In the Business of Success. *That’s* Dominican.

PRINCIPLES OF RESPONSIBLE MANAGEMENT EDUCATION
Sharing Information on Progress
May, 2014

DOMINICAN UNIVERSITY
Brennan School of Business
Members of the PRME Community:

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

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

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

Sincerely,

______________________
Donna M. Carroll, EdD
President, Dominican University

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

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

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

Vision Statement: The Brennan School of Business aspires to be a leading small school provider of management education in the Chicago market.

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

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

Since its inception, the Brennan School of Business has offered a curriculum that addresses issues of business ethics. The establishment of the Christopher Chair in Business Ethics in 2003 and the founding of the school’s Center for Global Peace through Commerce in 2008 reflect its continuing commitment to preparing business leaders to make a difference in their communities and around the world.

The Brennan School of Business’ core values are ethical business behavior, compassionate leadership, global perspective, and entrepreneurial mindset.
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.

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

Center for Global Peace through Commerce

In 2008, the Brennan School created a Center for Global Peace through Commerce to further support our mission of creating 21st century business leaders who have impact with integrity. As an institution committed to the broader issue of social justice, the Center for Global Peace through Commerce has become a conduit for programs and activities that further the development of a more inclusive and sustainable world economy. The center expresses this mission in three areas:

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

This past year, the theme of global poverty, and the development of social entrepreneurs who have imaginative solutions to that issue, was a major focus of campus and corporate discussion. Since our last SIP, the Center has sponsored the following events in support of its mission.

**Capitalist Peace Symposium** – Speakers Patrick McDonald of University of Texas, Rafael Reuveny of Indiana University, and Quan Li of Texas A&M University discussed the power of the international economy to affect global war and peace.

**Election 2012: Voting Beyond the Water’s Edge** – Gerard Powers, PhD, professor of Catholic peace building at the University of Notre Dame discussed U.S. foreign policy in the election.

**Islam in America** – A panel discussed personal experiences about Islam in America.
Water: Sustainability, Climate Change and Future Conflicts – Gerald Gulley, PhD, discussed water resources with population growth.

Finally, three other core values animate Brennan School activities:

• Compassionate leadership
• Global perspective
• Entrepreneurial mindset
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.

Values animate decisions to guide purpose. Indeed values are at the core of both the Brennan School mission and all PRME Principles.

International Residency:

At the Brennan School of Business, we believe that an MBA education should develop business leaders with a global perspective and real-world skills.

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

In Summer 2013, 14 students spent a week in Johannesburg and Alexandra Township, “Alex” for short. Alex Township borders on and contrasts with Sandton, one of South Africa’s wealthier suburbs and home of the South African Stock Exchange. Alex is densely populated with about 750,000 individuals living in an area less than a square mile.

During the week, student teams worked intensively with the following women-owned, small businesses:

- GC Fires Restaurant
- Mveledzo Community Organization
- Luxion Bakery

Teams spent time with their business owner, visited their business, assessed their business in terms of strengths and weaknesses and, at the end of the week, presented to their business owner a plan for business improvement. Students also attended lectures on entrepreneurship in South Africa and the effect of AIDS/HIV on the entire South African economy.
The Globally Positioned Student (GPS):

The Globally Positioned Student is the name for Dominican University’s Pathways Initiative Project that is part of our Higher Learning Commission reaccreditation process. This project focuses on the assessment of student learning outcomes in connection with global citizenship throughout the entire university.

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

- Has knowledge about the interconnectedness of global geographies and cultures;
- Has the skills and competencies needed to ask critical leadership questions and engage in dialogue;
- Is able to use analytic, quantitative, evaluative and integrative management techniques across a broad range of organizational issues and types;
- Has the curiosity, sense of belonging, and sense of responsibility necessary to ask how his or her own actions will affect other individuals, organizations and environments locally and globally; and
- Uses her or his knowledge, skill and sense of belonging to act in ways that help create a more just, humane and sustainable world.

“Breadth of an Industry: Depth of a Company” was the Brennan School’s pathway project. Its goal was to embed and assess global learning throughout the business curriculum. Undergraduate courses focused on the global dimensions of the airline industry, while graduate courses focused on the global pharmaceutical industry. Students analyzed cases, reviewed annual reports, read industry analyses, and stayed abreast with current events occurring in their respective industry. The original undergraduate capstone Business Policy course used a simulation focused on the airline industry. Two representative examples of the summary, narrated reflection from Brennan undergraduates follow.
Global Citizenship

What it means to us

By Rocio Aguilar and Marco Leyva

- Cost beyond social responsibility
- Addresses everyday issues
- Sustainability
- Poverty
- Access to food and education
- Contributions to the communities where operations take place
- Integration of global citizenship into business model, where company maintains profitability, sustainability, and stakeholder expectations

