



ARCHIE W. DUNHAM COLLEGE of BUSINESS | *Innovation. Leadership. Character.*



United Nations
Global Compact

Spring 2019

Principles of Responsible Management Education

Sharing Information on Progress (SIP) Report



LETTER FROM THE DEAN

We at the Archie W. Dunham College of Business at Houston Baptist University are delighted to be participating in the Principles of Responsible Management Education. The University is founded on the principles and values set forth in our “Ten Pillars,” on of which commits the University and the Dunham College of Business to “Renew our campus, renew our community.” In fulfilling this Pillar:

HBU plans to go beyond simply benefiting our community through growth and positive economic effects. We will also become more involved with the area through a variety of programs. HBU will begin working more closely with the City of Houston and our local Community Development Corporation to energize the neighborhood. We will initiate an intentional giving campaign that will link the contributions of HBU employees and students to ministries and charities doing effective work in the area.

We view this in a broad sense, that we believe encompasses the ideas of PRME. We also see this as a natural extension of our Biblical approach to education in that we are called to be good stewards of the world God has provided for us (Genesis 1:28).

We look forward to continuing in our efforts to infuse the tenets of responsible management into our pedagogy.



Dr. Kenny Holt.



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LETTER FROM THE PRME COORDINATOR

As the PRME coordinator for the Archie Dunham College of Business (ADCOB) at Houston Baptist University (HBU), it is my pleasure to submit our first Sharing Information on Progress report.

This report represents not only shares the commitment of PRME to “Transform Business Education based on the United Nations Sustainable Development Goals”, but also confirms that the strategic vision of HBU has numerous confluences with PRME’s values and mission to make the world a better place.

HBU places a strong missional emphasis on changing our community and the world as well as engaging with our culture through scholarship and service. And, this report is an attestate to how our college activities are intentionally committed to helping students take the next step in creating sustainable organizations.

We as the college of business, and myself personally, look forward to broadening our impacts within our college, the HBU community, and the world.



Rev. Dr. Timothy Ewest



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EXECUTIVE SUMMARY

This report presents a survey of existing initiatives within the Archie W. Dunham College of Business (ADCOB), and specifically within the classroom. The reader will note there are some reoccurring themes throughout the report. Specifically, the ADCOB understands and embraces the larger mission of a faith based teaching institution and thus this report demonstrates focused efforts on developing the mindset of individual leaders through programmatic and classroom commitments, but with a special emphasis on nurturing our students spiritually. These commitments are represented by numerous pedagogical classroom activities, a dedicated course (Stewardship), a Faculty learning community and the Center for Christianity in Business. Finally, we would be remiss if we did not recognize our aforementioned individual and organization motivation of our collective Christian faith, which intentionally looks beyond the behaviors of our students and faculty and asks what is our higher purpose.

MISSION

The mission of the Archie W. Dunham College of Business is to serve Christ by building innovative leaders of character, empowering them to actively engage in the development of their organizations, communities, and society.

UNIVERSITY TEN PILLARS

The Archie W. Dunham College of Business positions itself strategically to support Houston Baptist University (HBU) Ten Pillars. These Ten Pillars are the reflection of envisioning sessions and conversations held with faculty, staff, students, trustees, alumni, and selected members of the community. The ideas and initiatives listed in this vision document all have their roots in those sessions. While the Ten Pillars do not exhaustively list all the suggestions, or all of our plans, they do capture the spirit and direction of our university family's aspirations for HBU.

