Sharing Information on Progress
United National Global Compact Initiative
Forum on Principles for Responsible Management Education

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Widener University
School of Business Administration

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Letter from the Dean

January 6, 2016

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.

I am happy to present the progress report on behalf of the Widener business faculty and to commend their efforts and commitment to PRME.

Catherine L. Morgan, Ph.D.
Interim Dean
Widener University’s School of Business Administration declares its support for the principles articulated in the Principles for Responsible Management Education initiative.

**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 in Chester, Pennsylvania.

Founded in 1821, Widener is among the nation’s top universities for civic engagement.

The University seeks to achieve its vision and mission by offering forty-five (45) majors and fifty-four (54) minors at the undergraduate level and offering various master’s and doctoral degrees at the graduate level. The university has six (6) 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 top-notch 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 consistently gains accolades for achieving academic excellence through a commitment to leadership and civic engagement.

- In 2013, Widener was named a finalist for the President’s Higher Education Community Service Honor Roll Presidential award, one of only fourteen (14) institutions in the nation to receive that honor. The University has made the Honor Roll every year since its inception in 2006.
- Widener was the first institution of higher education in the Philadelphia area invited to join the Clinton Global Initiative University.
- The Carnegie Foundation for the Advancement of Teaching chose Widener University as one of only 76 institutions in the nation to qualify for a new “community engagement” classification.
• As a Bonner Partner, Widener is among colleges and universities working to improve the lives of individuals and communities as part of the effort by The Bonner Foundation. Widener’s Presidential Service Corps is a Bonner Leaders program.

• 75 percent of Widener students participate in community service or volunteer activities.

• Widener ranked 19th nationally on Newsweek’s list of civic-minded colleges.

• Washington Monthly ranked Widener among the top 100 national universities in its third annual college rankings, which measures how well a college or university serves the country.

• Our students have an opportunity to engage in substantive research as early as their freshman year.

• 73 percent of Widener seniors have worked collaboratively with their classmates outside of class, compared to 59 percent of seniors nationwide.

Widener University is a member of the consortium of colleges and universities that have formed Project Pericles, an initiative to include social responsibility, civic engagement, and participatory citizenship as essential elements in member institutions’ curricular, co-curricular and extra-curricular programs. This project responds to the expressed interests of member institutions to be intentional in the design and organization of the opportunities for developing students’ commitment to civic engagement and social responsibility. Widener’s participation in Project Pericles is a reflection of its strong commitment to social responsibility and ethical decision-making.

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, the premier accrediting body for business education. Only five percent of business schools worldwide hold this accreditation.

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.

Within the SBA, the mission of the University is supported by focusing on providing a “challenging educational environment that promotes lifelong professional and personal growth through experiential and service learning” This challenging educational environment is evident in the six (6) majors offered in the SBA, which include accounting, business informatics, economics, finance, international business, and management, with concentrations in general management, human resources, marketing, and sports management. For the finance major, there are also concentrations in a traditional finance track or a financial planning track. Similarly, students majoring in economics can
concentrate in traditional economics or purse a financial services track. 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.

**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 AND
- An attractive, accessible, and sustainable university.

The School of Business Administration supports the University goal of student transformation and success through

- Rigorous 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 & 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, prepare students for success in a diverse and global society and workplace.

- Promoting and 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 informatics, economics, finance, international business, and management. It also offers 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. Student engagement opportunities also include studying abroad, managing a stock portfolio, and consulting with local small businesses through Widener’s Small Business Development Center.

Learning Goals

The learning goals for students graduating from the School of Business Administration’s undergraduate program are:

- SBA students will demonstrate the knowledge, skills, and scholarship appropriate to their major field of study.
- SBA students will apply leadership skills in the development of business decisions.
- SBA students will be competent in the application of core business concepts and technologies.
- SBA students will utilize social responsibility principles in decision making.

Curriculum Embodying the PRME Principles

The curriculum for SBA undergraduates and graduate students includes required and elective courses on the subjects of ethics, global business, diversity, sustainability and leadership.

Ethics

Ethics 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), covers stakeholder expectations and ethical responsibilities; the economics requirements, *Macro-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.

General education requirements include a course business ethics taught in the Philosophy department, designed by philosophy faculty in collaboration with business faculty, to provide exposure to ethical considerations in business decision-making. Every undergraduate also takes a course in Cultural Anthropology, studying similarities and differences among world cultures.

