



CityUniversity  
of Seattle



2012

Principles for Responsible Management Education

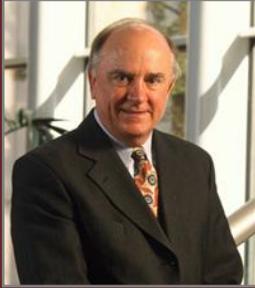
# Sharing Information on Progress



CityU  
of Seattle

# Sharing Information on Progress (SIP) Report

City University of Seattle  
School of Management  
Bellevue, WA USA  
December 2012



## Recommitting to the Principles

City University of Seattle is pleased to recommit to the principles for responsible management education. Given the University's expanded global reach and its new doctoral program, the influence of its graduates is greater than ever before. An expanded focus on social and environmental leadership as well as a continued commitment to internationalized business education allow the University to provide programs that more closely support the Principles of Responsible Management Education.

With programs in 11 countries, City University of Seattle is in a unique position to offer our students global perspectives on sustainable social, environmental and economic value creation. The educational frameworks that have been developed collaborating with international staff and faculty provide students with an authentic experience that is both global and local recognizing regional differences with global principles.

While City University of Seattle has always been committed to utilizing best practices and documenting internal learning, we have also increased our commitment to research and publishing and are excited to share the processes we have utilized in internationalizing the business curricula. Our research interests are now moving into an examination of the best practices of teaching sustainability and corporate social responsibility to students from different countries and cultures.

At City University of Seattle, we continually challenge ourselves and our students recognizing that education is a lifelong process. As we progress in the implementation of the Principles of Responsible Management Education, we continue to discover that these principles guide us to continue our development as an institution and to stay true to our mission "to change lives for good..."

Sincerely,

A handwritten signature in black ink that reads "Lee Gorsuch". The signature is written in a cursive, flowing style.

Lee Gorsuch  
President, City University of Seattle

## University Background

City University of Seattle (CityU) is one of the largest private, not-for-profit, postsecondary educational institutions in the Pacific Northwest region of The United States. It occupies an important and unique position in the higher education marketplace — a nontraditional university that was conceived and developed for the primary purpose of providing educational opportunities to underserved working adults in the Pacific Northwest. It now brings similar opportunities to students around the world. CityU currently enrolls over five thousand students worldwide, and confers more than fifteen hundred associate’s, bachelor’s, and master’s degrees each year.

The School of Management at CityU runs programs in business, technology, leadership, and project management and is continuing its multi-year transition to ensure that environmental and social responsibility become an appropriate part of all of the programs that we offer. To this end, a number of initiatives have been put into place in recent years including curricular revisions, international collaborations, and plans for research to assess the methods of delivering sustainable content to business students. The University offers its management programs in 11 countries across North America, Europe, Asia, and Australia, which allows us the opportunity to infuse diverse and global perspectives into all of its courses. In the past year, the University has started its first doctoral program in leadership, and a number of steps have been taken in the development and delivery of this program to ensure that the University instills responsible leadership practices in our future graduates.

The specific actions that City University of Seattle has taken the past two years to continue to support the Principles of Responsibility in Higher Education will be fully described in the sections to follow. In the coming years, we intend to build on the progress we have made within the management and leadership programs to support education in social and environmental responsibility for our graduates and their communities around the world.

## Statement of Mission – Institution

City University of Seattle’s mission is: To change lives for good by offering high quality and relevant lifelong education to anyone with a desire to learn. We pursue our mission through:

- A focus on student learning;
- Reflective practitioner faculty;
- Curriculum that is relevant to the workplace;
- Service to students; and
- Accessibility and responsiveness in our educational approach.

The mission statement for the University's School of Management is: To advance the individual competency and professional development of ethical leaders worldwide by offering accessible, relevant education taught by practitioner faculty. The mission of the University's doctoral program is to prepare global leaders working as scholar-practitioners to advance their fields by providing in-depth, practical knowledge necessary to distinguish 21<sup>st</sup> century leaders and drive organizations toward future success.