Ten Strategic Pillars Houston Baptist University

- [Pillar One: Build on the Classics](#)
- [Pillar Two: Recruit for National Influence](#)
- [Pillar Three: Embrace the Challenge of Christian Graduate Education](#)
- [Pillar Four: Establish a Residential Society of Learning](#)
- [Pillar Five: Increase our Cultural Impact through our Faculty](#)
- [Pillar Six: Renew our Campus, Renew our Community](#)
- [Pillar Seven: Bring Athens and Jerusalem Together](#)
- [Pillar Eight: Expand our Commitment to the Creative Arts: Visual, Musical, and Literary](#)
- [Pillar Nine: Cultivate a Strong Global Focus](#)
- [Pillar Ten: Move to the Next Level as an Institution](#)

Unanimously approved by the Board of Trustees
February 19, 2008

VALUES AND COMMITMENTS

Specifically, the Archie W. Dunham College of Business, seeks to develop innovative leaders of character. Our programs – undergraduate and graduate – are centered on preparing students to be successful in their careers to which they are called. Students receive personal preparation in their academic programs, from faculty who are experts in a variety of business disciplines, holding high academic credentials and professional expertise.

The Archie W. Dunham College of Business is a leader in business education in the Houston area. An important element in our students' experience is the ongoing opportunity they have to connect and interact with leading Houston-area global businesses.

PROGRAM OVERVIEW

The College's majors and programs will give students a solid grounding in theory, ideas, and the added advantage of practical application of skills and knowledge through internships, travel abroad opportunities, and one-on-one contact with faculty who bring the highest academic and professional credentials to the classroom.

HBU offers five majors to more than 450 undergraduate students, and five master's degrees to over 200 graduate students. The graduate degrees offered are the Master of Business Administration (MBA), Master of International Business (MIB), Master of Science in Human Resource Management (MS-HRM), Master of Science in Management and Entrepreneurship (MSME) and Master of Accountancy (MACCT). Houston Baptist University is nationally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and Accreditation Council for Business Schools and Programs (ACBSP).

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.

SUSTAINABILITY STRATEGY

Archie Dunham College of Business (ADCOB) has imbedded stewardship and correspondingly PRME principles within courses, personal activities and community engagement. These activities have been implemented to support the ADCOB.

SCHOOL'S VISION FOR RESPONSIBLE MANAGEMENT EDUCATION

STEWARDSHIP AT HBU

HBU has committed to responsible business, through the introduction of the concept of Business Stewardship. Business Stewardship introduces students to the notion of corporate social responsibility and theories of business stakeholder relations. The application of these ideas requires businesses to consider their pursuit of profit within the context of the impact of their business activities on a diverse set of organizational stakeholders.

STEWARDSHIP

The term *Stewardship* is used in popular business literature to connote taking responsibility for oneself and for governance of institutions (Block, 1993). Similarly, stewardship as an academic theory (Davis, Schoorman & Donaldson, 1997; Haskins, Liedtka & Rosenblum, 1998; Hernandez, 2008) which has theoretical correspondence to corporate social responsibility and various forms of leadership including: Ethical leadership (Brown and Treviño 2002), servant leadership (Greenleaf, 1977), spiritual leadership (Fry, 2003) and prosocial leadership (Ewest, 2015). Stewardship research suggests that leadership is essential to enable communities and the organizations these communities create to live within their designed purpose (Ewest, 2017).

Hernandez (2008), whose work is seminal in this field suggests, "Stewardship is defined here as the attitudes and behaviors that place the long-term best interests of a group ahead of personal goals that serve an individual's self-interests. It exists to the extent that organizational actors take responsibility for the effects of organizational action on stakeholder welfare. The issue of balance is a key part of taking personal responsibility" (p. 122). This definition clearly supports the idea of the two foci of stewardship, personal responsibility in relationships (leadership) and organizational responsibility, that being, the organization and its relationship to the global community (Corporate Social Responsibility) (Ewest, 2017).

Therefore, generally speaking, stewardship is the result of others directed leadership, prosocial leadership, and corporate governance that includes responsibility to stakeholders and the social and environmental impacts of the organization. Specifically, responsibility involves deepening relationships with oneself (personal leadership), fellow employees (leading others) and broader stakeholders and organizational impacts (organizational leadership) and when responsibility is taken for all three, an organization and its leaders are considered good global citizens.