Our Definition

- Corporations that follow global citizenship are here to stay
- Help and support communities and customers to have an impact
- Showing responsibility for the community affects company approval ratings from the public
- Not only about the services offered
- A company that gives its ability to receive

JetBlue Airways

Global citizenship is a representation of JetBlue’s beliefs
Consistently engages in volunteer work and in environmental projects in communities
- Child literacy
- Funding Education
- Renewable Energy
- Greening
- Projects reflect their commitment to corporate citizenship
GLOBAL CITIZENSHIP
Mayte Domínguez

WHO AM I
- Senior
- Major: International Business
- X-Culture Project

DEFINING GLOBAL CITIZENSHIP
- Diversity
- Interdependence
- Sustainability

THE AIRLINE INDUSTRY
- IndiGo
- AirAsia

THE AIRLINE INDUSTRY
- Etihad Airways
- Emirates
- Qatar Airways
The Christopher Chair in Business Ethics:
The Christopher Chair in Business Ethics was established in 2002 by Doris and Jay Christopher. The Christopher Chair is a position for a visiting scholar focusing on the examination of ethical business practices. The Christopher Chair reflects the Brennan School’s continuing commitment to preparing business leaders to make a difference in their communities and around the world.

In 2012-2013, Carole Parkes, Co-Director Social Responsibility & Sustainability at the Aston Business School (Birmingham, UK), was the first international scholar to become a Christopher Chair. Carole met with faculty members and students to broaden their understanding of social responsibility in a dynamic global environment.

In Spring 2013 Carole delivered The Christopher Chair in Business Ethics Lecture. Carole’s topic was “Profits with Purpose.”
**Principle 3: Method**

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

The classroom is the core of the Brennan commitment to PRME and its values. Method is of particular importance to BSB faculty and students to challenge them to think broadly and deeply about responsible management.

Our curriculum provides a broad spectrum of responsible management examples and three relevant examples follow.

**GSB-623: Corporate Social Responsibility:**

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

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

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

Examples of two of the students’ presentations are provided.
Our Mission

- Zulu Ikliniki is dedicated to providing advanced health services to communities in the Umzinyathi region, reducing the impact of HIV/AIDS and promoting total population health.

Peer Education

- 5-day training program
- Wage: 25 ZAR/hour
- Educate their local community, on-the-ground resource for online clinic

Hospital partners

Distance from Zulu Ikliniki
- to Charles Johnson Memorial: 15 mi, 22 min
- to Church of Scotland: 42.3 mi, 1 hour and 14 min
- to Dundee Hospital: 34.7 mi, 31 min
- to Greymont Hospital: 43.7 mi, 1 hour

Cost Comparison

<table>
<thead>
<tr>
<th></th>
<th>Zulu Ikliniki</th>
<th>Hospital</th>
<th>District Hospital</th>
<th>Regional Hospital</th>
<th>Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit cost</td>
<td>331.50</td>
<td>235.64</td>
<td>649.17</td>
<td>120.00</td>
<td>236.60</td>
</tr>
<tr>
<td>Daily cost (ZAR/day)</td>
<td>994.80</td>
<td>913.25</td>
<td>666.00</td>
<td>224.60</td>
<td>312.00</td>
</tr>
<tr>
<td>Specialized hospital</td>
<td>437.84</td>
<td>351.26</td>
<td>120.00</td>
<td>224.60</td>
<td>312.00</td>
</tr>
<tr>
<td>Civilian</td>
<td>-</td>
<td>95.45</td>
<td>649.17</td>
<td>120.00</td>
<td>236.60</td>
</tr>
</tbody>
</table>

Deep Dialogue – Tribal Govt.

- 40% percent under Ingonyama Trust land
- Role of Isimudumu
- Patriarchal society
- Language isiZulu
- Hlonipha (respect)
- Babu (father) and Mama (mother)
- Spaza shops
- "Isiblacks" (informal ban)
**PEAS**
Poverty Eliminating Agriculture Support

**FOOD DESERTS IN CHICAGO**

**ALTGELD’S “GROCERY STORE”**

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

**DEEP DIALOGUE**

**SYSTEMS THINKING**
Including every method and player
GSB-622: Management Information Systems:

Ethical issues related to MIS are included in this course. As an example, one faculty member frames the Enron Collapse as follows:

Enron was a large and apparently very successful company that failed. Accounting scandals, ethical lapses and even employee suicides occurred. Search the Internet to see what you can discover about Information Technology at Enron. Summarize in one paragraph what you found and cite your source(s).