## **Meeting Social Needs by Providing Worldwide Access to Education**

For nearly 30 years, City University of Seattle has been active outside of the United States in an effort to ensure that it grants access to higher education, often to populations of students who might not otherwise have an opportunity to earn a degree. Financial, political, or cultural factors often combine to prohibit access to higher education. The University takes its mission very seriously and works to ensure that those who want an education have access to one. In this way, we have contributed to the social welfare of the populations it has served. Through its international programs, the University has an opportunity to positively impact its students, their families, and their communities. A significant portion of the effort that CityU has put into ensuring responsible management education comes in its dedication to international education both at home and abroad.

## **The Principles for Responsible Management Education**

City University of Seattle has agreed to support the following principles in its design and delivery of management education:

As institutions of higher education involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following principles, starting with those that are more relevant to our capacities and mission. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions:

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

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

We understand that our own organizational practices should serve as examples of the values and attitudes we convey to our students.

## ***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.

### **Overview**

The management and leadership programs at City University of Seattle have remained committed to providing a quality education to populations around the world including students who may not otherwise have access. The real-world, authentic nature of a CityU education helps to ensure that students graduate with skills that they can use to add value to their organizations and communities. Additionally, CityU has embarked upon a multi-year effort to infuse globalization as well as social and environmental responsibility into all of its programs with the assumption being that these topics need to be included in the curriculum for all business students at all levels. Our enhanced curriculum and global reach continue to allow CityU to reach diverse populations with a central message of effective and responsible leadership.

### **Major Achievements**

Over the past few years, CityU has established itself as a provider of business and leadership education that is globally focused and provides students an opportunity to learn to be better stewards of their communities. Through academic programs and student groups, the University has created opportunities for students to become directly involved in their local communities as change agents for economic and social good.

#### **Graduate Business and Leadership Programs**

The largest program at CityU is its MBA program. This program is offered in eight countries on three continents by international faculty who bring global perspectives to the classroom. Through a multi-country development process, the University has ensured that both international and sustainable perspectives are supported throughout the core of the program. Additionally, students who wish to study these topics in more depth can specialize either in Global Management or Sustainable Business. The University also offers a graduate certificate in Sustainable Business. For our Chinese MBA students, study of corporate social responsibility is mandatory.

In addition to its MBA, the University offers master's and doctoral programs in leadership. At the master's level, students can earn an MA in Leadership during which they will study several aspects of socially and environmentally responsible leadership, which are integrated into the program and are mandatory. At the doctoral level, two courses address social and environmental issues. The first is a mandatory leadership core course that addresses socially and environmentally responsible leadership and the second is a course in the Organizational Leadership concentration that addresses the sustainability of organizations.

### Undergraduate Business Programs

In 2009, the School of Management partnered with the University of Southern Queensland to co-develop an undergraduate degree in sustainable business/accounting, which was called the world's first undergraduate degree to present and support all parts of the Global Reporting Initiative (GRI). The program and several courses were created using the university's centralized curricular design process and this ensured that the GRI's internationally relevant core indicators were tightly integrated into the program and its assessments of student learning. At present, the sustainability portions of this program are being expanded to other business disciplines in order to reach out to additional students.

As part of its ongoing efforts to incorporate a message of responsible management into all of its programs, the University will be revising its undergraduate business programs in 2013. These programs reach students in many locations across four continents, so the message of responsible management in a global community will have particular significance.

### Enactus

The most active student group at CityU is its Enactus team that provides opportunities for its members to identify and engage in service learning projects throughout the community. The University's Enactus team has traditionally consisted almost exclusively of international students from many different countries. Many of these students have selected options that allowed them to earn credit for the many service learning projects that they engage in. The projects that the Enactus group selects share one common criterion: They are intended to have a positive impact on the community. In the past, such projects have included training in financial skills and nutrition for school-aged students, community garden projects, support of shelters, and sustainability projects.

## **Future Direction**

Over the past year, as it has designed new programs and revised existing ones, the University has taken its commitment to global education to a new level. In the past, the University's programs were designed domestically and approved by its international partners. Today, there is a truly collaborative process that drives program design. The new version of our MBA, rolled out in the fall of 2012, contains three courses designed entirely by our European partners. This helps to ensure that the program provides a broad, global approach to business. The University expects this type of collaborative curriculum development to be an integral part of its curriculum design process going forward. Furthermore, this process allows international expertise in areas such as green management, corporate social responsibility and sustainable accounting to be integrated into the programs offered to American students.