STEWARDSHIP THEORY AND CHRISTIANITY

As a Christian institution, HBU regards Stewardship as a Christian concept, often called, "co-regency" (Miller & Ewest, 2013). Scripture brings this idea to the fore early on, "God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground" (Genesis 1:28). Jesus also teaches the Parable of the Talents, which rewards those who take and multiply the gifts and resources given to them, noting "Well done, good and faithful servant! You have been faithful with a few things; I will put you in charge of many things" (Matthew 25:14-30; Luke 19:12-28).

Co-regency or stewardship teaches that people are co-creators with God, and have a responsibility to use wisely and responsibly the gifts and opportunities they are given. Specifically, we have a duty to partner with God to complete God's creative work, which includes not only inventing, building, planting, growing, and harvesting, but also a call to heal and repair the broken or fallen aspects of the material world. The Apostle Paul notes how Christ, "committed to us the message of reconciliation" (2 Corinthians 5:19b). And the final chapter of the final book of the New Testament paints a heavenly vision for "the healing of the nations" (Revelation 22:2b).

Further related to stewardship, Protestants also emphasize covenant theology, which suggest a non-contractual mutuality of obligation and care between counter-parties and stakeholders in commercial matters (Stackhouse, 1995).

PERSONNEL RESPONSIBLE FOR PRME-RELATED ACTIVITIES

Dr. Timothy Ewest Associate Professor of Management teaching core courses related to ethical leadership, corporate social responsibility and stewardship. Rev. Dr. Timothy Ewest is the Associate Professor of Management and the M.B.A. program director at Houston Baptist University (HBU). He has worked in higher education since 2002 teaching management, leadership, ethics, corporate social responsibility and stewardship. His research interests include the integration of faith at work and prosocial leadership. Besides his duties at HBU, Dr. Ewest has worked as a Visiting Research Collaborator with David Miller at Princeton University's Faith & Work Initiative and as a member of the United Nations Think Tank on Responsible Management. Dr. Ewest holds a master's degree in theology from Wheaton College, a master's degree in theology from Regent University, an M.B.A. from George Fox University, and a D.Mgt. from George Fox University. Dr. Ewest is an ordained minister in the Christian and Missionary Alliance.

FACULTY LEARNING COMMUNITY ON SUSTAINABILITY

This Faculty Learning Community on Sustainability looks past short-term performance, and considers how organizations can pursue long term sustainability. Sustainability must include the Triple Bottom Line: society, our environment, and our economy. The learning committee is dedicated to learn about this important topic, and learn from each other. Moreover, this learning community also considers the values that drive and motivate leaders, these values, include religious faith or spirituality are many times an intricate part of change

Dr. Michael Kraten, PhD, CPA, a Professor of Accounting and a national leader on Sustainability issues, organizes and leads this faculty learning community. Dr. Kraten earned a PhD in Behavioral Accounting from the University of Connecticut, a MPMM in Public and Private Management from Yale University, and a BBA in Public Accounting from Baruch College of the City University of New York. He is the Deputy Chair of the Sustainability Investment Leadership Council, and is a senior officer with the Public Interest Section of the American Accounting Association. He is also a prolific writer and presenter on the national stage in the business fields of sustainability accounting and integrated reporting.

TRACKING PRME-RELATED ACTIVITIES

Presently ADCOB assess their PRME goals concurrently with reporting for Accreditation Council for Business Schools and Programs (ACBSP). Faculty are asked to report their activities in the classroom and community as they related to the PRME Sustainable Development Goals.

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

INSTITUTIONAL VALUES AND PRINCIPLES,

As previously stated, Ten Pillars capture the spirit and direction of our university family's aspirations for HBU. To this end four of the ten strategic pillars are addressed through the implementation of PRME initiatives within the community of HBU.

- Pillar Four: Establish a Residential Society of Learning, is addressed through the activities of the Faculty Learning Community on Sustainability.
- Pillar Five: Increase our Cultural Impact through our Faculty, is addressed through the various scholarship and community actives of our professors and students.
- Pillar Six: Renew our Campus, renew our Community, is addressed through service-learning activities and service days.
- Pillar Nine: Cultivate a Strong Global Focus, is addressed by embracing and enhancing our campus diversity.