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

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

- Q1: Read the required article about American Airlines. American Airlines treats some customers differently than others when they call. How do they get the knowledge required to do this? 21
- Q2: Name one other example of how an airline could treat customers differently based on knowledge they have about the customer.
- Q3: Recall our discussion about Blockbuster and Netflix earlier this year. You know that Netflix's customer Relationship Management System (CRM) is capable of capturing all the details about all customer activity, such as orders, shipments, and returns. Assume many details are captured including product detail, dates, times, and prices. You also have other information about each customer such as zip code, subscription information and past history. If you were in charge of marketing at Netflix, what pattern(s) would you look for in the data and what special offer(s) might you make to selected customers based on the information that you find?
GSB-626: Marketing Management:

The marketing management course emphasizes client-based service learning. Throughout the course, students rely on ingenuity and an ability to appreciate creativity and shades of gray. In the past, students have worked with:

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

GSB-761: International Business:

In GSB 761 students discuss and explore the Global Compact. Students must research a Global Compact signatory firm that is new to them and make a presentation that identifies one principle of the Global Compact of interest. Students must evaluate the benefits gained from being a Global Compact signatory. Selected slides from two student presentations follow:
Ladder Up:

Each year, Brennan School accounting and business ethics students are encouraged to volunteer to prepare income tax returns for the low-income clients for two Chicago-based, low income tax preparation program: Ladder Up and the Center for Economic Progress. After completing a rigorous training...
program, students attend multiple tax preparations session, working with tax clients on their state and federal returns.

In 2012, 52 Brennan School volunteers generated over $610,000 in refunds for the families served. In 2013, Brennan School accounting students continued their involvement with Ladder Up. In 2013, approximately $10,500 was generated per student who participated in the program. At semester’s end, students write extensive reaction papers analyzing their volunteer experience in light of the course materials.
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.

Research is an important activity for every faculty member. We agree with a recent AACSB Report on The Impact of Research: A Guide for Business Schools that “Research by business school faculty helps develop curricula and course content, contributes to the intellectual climate of the institution, and elevates the academic reputation of the business school on campus.” As a school that places an exceptionally high value on teaching excellence, we include in our portfolio of published faculty research articles not only on the scholarship of teaching (SoTL) but also on the scholarship of discovery as well as the scholarship that informs professional practice in business. The broad research interests of faculty speak to the equally broad domain of responsible management.

The following summarizes some faculty and their prevalent research or topic.

- Al Rosenbloom: Relationship between poverty and management education.
  
  

- Mohamed Askar: Green management:
  

- Wayne Koprowski: Private and public corruption domestically and internationally


- Raymond Pollastrini

- Hermann J. Schneider: Impact of minority business certification within the MBE community
  - Schneider, H. J. (2011). Where Do You Fit in the Corporate Supply Chain?. *MBE Connect. MBE Connect*

- Carol Tallarico: Environmental economic research

- Kathleen Odell: Studying the impact of financial services for the poor, and evaluating the provision of a need for job training in advanced manufacturing from the Austin neighborhood on Chicago’s west side.

- Daniel Condon: Effective teaching methodologies for management education concepts

- Robert Irons: Student loan crisis and the impact it has on students, their families, their communities, our country and the rest of the world
Al Rosenbloom, Professor, Marketing and International Business, continued in his role as lead researcher for the PRME Working Group on Poverty as a Challenge to Management Education. In that role, Al designed a global survey on “Poverty as a Challenge to Management Education.” The primary survey goal was to capture pedagogical innovation as business schools attempted to integrate the issue of poverty into their curricula. Al presented the survey findings at the 18th CEEMAN Annual Conference, in Caserta, Naples, Italy, and September 2010.

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

In 2011, Al continued his role as lead investigator for the Working Group. He designed a new global survey, Fighting Poverty through Management Education: Challenges, Opportunities and Solutions. This survey’s goal was to identify the barriers that hinder business schools form including the topic of poverty in their curricula. In February, 2012, Al presented preliminary survey findings to the European QUALity Link (EQUAL) Board in Brussels, Belgium. EQUAL is a network organization, supported by the European Foundation for Management Development (EFMD), whose mission is to act as a think tank and policy development catalyst for organizations in Europe (primarily) for international business and management education, training, and research.

Additionally, Al designed and organized an online, repository of teaching innovations being used by faculty members for integrating poverty issues into management education curricula and practice. This open source database is titled, Collection of Best Practices and Inspirational Solutions. Al will present both the final survey results and the Collection of Best Practices at PRME 3rd Global Forum to take place at the Rio50+20 Meeting in Rio de Janeiro, June 2012.
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.

Corporate Governance Forum:

This annual forum on issues of corporate governance has, since 2005, brought together international renowned scholars and business leaders to discuss issues facing today’s corporate boards, including diversity in the boardroom, executive compensation, and government regulation of Wall Street.

