Fordham University
New York, U.S.A.

Gabelli School of Business

Graduate School of Business Administration

This is our Sharing Information on Progress (SIP) Report on the Implementation of the Principles for Responsible Management Education
Fordham University’s Commitment to Principles for Responsible Management Education

It is an honor to post this report, and to join with the other colleges and universities that have affirmed their commitment to the Principles for Responsible Management Education (PRME) as participants in the United Nation’s Global Compact Initiative.

Fordham University has a long history of dedication to values-centered education, consistent with the Jesuit principles of Cura personalis (care of the individual person), Homines pro aliiis (men and women for others) and Magis (more, i.e., never ending improvement). The complex problems facing our students are daunting. They include - among many others- the global challenges of extreme poverty, natural resource exploitation, political unrest, chronic financial instability, and rising mistrust of business enterprises. We must prepare our business students to face these challenges by balancing profit creation with caring for Creation. This mission embodies the goal that our graduates will foster a global society that is both ethical and sustainable far into the future.

The many challenges of the 21st century require not just students, but also educators, to be open to growth. PRME has encouraged us to examine our business schools to identify where we can do more. As a result, there are two immediate initiatives that I am pleased to announce. The first is the creation of a PRME Curriculum Committee as the focal point for collaborative dialogue among faculty and administrators about programs that may enhance our existing efforts. Second, is the creation of an undergraduate Sustainability in Business Minor track, to offer joint coursework to students in both our business and liberal arts colleges.

It is my pleasure to welcome you in reviewing Fordham’s PRME report, which documents the many exemplary PRME related efforts at our Business Schools. In addition to courses, there is an impressive array of scholarship in faculty research and publishing on subjects related to PRME, as well as many extracurricular opportunities for our students, including hands-on experience with International Trade and Microfinance partnerships and service opportunities with businesses in and around New York City. Whatever your city or nation, we look forward to partnering with you and other PRME participants as we take these important steps forward as a global community.

Sincerely,

Donna Rapaccioli, PhD.
Fordham University
Dean of Gabelli School of Business
Dean of the Faculty of Business
Fordham’s Submission in Progress 2011
Table of Contents

Letter from Highest Level Executive page 3
Statement of the Six Principles for Responsible Management Education page 4
Principle 1- Purpose: An overview of programs and faculty efforts page 5
Principles 2 & 3- Values: Curriculum and Educational Framework page 11
Principle 4- Research: A compilation of faculty research 2007 – 2011 page 16
Principles 5&6- Partnership and Dialogue: Corporate Partners and Events page 19
Appendix A- The Built Environment at Fordham and Sustainability Goals page 23
The Principles for Responsible Management Education

As an institution 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:

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

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

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

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

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

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

Jesuit Academic Principles

"From the very beginnings, Jesuit education has been characterized by a number of different qualities: We have a great emphasis on care for the individual student; We have a great desire to introduce excellence and rigor into the classroom and every subject we teach; Third, we believe that students have to be invited to wrestle with the great ethical issues of their time. We want them to be bothered by the realization that they don't know everything and bothered by injustice." —Joseph M. McShane, S.J., President of Fordham University Quotation taken from the David Hartman PBS program, "A Walk Through the Bronx"

An Overview of Fordham University's Business Schools

Founded in 1841, Fordham is the Jesuit University of New York, offering exceptional education distinguished by the Jesuit tradition to approximately 14,700 students in its four undergraduate colleges and its six graduate and professional schools.

Fordham has two business schools: the Gabelli School of Business (GSB, and formerly the College of Business Administration, CBA) offering undergraduate day and evening programs that lead to Bachelor of Science degrees in Applied Accounting and Finance, Accounting Information Systems, Finance, Management of Information and Communications Systems (MICS), Marketing, and Public Accounting. Additionally, students may also pursue a Bachelor of Science degree in Business Administration, in which they can choose among a number of concentrations. An administration degree is also available, along with numerous options for specializations. Minors in Business Law and Ethics, or in any liberal arts area (via Fordham’s College at Rose Hill) are also available. GSB classes are taught primarily at Fordham’s Rose Hill campus in the Bronx.