## ***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.

### **Overview**

CityU has long had a strong commitment to international education and this is evident in its vision and core goals. The University's mission is to change lives for good by offering relevant, high-quality lifelong education to anyone with the desire to learn. Its vision is to provide education access worldwide. The University is committed to bringing a high-quality education to students around the globe. CityU offers programs in business and management, technology, education, psychology, counseling, and communications to nearly 7,000 students each year, serving 2,000 students in 11 countries outside the United States, and 350 international students each year at its home campus in Washington State. The University's commitment to internationalization is stronger today than ever before as it continues to offer international curriculum and faculty that ensure every CityU student learns the importance of global awareness.

### **Major Achievements**

Given the importance of internationalization to CityU and the fact that internationalized curriculum is part of what we do, CityU remains committed to the belief that in order for business students to effect positive change in the world, they must first understand the nature of the globalized business environment. This requires that students have access to multiple perspectives and an opportunity to learn to effectively communicate with those of differing backgrounds or cultures. CityU has taken a number of steps to support cross-cultural education and understanding.

#### **Internationalizing the Faculty**

With campuses in so many different countries, CityU has a large cadre of faculty around the world to draw upon. Through faculty mobility programs, the University has provided a large number of CityU instructors with the opportunities to teach in other countries. In the past year, we have lowered more barriers to the utilization of global faculty members by offering online classes with a geographic and cultural mix of students taught by an instructor who may be located on another continent. The

beneficiaries of such faculty mobility programs are the students who get to learn from an instructor who has different experiences and perspectives. The curriculum development/revision process also benefits from the international nature of CityU's faculty as courses are designed from the start with diverse and global perspectives.

### **Establishing and Supporting Learning Goals**

Two of the institution's learning goals include commitment to ethical practice and service and global and diverse perspectives. These goals are part of a list of six institutional learning goals that every student should achieve as he/she completes a CityU program. In the past two years, the University has realigned its process of drafting and assessing program learning outcomes and part of this realignment was to tighten the relationship between program outcomes and institutional outcomes. This helps to ensure that all students are committed to ethical practice and service and that they develop global and diverse perspectives regardless of their discipline. It also helps to ensure that these qualities are evident in their learning and they can be identified through independent review.

### **Future Direction**

In the past two years, the University has made connections between its academic programs and the four categories for the United Nations Global Compact. Its undergraduate business program provides students with an opportunity to study sustainable business in a way that addresses all parts of the Global Compact. This is also true of the MBA program. At the doctoral level, the required course on social and environmental responsibility directly addressed the Global Compact.

Still, more work can be done in this area and plans are in place to further infuse responsible leadership into programs where it is not explicitly addressed. Major program revisions of all undergraduate programs in the School of Management are on the schedule for 2013 and infusing content related to the Global Compact will be a focus of those revisions.

## ***Principle #3***

### **Method**

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

### **Overview**

The University continues to use an outcomes-focused curriculum design process intended to ensure that students are able perform specific tasks and demonstrate skills upon completion of a program. The refinement of this new process has allowed all programs at the University to include content that reflects the values of the institution and this content can be demonstrated through student assessments completed throughout the program.

### **Major Achievements**

City University uses a centrally developed curriculum that is managed in its Curriculum Development System (CDS). This allows faculty members at all of its locations to access a common curriculum, which ensures that program outcomes, tied to institutional goals, are the same regardless of the physical location of study. The University's commitment to responsible management education can be supported on a global level through the content contained within its CDS system.

Also, to support a uniform approach to management and leadership education the University has increased its use of technology to help deliver both proximal and distance education. The University has adopted web-based tools for enhanced synchronous distance delivery and lecture capture and these tools are impacting the experience of the students in a very positive way. As an example, a recent doctoral course on social and environmental responsibility utilized content from the CDS and delivered instruction via recorded lecture, live synchronous broadcast, video, and teleconference.