ISSUES MOST STAKEHOLDERS

DIVERSITY

Houston Baptist University (HBU) has consistently been recognized as being one of the most ethnically diverse colleges within the United States, even more ethnically diverse than the Houston Metro area in which it resides (see Table 1). The inclusion of a diverse student population, including diverse social, religious and societal concerns is important to stakeholders within the community.

Name	School Average*	City Average**
White	28.8%	42.0%
Black or African American	25.4%	14.0%
Hispanic	23.8%	55.0%
Asian	11.1%	15.0%
Non U.S. Citizen	4.0%	N/A
2 or More Races	3.8%	5.0%
2 or More Races	3.8%	5.0%
2 or More Races	3.8%	5.0%
Race Unknown	2.5%	23.0%

*Higher Education Accreditation Institute **Bureau of Labor Statistics.

FAITH BASED ETHICAL COMMITMENT TO BUSINESS

The Center for Christianity in Business (CCB) is an initiative of the Archie W. Dunham College of Business at Houston Baptist University. It is dedicated to challenging and equipping present and future Christian business leaders to integrate biblical values and principles in their personal and professional lives. Numerous faculty and alumni understand that their faith plays an instrumental role in caring for their families, communities and the world around them. These faith related values are demonstrated in commitments to networking events, mentoring relationships and publications. The commitments of the CCB intend to raise ethical business leaders who lead organizations to make decisions which help individuals and communities flourish.

PRINCIPLE 3 - METHOD

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

INTEGRATION INTO COURSES/CURRICULUM

ECONOMICS

ELLEN CLARDY, PHD

In class, intro micro and macro, students discuss the allocation of scarce resources and how a functioning marketplace best optimizes decisions as well as options when the marketplace suffers from incomplete or asymmetric information or other issues.

FINANCE / ACCOUNTING

MICHAEL KRATEN, PHD

Currently using "Save The Blue Frog" as a learning activity in accounting classes. "Save The Blue Frog," an experiential learning activity and an educational game, was created by Dr. Kraten with the support of the Big Four global accounting firm PwC. It involves a Western energy company that obtains a contract to build a hydro-electric power plant over a jungle waterfall in a poverty-stricken developing nation. The project threatens the existence of an endangered species known as the Blue Frog.

The firm must weigh the benefits of providing inexpensive, reliable, and "clean" energy to a human population in desperate need against the environmental, social, and moral risk of causing the extinction of a native species. In the game, students play the roles of Company Owner, Environmental Activist, and other independent stakeholders.

ANALYTICS/BUSINESS MATH

LEVON HAYRAPETYAN, PHD

Various forms of inequality (gender inequality, inequality within and among countries, various groups in a society, etc.) is discussed using the Lorenz Curve for Income distribution and the Gini index (also called the coefficient of inequality). Moreover, we do several exercises to measure (quantify) the inequality among various groups.

MANAGEMENT

MICHAEL CHUANG, PHD

Class activities allow students to work on understanding blockchain, which is the infrastructure that has potentials to build a decentralized industrial network, and to unveil the potentials how blockchain can lead to innovation for business and management

RICHARD J. SWERSEY, PHD

Discussion and course activities consider the biblical perspective that God decreed humankind to be the stewards of His creation. In addition, it turns out that achieving many of these goals is also good business. Also, gender equality is discussed in terms of developing social capital as a means to achieve competitive advantages for firms.

TIMOTHY EWEST, DMGNT.

In the Stewardship introduces students to the notion of corporate social responsibility (CSR), theories of business stakeholder relations and the role others directed leadership plays in the CSR process. The application of these ideas requires businesses to consider their pursuit of profit within the context of the impact of their business activities on a diverse set of organizational stakeholders. This course will explore issues surrounding the obligations of business to society, and the interests of corporations and their stakeholders in 2 order to provide students with the ability to recognize potential conflicts of interest and act as effective business stewards to address them. The course also has a service learning component.