Fordham’s Graduate School of Business (GBA) includes full time, part time and an executive program (EMBA). Students can earn a Master of Business Administration with six area concentrations offered in Accounting & Taxation, Communications & Media Management, Finance & Business Economics, Information and Communication Systems, Management Systems, and Marketing. Additionally, a Master of Science degree is offered in Accounting, Business Enterprise, Media Management, Taxation and Quantitative Finance. GBA’s courses are taught at the Lincoln Center campus in New York City and also at the Westchester Campus in West Harrison, New York. The EMBA program is offered at Lincoln Center and Westchester.

Fordham has a long tradition of teaching Jesuit values of ethics, social justice, and caring for others, embodied in all areas of the university and reflected in its commitment to the PRME. Teaching students to think in terms that consider ethical decision-making is a basic tenet of a Fordham education.
The development of ethics, social justice, and sustainability principles in our students is enthusiastically supported by Fordham Business Schools faculty and administration, and it is our vision that sustainability perspectives be at the forefront of a Fordham business school educational experience. Ultimately, Fordham’s goal is that the global sustainability values reflected in the PRME will become the building blocks in all subject areas in the business schools.

Fordham Business School Deans and PRME Related Initiatives in 2011

Dean Rapaccioli, Ph.D., Dean of the Gabelli School of Business, and Dean of the Faculty of Business (for both graduate and undergraduate faculty), has been involved in many efforts to bring the message of social justice and sustainability to her leadership at Fordham. Highlights of her efforts in this area include:

- Development and launch of a Sustainability in Business Minor joint program with Liberal Arts Dean Michael Latham to start in the Fall of 2011. Registration for the foundations courses for this minor has already closed out at capacity as of May, 2011.

- Steering Committee member of the Fordham University Consortium for Social Justice, created in 2009. Linking 19 separate areas of the University, the Consortium aims to facilitate information sharing among the wide range of University members working on social justice concerns, including research, programmatic, academic, and service activities. The purpose is to provide opportunities for dialogue to bring light to social justice educational initiatives across all Fordham campuses.

- Dr. Rapaccioli initiated Fordham’s relationships with the UN Global Compact in 2007 and with PRME in 2010. Her intention in forging these partnerships is to enhance student and faculty opportunities for learning about social, economic and environmental global challenges. Dr. Rapaccioli says: “business is about maximizing the wealth of all stakeholders. People, planets and profits are all important, and their relative significance may change, depending on where one stands at any point in time. Overall, the importance and delicate balance of all three must be recognized by business leaders. It is our role to encourage our students to explore these concepts as we prepare them for the future.”

- Participant in the United Nations Global Compact Development Fund for Women (UNIFEM). This Fund seeks to support the empowering of women to participate fully in economic life across all sectors and throughout all levels of economic activity.
David Gautschi, Ph.D., Dean of the Graduate School of Business, also brings a strong commitment for social justice and global sustainability to his new position at Fordham. Dr. Gautschi has extensive experience in creating business education programs incorporating sustainable technologies, particularly in the context of the global economy. He is initiating a number of exciting additions to the graduate business school at Fordham, including:

- **Entrepreneurship Program** - to provide students with the core building blocks of entrepreneurship to challenge them to think, feel, and act differently to really understand how to “truly make a difference and take the road less traveled.”

- **Masters in Business Enterprise** - uses an experiential learning approach to highlight basic business skills, processes and contexts as well as contemporary issues related to sustainability, among others, in the business world.

- **Masters in Global Management across 3 Continents** - a unique global master’s degree where students study at 3 premier business schools across 3 continents to understand the interdependences of the global community. Partners in the program include Antwerp Management School in Belgium and Xavier Institute of Management in India.

- **Fordham Accelerator for Business** - a 12 week intensive course designed to prepare entrepreneurs to launch a business. Created as an entrepreneur’s “boot camp” the process from idea inception to business launch includes a holistic approach to business that’s “uniquely Fordham” - in the Fordham educational tradition of *cura personalis*, or care for the whole person, FAB participants will receive personal mentoring and will be trained to understand all aspects of new business development, including the societal value of business, and the responsibilities of business leadership.
Highlights of PRME Related Programs, Centers, and Funded Chairs

The UN Global Compact Initiative is particularly relevant to Fordham Business Schools in that the challenges facing businesses and residents in New York City represent a microcosm of the same challenges facing the global community. Fordham has developed over many years numerous curricular and extracurricular strategies to bring these concerns to the forefront in the business schools. Highlights of these efforts include:

In 1991, the College of Business created the highly successful G.L.O.B.E. Program designed to help students become ethical global business leaders. In 2008, over 170 students graduated with the G.L.O.B.E. designation on their diplomas.