Accounting students are introduced to ethical issues confronted by professional accountants and study the Institute of Management Accountants Code of Professional Conduct in their require 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 programs goals reflect an appreciation of the impact of ethical issues on business policies and practices.

In the MBA program, students are expected to develop the ability to design and deploy business governance principles and processes following 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. In the MSTFP program, one of the primary goals is to ensure that students will be knowledgeable concerning ethical responsibilities of tax practitioners.

**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.

A number of SBA students participate in an exchange program with a sister institution, Chongqing Technology and Business University (CBTU), in China. These programs
can be three to five weeks in duration or for an entire semester. At the same time a number of students from CBTU spend a semester on Widener’s campus. Finally, the SBA participates in a faculty exchange program with CTBU. In January 2014, one SBA faculty member spent a month at CTBU, while two CTBU faculty members spent a semester at Widener in spring 2013, and one is currently visiting 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 and faculty and 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 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 2012, among seven strategic goals, has a strategic goal devoted to institutional agility [Institutional Agility & Innovation Goal]. 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 informatics, 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.

With cooperation with the Science Division, the SBA created two undergraduate minors: Minor in Sustainability Management (for environmental science majors) and Sustainability Management Minor (for SBA majors). These majors started accepting students in the fall 2014 semester. As a result of a major re-design of the MBA program, 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.

**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 the 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 by an advisor from the Small Business Development Corporation.
Spring 2014 semester projects included developing a startup engineering firm; working with a coffee company, restaurant, and recycled furniture company to develop business plans; and creating a pitch for investors for an alternative energy company. Project with an on-campus branch of a local company generates funds that support class activities and donations to local charities.

Fall semester 2015 projects included working with a local vineyard, a non-profit organization that markets the Brandywine Valley Wine Trail, and a fair trade coffee business that donates to charities.

Co-Curricular and Extra-Curricular Activities

Business students have the opportunity to join clubs and organizations that expose them to travel, recruiters, and professional organizations. Beta Alpha Psi students volunteered at Career Wardrobe in Philadelphia, a non-for-profit organization that provides clothing to people returning to the workforce. Two students attended a national conference for Beta Alpha Psi and volunteered at a “Day of Literacy” event in a Milwaukee Charter School.
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.

**AND**

**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

**Widener Small Business Development Center**
Business students gain hands-on experience with local businesses through the Widener Small Business Development Center.

The SBDC at Widener is only the third such center in the broader Philadelphia area and one of eighteen (18) in the state of Pennsylvania. The goal of the SBDC is to help small businesses start, grow, and prosper. Founded in January 2007, the center is a part of the SBA and is funded by Widener University, the U.S. Small Business Administration, and the Pennsylvania Department of Community and Economic Development through the state's Partnerships for Regional Economic Performance program. The Widener SBDC provides free, confidential, one-on-one consulting guidance to new and existing businesses in southeastern Pennsylvania. The Pennsylvania SBDCs have recently announced that Talluto’s Authentic Italian Food, Inc., a family-owned business that was helped by Widener SBDC, is one of six small businesses that has been honored with an award from the U.S. Small Business Administration during National Small Business Week in May 2015. The Widener SBDC also offers educational workshops, management seminars, and special events for entrepreneurs and small businesses throughout the year. Additionally, the SBDC provides clients to the Senior Project course in which students develop business, marketing, and/or financial plans and the like to help them launch or expand their businesses.

In 2013, the U.S. Small Business Administration selected Widener SBDC for the SBDC Excellence and Innovation Award for the Mid-Atlantic Region.
Activities for High School Students
Many high school students remain uncertain about what field of study they will pursue in college. To help these students make informed choices, the School of Business Administration conducts a variety of educational programming for high school students. Through these programs, we introduce students to the opportunities that lie ahead in the field of business, while at the same time exposing them to a college learning environment.

These workshops target a diverse group of high school students, including students who are economically disadvantaged.

*Financial Literacy Workshop*

In the Financial Literacy Workshop, our highly regarded professors take students through the dangers of credit cards and explain the benefits of compound interest, in addition to covering a number of other topics relevant for smart financial decision making. It's informative but also interactive and fun.

*Academic Workshop for Girls*

The Academic Workshop for Girls provides opportunities for young women to learn how to network, solve business problems by participating in a business simulation game, and develop their emotional intelligence. This interactive day involves our faculty, alumnae, and business partners all coming together to inspire young women to become tomorrow’s business leaders.