“Diversity in the Boardroom”
A panel of some of the area’s most prominent business leaders discussed the topic of diversity, its implications in corporate governance and the possible actions going forward. The panelists included:

- Carol Lavin Bernick, CEO, Polished Nickel Capital Management
- Cheryl Mayberry-McKissack, CEO, Nia Enterprises & COO, Johnson Publishing Company
- John Rogers, CEO, Ariel Investments
- John Rowe, Chairman Emeritus, Exelon Corporation

“Rationale for the Ratio: Views on Disclosing CEO Pay Ratios”
This year’s discussion focused on the potential impact of the SEC’s proposed rule on disclosing the ratio between CEO compensation and median employee pay. The panel included:

- John Canning, chairman of Madison Dearborn Partners and chair of Exelon’s compensation committee
- Claudia Allen, co-chair of the corporate governance practice at the law firm Katten Muchin Rosenman LLP
- Doug Davidson, assistant director of arbitration for the Brotherhood of Locomotive Engineers and Trainmen
- Michael Kesner, head of Deloitte Consulting’s national compensation practice
- Robert Murley, vice chairman-senior advisor at Credit Suisse and a director for several companies
Ethics and Leadership Lecture:

The Ethics and Leadership Lecture has brought some of the world’s most influential leaders in corporate ethics and social responsibility to Chicago, including:

- Mary Robinson, former president of Ireland and U.N. High Commissioner for Human Rights
- Sir Mark Moody-Stuart, former chairman of Royal Dutch Shell and chairman of the Foundation for the United Nations Global Compact, and
- Mary L. Schapiro, former chair of the SEC

The lecture brings an unprecedented level of access to these leaders for the Chicago business community.

October 2013

Dr. Carolyn Woo, President and CEO of Catholic Relief Services, met with members of senior administration and the faculty to discuss current efforts and possibilities at Dominican University in teaching, research, and community service.

October 2012

Sir Mark Moody-Stuart, the chairman of the Foundation for the Global Compact, which supports the work of the United Nations Global Compact—the world’s largest corporate responsibility initiative, spoke on the topic of “Challenges for Companies Operating in Conflict-Sensitive Countries.” Sir
Mark is also a longtime leader of some of the world’s largest companies (including Accenture, HSBC Holdings, and the Royal Dutch/Shell Group).

In Class

Dominican hopes to keep partnerships open by inviting a variety of leaders into the classroom. This creates communication between many influential leaders with our faculty and students.
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.

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

Kiva

Dedicated to using the power of micro lending to fight global poverty, Dominican University’s Kiva Lending Team was founded in June 2009 as part of our School’s belief in and commitment to sustainable business and the human spirit. Our Kiva Team surpassed its first-year goal of making $5,000 in loans and has, in fact, provided over $57,000 in loans to date. This places our school within the Top 25 “Colleges/Universities” supporting Kiva.

NetImpact

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

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

Entrepreneurs Boot Camp

Founded in 2005 by former Brennan School of Business professor and Dean Arvid Johnson, now president of University of St. Francis, the innovative Entrepreneur’s Boot Camp embodies the school’s focus on providing close, collaborative support for students and community entrepreneurs. The one-day intensive workshop features classes and presentations on hot-topic issues facing startups by both faculty members and recognized Chicago entrepreneurs who have “made it.”

The Brennan School hosted the fifth Boot Camp and was pleased to present Patrick Ryan, Jr., founder of Incisent Labs and Executive Committee member of the Chicagoland Entrepreneurial Center, and Bruce Lund, award-winning founder of toy design and product invention company Lund and Company Invention, LLC, as keynote speakers.
Center for Economic Education

The U.S. Bank Center for Economic Education at Dominican University is one of eight university-based centers in Illinois affiliated with Econ Illinois at the state level and the Council for Economic Education at the national level.

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

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

In addition, it has undertaken efforts to increase financial literacy among adults in the local area. It has teamed up with several nonprofit organizations to offer classes and seminars to financially empower all members of the community.
Looking Forward
Statement

During the next 18 months, we expect to:

- Support faculty research on the broad issues of sustainability, sustainable development, ethical leadership and responsible management.
- Strengthen the International Residency in South Africa.
- Continue the extensive programming of our U.S. Bank Center for Economic Education.
- Reach out to further the Center for Global Peace through Commerce by creating and continuing dialogue and programming.
- Help further curriculum promoting responsible management education to our students and faculty.
ABOUT THE BRENNAN SCHOOL OF BUSINESS

Celebrating its 35th anniversary, the Brennan School of Business at Dominican University was named in honor of Edward A. and Lois L. Brennan in 2006. Today the school is one of the leading small school providers of management education in the Chicago metropolitan area. More than 500 students pursue undergraduate and graduate degrees in the fields of accounting, business, economics and international business. The student body, with representatives from around the world, is diverse in terms of both business experience and cultural backgrounds.

Our Mission

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