentally-friendly landscaping companies, a marketing plan for a family-owned organic shade-grown coffee plantation in Costa Rica, a feasibility study for a campus-wide recycling project, and replacing sanitary paper products on campus with more environmentally friendly products.

In cooperation with the Science Division, the SBA created two undergraduate minors: (1) Minor in Sustainability Management (for environmental science majors) and (2) Sustainability Management Minor (for SBA majors). Three of the required courses have substantial coverage in sustainability and corporate social responsibility. These courses are *Leading Organizations and People* (BUS 605), *Managerial Economics and Innovative Environment* (BUS 625), and *Managing for Results* (BUS 675). A core value of the program is to enable “students to become competent, socially responsible and visionary leaders who can guide and sustain an organization from a systems perspective.” Among the learning goals are that MBA graduates will recognize and handle ethical situations in the business environment and that they will understand the complexities of diversity in a global business environment.

Business Law is one of the SBA courses that allows students to learn about the discipline of law by doing special projects on contemporary legal and social policy problems. The SBA has collaborated with Clean Water Action, a national non-profit organization that addresses environmental problems that affect our water supply in an effort to work together to educate the public on important environmental issues. Most recently, students have done projects on the legal aspects of methane emission regulations, the problems posed by a local hazardous waste facility currently under construction, and the challenges presented by groundwater contamination in Philadelphia-area Naval Yard facilities. In the coming semester, students are planning to organize an environmental seminar with Clean Water Action to help educate the community on how state and local communities and businesses are tackling critical environmental issues given the major cuts in the Environmental Protection Agency’s budget and the recent decision to withdraw the United States from the Paris Climate Agreement.
Leadership

The University promotes leadership throughout the various schools and colleges, and much of this is assisted by the Oskin Leadership Institute, whose mission is “to perpetuate the University's long and noble tradition of inspiring our students to be strategic leaders and responsible citizens who possess the character, courage, and competencies to affect positive change throughout the world.” Students can earn a Leadership Certificate by participating in 18 one-hour leadership workshops. They may also study for an undergraduate minor in Leadership Studies. In order to facilitate students’ busy academic and co-curricular schedules, some leadership certificate workshops are scheduled within the context of an existing course, including some in the School of Business Administration. Many of the core SBA courses, such as Understanding and Working in Organizations (MGT 100) and Leadership in Business (MGT 310), integrate workshops from the Oskin Leadership Institute into the class, which provides students with the opportunity to develop leadership skills.

Service and Experiential Learning

The School of Business Administration provides opportunities for students to serve the community while learning business concepts. These opportunities range from class projects and assignments with local nonprofit organizations to assisting entrepreneurial start-up operations in the area and preparing income tax returns for low-income taxpayers.

In 2016 and 2017, Widener’s Honors students engaged in several service learning projects with local businesses. In 2016, the students worked with Golden Valley Farms, a small coffee roasting company that specializes in organic, shade grown coffee. Students investigated operational software and developed sales-tracking methodologies for the company. In 2017, students worked with three entrepreneurial companies: iSwich Gourmet, producer of gourmet ice cream sandwiches; Aunt Mamie's Italian Specialties, maker of pasta, sauce and meatballs; and Brendamore, seller of ready-to-eat Italian food. Students developed packaging alternatives, order-tracking methodologies, and made food process and portion-sizing recommendations. The students worked directly with the owners/operators of the businesses to discuss operational issues and challenges and try to develop ways to overcome them.

In Widener’s required Senior Project course, taught in seminar mode, students work in teams in coordination with the Small Business Development Center on projects for small businesses in the Chester community. Business owners are involved in a dynamic interchange with students, faculty and advisors to solve complex, real-world challenges. Each team of students is supported by an advisory board made of up SBA faculty and an advisor from the Small Business Development Center.
Co-Curricular and Extra-Curricular Activities

Students Participate in Stop Hunger Now Event

This past spring, students from the SBA along with our community partners from the Chester Rotary Club, participated in a Stop Hunger Now: Meal Packaging Event. This event helped increase awareness of hunger challenges faced by so many outside the United States. Along with the Chester Rotary Club, SBA student volunteers, Widener’s College Panhellenic Council, Interfraternity Council, and Intercultural Greek Council over 10,000 meals were packaged and prepared for shipping. Stop Hunger Now is an international hunger relief agency that has been fulfilling its commitment to end hunger for more than 15 years. Since 1998, the organization has coordinated the distribution of food and other lifesaving aid to children and families in countries all over the world.

SBA Holds a Financial Literacy Workshop for High School Students

Every year during the Fall semester, SBA holds a Financial Literacy Workshop for high school students. The program is designed to help students learn how to manage money, make money grow, and learn how to remain free of debt.