Program revisions, including those that address responsible management and leadership, are captured in the CDS system. These curricular materials are shared throughout the worldwide CityU network. The delivery of these courses is enhanced through the utilization of tools that help faculty to ensure effective learning experiences for responsible leadership.

### **Supporting Global Perspectives in Curriculum Development**

In addition to its commitment to responsible leadership, the University had long been committed to internationalized business education. Because of this, the institution's learning goal that addresses

global and diverse perspectives has risen to prominence. This goal is often referred to as international awareness or international proficiency throughout the University's curriculum development processes.

This goal includes the requirements for all CityU graduates to be able to:

- Work collaboratively with individuals from a variety of backgrounds;
- Learn from the beliefs, values, and cultures of others; realize that varied viewpoints bring strength and richness to the workplace;
- Demonstrate an awareness of the interrelation of diverse components of a project or situation.

Curriculum development for business programs has internationalization inherently built into the process. As each program's outcomes and their associated assessments are drafted, consideration is given to the way in which these outcomes connect to the University's Learning Goals from an outcomes perspective. Global perspectives and ethical practice are key parts of the institution's Learning Goals so the process used to create both programs and courses necessarily considers the ways in which these goals can be connected to each outcome in every program. The link between a program outcome and a Learning Goal can only be established if the institutional Learning Goal is part of the assessments used to measure success on the program outcome.

Thus, the University's program design process follows a consistent pattern. Outcomes are drafted, associated assessments are created, and consideration is given to the inclusion of the Learning Goals, which often requires adjustment to both the wording of the program outcome and the design of the assessment. Lastly, rubrics become an important part of the process. Not only do they guide the evaluation of the different attributes of an assessment but they also ensure that evidence of achievement of Learning Goals, such as global and diverse perspectives and ethical practice, is also present.

### Faculty Engagement around the World

The University's centrally designed curriculum helps ensure program consistency across multiple locations. Students follow program plans and use course materials that are designed with significant international collaboration and approved by School Curriculum Councils at the "home campus." They are consistent across locations, with appropriate modifications to make them regionally relevant. Books and other course resources are also generally consistent, with the possibility of local adaptation.

CityU engages its international faculty in the design and evaluation of its curriculum, and the implementation of its course offerings. Instructors in all of CityU's international locations have a standardized process for providing feedback and suggestions for improvement regarding their courses based on their teaching experience and the needs of the students in their region. Increasingly, the

University expects this cross-border engagement at all levels, including the analysis of evidence of student learning and recommendations for program improvements.

## **Future Direction**

Through a collaboratively developed, yet centrally housed curriculum design process, City University will continue to ensure that its values are infused into the curriculum of all business programs. The design and delivery of internationalized curriculum that supports responsibility in management and leadership is a necessary part of all business programs. The future direction in regards to curriculum and effective learning is to continue the process of making responsible management and leadership a natural part of all business programs by infusing it into program outcomes and assessments. In 2012, the focus was on graduate programs. In 2013, the focus will be directed to the undergraduate business programs.

## ***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.

### **Overview**

A significant area of focus in regards to the University's research efforts has been to examine how business education can authentically model real-world experience. As a part of this effort, the University published its first edited volume in 2011 in which a number of faculty members described methods that they use to link instruction to practice. This volume contains some examples of how specific instructional strategies can contribute to social, environmental, and economic value.

### **Major Achievements**

Recent publications by faculty and staff that address authentic connections to real-world practice include work in the following areas:

- Inquiry learning
- Self-direction and reflection
- Sustainable business
- Service learning
- Use of constructivist theory

By focusing on the ways that a CityU education links to real-world practice, curriculum designers and faculty members have a clearer understanding of what it takes to ensure that the institution's values are an integral part of the process. This helps the University make informed decisions about what its curricular priorities and direction should be and how these relate to responsible management education.

As a part of this process, several new courses that address social and environmental responsibility have been incorporated into the business curriculum and the process of developing and delivering these courses has been described in papers and presentations delivered at conferences in the US and in Europe. Research continues on cultural differences and their impacts on a student's willingness to embrace sustainable leadership. With its international campuses and its common curriculum, CityU is in

a unique position to examine how different cultural norms might impact how a common course is received in different geographic locations. This work is in its early stages but will be a focus in the coming year.