Since its inception in 2016, the course has recorded significant service learning hours within the community. See table below.

Community Service Learning Hours	
Year	Total Hours
2016/2017	792
2017/2018	1595
2018	1248

Students are also asked to write a case analysis in the course Transformational Leadership and Ethics. The case analysis discusses an organizations ethical lapse and the impacts those ethical issues have had on the environment, society and communities. Each case must have a section which resolves the issues presented in the case using established ethical theories and corporate social responsibility strategies

MARKETING

MARK CLARK, PHD

Consideration of strategic innovation focusing on the five forms of innovation defined by Schumpeter (1934, 1942, 1950), and “social responsibility” as “faith-based elements” that include the Ten Commandments from the Old Testament (Deuteronomy 5:7-21; 6:5-9) and their extension by Jesus Christ (Matthew 7: 12; John 13: 34-35). These rules form the code of conduct for “socially-responsible business” (for-profit, nonprofit, or governmental), and are the core principles underlying classroom instruction related to courses in marketing.

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.

CENTERS AND PUBLICATIONS RELATING TO PRME



A speaker series, leadership video series, annual mentoring conference and executive education programs are among the numerous activities, generated by the Center for Christianity in Business. These activities intend to carry out the mission of HBU and ADCOB to raise ethical leaders.

A academic journal is also published quarterly, The Christian Business Review (CBR),, was created to address the need for a forum where Christian academics and business professionals can exchange the best ideas for integrating biblical principles in business as a way of life. It is also a forum where they can offer insights on current events and practices that shape the operation of business as a divine enterprise.

STUDENT INVOLVED PRME-RELATED RESEARCH

CASES STUDIES IN EHTICS

Students are also asked to write a case analysis in the course Transformational Leadership and Ethics. The case analysis discusses an organizations ethical lapse and the impacts those ethical issues have had on the environment, society and communities. Each case must have a section which resolves the issues presented in the case using established ethical theories and corporate social responsibility strategies. Those case studies which show the most promise, are revised and edited with faculty assistance and submitted to Ivey publishing for use by a broader range of institutions.

PUBLISHED RESEARCH ON PRME-RELATED ISSUES

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- Kraten, M. (2016). Future of the profession: integrated reporting and generational priorities. CPA Journal 86(8).
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PRINCIPLE 5 - PARTNERSHIPS

PARTNERSHIPS 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.

STRATEGY FOR STAKEHOLDER ENGAGEMENT AND PARTNERSHIPS

Partnerships have been formed with Volunteer Houston and Neighborhood centers of Houston. Both organizations are instrumental in aiding student to find service projects to meet service-learning requirements as specified for course requirements.

ENGAGEMENT WITH PRME WORKING GROUPS

Dr. Timothy Ewest is a member and participant of the PRME Working Group on Sustainability Mindset. The working group sees the SDGs as the much-needed framework for educators to make their teaching relevant and focused on actions for a better world. The members find creative ways to bring the SDGs into their courses, and engaging students in exploring the goals, finding projects that support the goals, and developing contests and events around them.

ORGANIZATIONAL CONSULTING

Dr. Kraten presents his academic, pedagogical, and professional work to numerous organizations around the nation. During the past three years, he has presented (or is currently scheduled to present) at national conferences of the American Accounting Association, to the State Societies and Associations of Certified Public Accountants in Maryland, Michigan, Minnesota, and Rhode Island, to global corporations such as Catholic Relief Services International, Northrup Grumman, and W. R. Grace, and to the national financial community at the annual Sustainability Investment Leadership Conference.

PRINCIPLE 6 - DIALOGUE

WE WILL FACILITATE AND SUPPORT DIALOG AND DEBATE AMONG EDUCATORS, STUDENTS, BUSINESS, GOVERNMENT, CONSUMERS, MEDIA, CIVIL SOCIETY ORGANISATIONS AND OTHER INTERESTED GROUPS AND STAKEHOLDERS ON CRITICAL ISSUES RELATED TO GLOBAL SOCIAL RESPONSIBILITY AND SUSTAINABILITY.