The purpose of the workshop is to help young women learn how a business education can provide an exciting future. Students learn from examples of real world stories of successful women that have overcome obstacles to be leaders in their field. In 2014, over 170 students from fifteen (15) local high schools attended. In 2015, we hosted 195 young women from 21 area high schools. Approximately fifty percent African American, they range in age from 15 to 18 years old.

This two day event has grown since its inception because of the interest in the program. We invite successful alumni to share their personal stories and how they have overcome adversity. In addition they provide valuable insight to the girls on leadership and the power of networking. At the most recent workshop, a young woman from the Boeing Company shared her story of overcoming poverty and looking to mentors to achieve her dream of a college education and a great job.
**Summer Camp**

The School also offers an annual week-long Business Summer Camp; thirty (30) high schools are targeted, with particular interest in serving economically at-risk students. The camp is free of charge and staffed by the SBA faculty. The purpose of the camp is to foster interest in the study of business administration and the various disciplines that work within any business. For one week in July, high school students in tenth, eleventh, and twelfth grades join the SBA faculty and staff for Summer Camp for an introduction to business principles, which culminates with participants starting their very own business on campus. They keep the profits from the one-day sale of their products, which are generated from trips to local dollar stores. Participants learn about finance, marketing, and accounting from both our faculty and executives at UPS. Students tour the SBDC, learning about entrepreneurship and starting a business. At the closing ceremony, parents and family attend and hear their children present a business plan and website.

**Engagement with the Business Community**

Faculty members in the School have a close relationship with the business community, many of whom serve on SBA advisory boards. Students and faculty have opportunities to interact with guest speakers and team teachers from industry. Many of SBA faculty members invite guest speakers from industry to speak to their classes. To highlight a few such examples, the *Understanding and Working in Organizations* (MGT 100) brings speakers from Wawa, Aramark, and Harrah’s; the *Customer Relationship Management* (MKT 409) and *Professional Personal Selling* (MKT 403) courses routinely bring professionals from marketing and sales associations; the *Introductory Financial Accounting* (ACCT 204) course brings in speakers from different areas of the accounting profession (public, industry, and not-for-profit); and the *Investment Management* (FIN 305) course offers speakers from area investment management firms. In addition, many SBA student clubs invite speakers to campus to interact with the faculty and students. Examples of such speakers include the Money Club, Sports Management Speaker Series, Accounting Society, and Beta Alpha Psi. In addition, Pi
Sigma Epsilon (PSE), a sales and marketing fraternity, hosts a networking night each fall and spring semester in which approximately thirty to forty (30-40) professionals network with students. A similar networking event is held by the Money Club annually to provide students the opportunity to network with the advisory board members of the Economics, Finance, and Taxation Department.

Furthermore, students have been taken by the faculty on trips to Wall Street, local investment firms, local CPA firms, and dinner meetings sponsored by professional organizations. Each year during the spring semester, the local chapter of the Institute of Management Accountants (IMA) holds a "Students' Night" dinner meeting on campus; this event provides an excellent opportunity for SBA students to hear a professional development presentation and network with accounting professionals. The IMA also holds a day-long continuing professional development seminar each summer on campus; both the faculty and students are invited to attend.

The SBA has a close relationship with UPS. In April, the UPS Chesapeake Division hosted a Women’s Business Resource Group meeting on campus and invited participants from Widener’s Academic Workshop for Young Women. Two years ago, UPS donated trees to the SBA for planting and worked with the School on a Food Drive to provide for the Better Living Center in Chester.

Widener’s Summer Camp is sponsored by local businesses, most recently by Tait | Weller, a CPA firm specializing in financial services and non-profit sectors.
Assessment

The undergraduate and graduate business programs each have a robust set of learning outcomes and associated assessment strategies. Specific PRME principles are among those outcomes directly assessed in relevant coursework. For example the assessment plan includes evaluation of graduates’ ability to “develop and deploy business principles and processes following ethical principles that meet the expectations of a broad group of stakeholders. They will also demonstrate the ability to bring about improvements in business sustainability.” A course in Leading Organizations and People provides a frame for building and assessing leadership ability. A learning outcome in Managerial Economic is the ability to “apply economic analysis in a rapidly globalizing economy.”

Faculty are currently working on a revision of the MBA program. Their intent is that a global perspective and a sustainability perspective will permeate the program.

The PRME Commitment

Widener’s 2021 Vision, 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 the 2021 Vision, 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.

In addition, funds are now available from a donation by a generous donor to support Global Business Principles. An immediate priority of the incoming permanent dean will be to work with faculty to create programming to achieve the objectives of that gift.