Academic Workshop for Young Women in Business

During the spring semester, the SBA holds a two-day forum for high school women on leadership. This mission of the workshop is to bring together local high school women to build a foundation of leadership skills to assist in building personal and professional goals while encouraging them to explore new paths in business.

The program focuses on helping women leaders understand their unique strengths and barriers to success; create action plans to overcome systemic barriers and grow leadership skills; learn negotiation skills critical to career success; and learn how to build a network with other women leaders.
SBA Co-Sponsored Seminar on Ethical Guidelines in Multi-Cultural Environment

Participants at the Young Women’s Leadership Workshop

Students receive certificates upon completion of X-culture project.

In June 2017, the SBA hosted and co-sponsored a special CPE Seminar funded by Timothy P. Speiss through the Endowed Fund for the Promotion of Global Business Principles. The keynote address was given by Timothy Reddick who spoke on Developing Ethical Guidelines in Today’s Multi-Cultural Environment.
**Intellectual Contributions Embodying Principle 4**

**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.

The following publications and presentations by School of Business Administration embody the principles of responsible management education.

**Publications**


**Presentations**


Engagement Embodying Principles 5 and 6

**Principle 5:** Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

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

Civic Engagement

At Widener University, the faculty and students connect curricula to societal issues through civic engagement. For instance, the SBA, through the Small Business Development Center (SBDC), is highly engaged with the local business community. Over the past three years, the SBDC has helped clients start or acquire 85 businesses that helped to create 279 new jobs.
Since its inception, the Pennsylvania Small Business Development Center (SBDC) has helped aspiring entrepreneurs start more than 30,000 businesses, obtain more than $2.5 billion in start-up and expansion capital and increase sales by more than $12 billion. SBDC-assisted companies reported winning more than $2.5 billion in government contracts, grew their international sales by more than $1.4 billion and created more than 140,000 jobs that generate more than $796 million in new tax revenue.

The SBA continues to work closely with the Small Business Development Center (SBDC). The SBDC provides real-world learning experiences for both Widener graduate and undergraduate students. Widener business students contribute about 600 hours of consulting per semester to clients. Annually, undergraduate and graduate students in the SBA work with over twelve small business owners and provide about 6,000 hours of consulting to entrepreneurs. Through the senior project course, students have the unique opportunity to interact with clients, learn about the operations of a business, and apply their talents and knowledge toward creating real business solutions. Student interaction via our unique experiential learning opportunity builds our community and empowers our businesses. Through the Business Administration Senior Project course, students develop business, marketing, and financial plans, and assist clients in launching or expanding their businesses. The small business owners from the local community get access to high-level research and analysis under the guidance of experienced faculty advisors to help set the strategic direction for their business.

Recent projects have included start up environmentally-friendly landscaping companies, a marketing plan for a family-owned organic shade-grown coffee plantation in Costa Rica, a feasibility study for a campus-wide recycling project, and replacing sanitary paper products on campus with more environmentally-friendly ones.

**Connecting to the Local Community**

**Celebration of Grand Opening of Autocade Mobile Services**

Global Entrepreneurship Week was initiated by the Kauffman Foundation in 2008 to celebrate and encourage entrepreneurs from across the globe to follow their dreams and turn their ideas into realities. Sosa, a retired major from the Ghana Armed Forces with more than 17 years of service, has drawn from his experience servicing the army’s heavy duty armored vehicles, trucks, buses and cars into a small business operating out of Morton, Pennsylvania. With the help of the Widener
SBDC and seniors in a Widener School of Business Administration capstone course, Sosa has officially launched Autocade Mobile Services in the Delaware, Chester and Philadelphia counties.

During November 2016, Widener SBDC and MGT-451 Celebrated the Grand Opening of Autocade Mobile Services. The Widener University Small Business Development Center (SBDC) and entrepreneur Peter Sosa hosted a grand opening and ribbon-cutting ceremony for Sosa’s new business, Autocade Mobile Services. The ribbon-cutting ceremony highlighted the Widener University SBDC’s schedule of events for Global Entrepreneurship Week 2016 (November 14 – 20).

**SBDC Develops Partnership with PA Business Authority**

Since Fall 2016, Widener’s SBDC and the Media, Pennsylvania Business Authority have partnered to help strengthen and retain businesses in Media. The primary role of this initiative is to meet the existing needs of the businesses in Media. This creates an opportunity to bring the university’s resources, and customize assistance for Media and individual businesses.

**Students Tackle Real-World Business Challenges**

**Judy’s Homemade Ice cream**

During spring 2017, seniors Jincheng Mao, Mike Mansur, Ivy Platt, Ernie Pitone, Chris Washer, and Caine Yang provided assistance to Judy’s Homemade Ice Cream. Faculty advisor, Prof. Peter Hornberger helped the students prepare their case study findings to Widener University faculty and staff. The students spent the semester working with the owner of the ice cream company start-up, using critical thinking, problem solving, collaborative, and communication skills.
**What a Crock**

Supervised by Dr. Michael Rosko, students Lauren Angelica, Michael Dixon, Paul Edward, Tyler Hall, Colin Reitman, Chris Sanchez, and Josh Steinberg provided assistance to What a Crock Slow Cooker Meals, a local business.