## **Future Direction**

In 2013, the University will host a Conference on Teaching and Learning and faculty members from all locations have been invited to present papers, both live and virtually, on topics that relate to the components of the institution's academic model. This will be an additional opportunity for business faculty to show how their teaching practices create social and economic value. In addition, the effort to examine cultural differences and how they impact the level of student receptiveness to social and environmental messages in business education will take place in 2013.

With its new doctoral program in leadership, the University will be supporting student research in the areas of sustainability and responsible leadership within organizations and schools. A number of doctoral candidates have already submitted proposals indicating their intent to conduct research in these areas.

## ***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.

#### **Overview**

Given the practical nature of its programs, the School of Management continues to maintain its close ties with industry experts to ensure that its programs produce graduates who will meet their needs. Each new program or major program revision requires an Industry Advisory Committee whose primary duty is to identify the specific skills that program graduates should be able to demonstrate upon their completion of the program.

#### **Major Achievements**

All programs in the School of Management at CityU are reviewed and revised on a regular basis and this requires industry advisory committees to ensure that program and course level outcomes reflect the needs of hiring managers from a range of domestic and international companies. In addition, this process allows the members of the industry advisory committees to indicate which social and environmental concerns are important to them. To date, the University has used this process to revise programs in business, leadership, accounting, marketing, and technology.

As an added advantage, CityU uses a practitioner faculty model where industry professionals are hired to teach the majority of its courses. This allows them to bring their expertise and perspectives directly to the classes they teach and this helps the University maintain a connection with the needs of industry. Often, these practitioner faculty members are involved in the design of curriculum that is shared throughout the CityU network worldwide. By connecting domestic practitioners with educators and students around the world, a multi-directional information exchange becomes possible, thereby enriching all participants.

#### **Future Direction**

Using its connections to industry, CityU will continue to strengthen its programs as it furthers its transition into areas relative to the Global Compact and the PRME. Already, industry connections have helped the University to expand its focus on responsible leadership from one program in 2010 to four

programs in 2012. This expansion is scheduled to continue in 2013 with the revision of all undergraduate business programs.

## ***Principle #6***

### **DIALOGUE**

We will facilitate and support dialogue 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.

### **Overview**

With the goal of reaching populations with un-met needs who are seeking business education, CityU has established a network of partners in a number of countries on four continents. Through some of these partners, the University offers its degree programs. In other cases, the collaborations have focused primarily on professional or vocational training. In all cases, these partnerships enrich the University's capacity to provide globalized education that contributes to sustainable social value.

### **Major Achievements**

The University maintains international partnerships through which it is able to offer its degrees in Canada, Mexico, Slovakia, Switzerland, Romania, Greece, The Czech Republic, China, and Australia. These foreign partnerships account for 1/3 of the University's annual enrollments. To date, thousands of international students have been able to complete an American-style education that they would not have otherwise had access to. The indications from foreign partners are that, generally, CityU's international students have been able to secure employment because they possess an American degree that also required them to be fluent in English. The number of graduates around the world is growing and CityU is among the leading American institutions in regards to the number of MBA graduates it has produced in China alone.

Through an increased focus on the connections between social and economic value, a number of new processes have been put into place. Sustainable management is now included in programs taught at most of the University's locations and in many cases curricular content related to responsible leadership is a mandatory program requirement. Both faculty and students are exploring the ideas of social and environmental responsibility often in cross cultural exchanges where a faculty member from one country will teach students from another country both live and online.

The University has also become a part of sustainability efforts within its community by joining a coalition of organizations dedicated to sustainable business practices. As part of its membership in

community organizations, the University is participating in an internal audit that will reveal areas of good practice as well as areas in need of improvement relative to sustainable practices.

## **Future Direction**

In January 2013, the University will move its headquarters to a new urban campus located in central Seattle. As a result of its move, a number of new connections have been established with key stakeholders including community leaders in government and business. This provides the University with a number of collaborative opportunities to explore new directions in responsible leadership and management, which are tied to the needs of the community it is a part of.