PRME-RELATED TOPICS ACROSS THE ORGANISATION

ELECTRICAL ENGINEERING (BS)

The Electrical Engineering Program will seek to produce student learning outcomes that are based on the needs of the program's constituencies. The Electrical Engineering Program expects students to attain, by the time of graduation, to design a system, component, or process to meet desired needs of sustainability

ACADEMIC CONFERENCE DIALOGUE

Dr. Kraten hosts panel discussions around the country that bring together the academic, business, and government communities to address challenges related to sustainability. For instance, this year, he will develop and moderate such panels at the Annual Meeting of the American Accounting Association in San Francisco, and the Annual Conference of the Sustainability Investment Leadership Council in New York City.

STUDENT ORGANIZATIONS

Houston Baptist University has many student organizations which raise awareness of social and environmental issues. These organizations also help students engage in action garnering resources. These student organizations include: American Red Cross, Pinnacle Forum Entrepreneur Club, African Student Association, Black Student Union, Filipino Student Organization, Hispanic Student Organization, International Student Organization, Vietnamese Student Association.

PRINCIPLE 7- ORGANISATIONAL PRACTICES

WE UNDERSTAND THAT OUR OWN ORGANISATIONAL PRACTICES SHOULD SERVE AS EXAMPLE OF THE VALUES AND ATTITUDES WE CONVEY TO OUR STUDENTS.

STRATEGY AND PROGRAMMES PROMOTES SOCIAL SUSTAINABILITY

Pillar Six: Renew Our Campus, Renew Our Community

Our university and the surrounding community are closely linked. We intend to move HBU into the future and to aid our neighbors at the same time. The local Community Development Corporation lists HBU as one of the area's primary assets. We plan to substantially increase the student body and faculty will be to make our community into more of a true college neighborhood. HBU will attract a great deal of new capital, businesses, and jobs to the community. We would like to help facilitate a transition toward the kind of vital, mixed-income, diverse neighborhood that has been successfully developed elsewhere in Houston and in other major cities around the nation. A growing university can help make that happen.

HBU plans to go beyond simply benefiting our community through growth and positive economic effects. We will also become more involved with the area through a variety of programs. HBU will begin working more closely with the City of Houston and our local Community Development Corporation to

energize the neighborhood. We will initiate an intentional giving campaign that will link the contributions of HBU employees and students to ministries and charities doing effective work in the area. The combined involvement of the division of student life and the Department of Christianity and Philosophy could also facilitate an urban ministry program. We will also explore opportunities for a College of Continuing Studies to benefit the community and the university in providing programming for professional development executive education, and leisure learning.

Perhaps most ambitiously, we will explore the possibility of starting a charter school/lab school on or near campus that will be overseen by our college of education. A school of that type would provide students with an excellent education while also giving our students a chance to learn by working with children. We are also considering the establishment of a childhood development center that would provide care and learning for very young children of faculty, staff, and students, as well as members of the community.

ASSESSMENT OF PERFORMANCE

This first report acts as a reference point. This first SIP from HBU ADCOB demonstrates a commitment to diversity, service to our community, commitment to develop leaders, a commitment to expose students to the importance of sustainable and sociological practices in the classroom and to bring needed change in our surrounding community.

FUTURE OBJECTIVES

1. Look for opportunities to lead campus-wide discussions related to sustainability.
2. Propose a Sustainability / Stewardship Quality Enhancement Plan (QEP). A QEP is a multi-year effort focused on the strategic redesign of the University's core curriculum and on reaccreditation by the Southern Association of Colleges and Schools.
3. ADCOB will lead a service day into the community for next fall.
4. ADCOB will create a Hispanic Student Business Association and a Black Student Business Association to help meet the specific demands and foster opportunities of these two diverse student populations.

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