**Philadelphia Brewery Museum Proposal**

Assisted by Peter Hornberger and Ryan Raiker as Faculty Advisors, students Ilias Kaltsidis, Anjelica Nicolas, Christopher Palys, Mitchell Phillips, Edmund Seyfried, Stephen Simunov, worked with Entrepreneur Mr. Christopher Linton in the development of a proposed Philadelphia Brew Museum (PBM) which has plans to be a major attraction in downtown Philadelphia.
Helping Hospitals Fulfill Patients’ Needs: CW’s Tray

Students Aly Horton, Sean Reid, JT Seeds, John McNicholas, Darya Korniyenko, Abdullah Ashfani, Bilal Thompson, and Mohamed Donzo worked on developing a business plan for CW’s Tray, on behalf of Mr. Sam Greenhalgh who is developing a start-up that features an invention that helps patients keep what they need at their disposal. The Tray is compatible with standard hospital bed-side tables.

Sustainability at Widener

Sustainability Showcase

The 2017 Sustainability Showcase was held March 29 and 30 in the University Center on the Chester Campus. The two-day showcase event focused on sustainability efforts in the community, on campus, and in the classroom at Widener and beyond. Attendees learned about faculty and student sustainability-related research projects and activities, participated in interactive demonstrations, saw what the university is doing to be more sustainable, took fun pictures in the Party Photo Booth, and entered to win valuable prizes. The SBA and UPS planted trees in the community near Lipka Hall, on Widener’s campus.

Exhibits included:

- One Source Refreshments
- Aramark
- Sheridan Ford
- UPS
- Chester Water Authority
- Republic Services
- University Operations
- Widener ITS recycling
- Checkup
• Widener’s student sustainability group and
• PUSH

Displays and posters highlighted:
• Student research on biodiversity at Taylor Arboretum
• Flooding
• Engineering
• Green chemistry
• Green synthesis
• Solar power
• Rainforest preservation
• Global sustainability
• Forest management
• Geology
• Invasive species
• Tropical ecology
• Health
• Social justice
• Community action
• Waste generation and
• Green buildings

Panel Discussions

Sustainability in the Community

A panel discussion entitled "Sustainability in the Community" was held on campus and featured Deanna Cain from UPS, Norman Voss Schulte from the Philadelphia Eagles, Jessica Kowalski from the Shade Tree Commission, and Michael O’Leary from PECO. The moderator was Chief Sustainability Officer James R. May.

Sustainability in the Curriculum

Panelists included Chad Freed on Marcellus Shale, Kate Goodrich on Taylor Arboretum, Sandy Miller on School of Business Administration outreach, Carli McClain on social sustainability and the law, and Gaby Gehring on her experience as a student with sustainability projects. The moderator was Professor Lloyd Bastin.
SBA & Clean Water Action Co-Sponsor Seminar on the Regulation of the Environment in Business Law 150/250

Students in the Legal & Ethical Environment of Business partnered with Clean Water Action to offer a seminar on conflicts of interest in the administrative oversight of the environment, and the pressing federal and state law obstacles facing our country today. The keynote speaker was Steven Cantareira, Chief Deputy Attorney General for Environmental Protection. Maurice M. Sampson, III, Eastern Pennsylvania Director of Clean Water Action shared insights into the growing grass-roots movement in Pennsylvania to strengthen the regulation of the environment. Student panel discussions were held on four topics including Regulatory Conflicts of Interest on the Federal and Pennsylvania Level, Storms and Climate Change, Fracking and Marcellus Shale, and Naval Yard Contamination in Pennsylvania.

The PRME Commitment

Widener’s Vision 2021, to promote student transformation and success, calls for increasing use of high-impact educational practices, a dynamic campus environment, a culture of leadership, a diverse community, faculty and student scholarship, civic engagement, and a sustainable university.

The School of Business Administration’s strategic plan, with objectives to support Vision 2021, aligns with and makes further commitment to PRME principles. The school will develop initiatives to achieve the following objectives:

- Encourage and reward faculty scholarship in leadership, diversity, and civic engagement;
- Increase the number of students who participate in internship and co-op experiences;
- Increase student interaction with professional speakers;
- Increase the number of students receiving Oskin Leadership Certification;
- Encourage faculty and student leadership in the University and the larger community;
- Continue and increase engagement with the local business community and area high schools.

We are excited about continuing our commitment to integrate PRME principles into the fabric of our curriculum, scholarship, and the community engagement in furtherance of the UN Global Compact’s commitment to human rights, employee rights, sustainability, and anti-corruption.