In 2004, the James A. F. Stoner Faculty Chair in Global Sustainability was created by an earlier gift from a Fordham alumnus Brent Martini and his father Robert. The Chair position currently supports research, publication, course development, and social action on global sustainability. Dr. Stoner, the third chairholder since its inception, is currently teaching a course titled **Spiritual and Religious Contributions to Global Sustainability**, one of nine graduate seminars and courses he has developed or co-developed on global sustainability. He has also co-authored a series of books on global sustainability and management.

A **“Global Sustainability Designation”** in the graduate business school was launched in 2008 as the result of a student initiative. Courses were identified at that time for existing sustainability content, or for the potential to be updated to contain sustainability content. The list includes over 50 courses today and there are approximately 12 graduate students currently seeking this designation for their diploma.

The Fordham Graduate School of Business Administration launched in 2010 the **Global Healthcare Innovation Management Center**, specializing in researching the development and application of new healthcare management models. According to **Professor Falguni Sen**, founder of the Center, its goals include making a vital contribution to the development of managerial styles that foster efficient and socially responsible healthcare innovations. The intent is that such innovations benefit relevant industries and enhance the public good on a global scale. “When people don’t have their basic needs met- that is, the health and functioning of the individuals and their community as a whole is not possible, they cannot contribute to the vision of a sustainable world,” explains Dr. Sen.

“Tomorrow’s managers will have to be analytical and creative at the same time, in order to be effective decision makers. Their world is one fraught with uncertainties due to globalization, technology and innovations. We train our students to combine people and data skills, acquire the necessary tools, and help them discover their own talents at becoming leaders with integrity.”

-Falguni Sen
Director, Global Healthcare Innovation Management Center
Area Chair of Management Systems
Joined Fordham 1986
Fordham’s Gabelli School of Business has an International Service Learning (ISL) program which has been called the “most globally and socially conscious endeavor, to date.” Run by Director of GSB Service Learning, Kate Combellick, Ph. D., the heart of the program is the Fair Trade and Microfinance Consulting Project. Through this effort, a select group of students hone their business acuity through hands-on sales, inventory, accounting and marketing of close to 100 products from artisan groups in developing countries like Kenya. The students meet these artisans during overseas trips and then bring back the products, which are then offered by their ISL company, called Amani, which means “peace” in Swahili.

The first ISL trip took place during winter break in 2007 when Dr. Combellick escorted six students to Kenya. They toured fair-trade businesses on the outskirts of Nairobi and in the village of Nyabigena. It was Dr. Combellick’s intention that the group consult with business managers and help devise ways to improve the villages’ economic conditions. “In Kenya, the weight of what you see falls on your soul,” Dr. Combellick later explained. “The students had never been in a situation where there was such poverty- no running water, no electricity and not much food. We decided that, besides doing business consulting, we needed to purchase their products.”

On the spur of the moment, the Fordham team each anted up $100 to buy soapstone carvings and jewelry to carry back in their suitcases. “It only seemed fair,” Dr. Combellick said. “When we realized that the annual income for the whole village was $14,000- less than the cost of all our plane tickets- I thought ‘I can’t change this poverty in one day, but I can buy soapstone.’” The initial $700 investment generated $1400 which was reinvested into more inventory, which made even more profit. Today Amani is a thriving $10,000 business and continues to grow at at the Gabelli School of Business.

ISL’s microfinance project is unconventional for a business school, but is really altering the perspectives of the students. Sarah Mattison, a junior at GSB has been working on the project’s accounting team to transfer microloan funds to AIDS widows in Kenya who are making handbags. She says of the effort: “I’ve never met these women, but I feel a connection to the inequality they face. It changes how you think.” After attending a trip to Kenya in 2010, student Erika Pineda, explained it this way: “What I got out of my trip to Kenya was that everything has to be sustainable. You can’t rely on donors or grants. Statistics show that giving aid or charity does not work. Since charity doesn’t create ownership among the people, there is no permanent wealth being created. But what does work, is business.”

Dr. Combellick’s programs have been a tremendous asset to GSB students. “My experience had shown me that students learn best from doing, so I took the domestic service learning concept international.”

Immersion travel provides Fordham’s business students with other viewpoints on sustainability. In 2009, Professor James Stoner together with John Hollwitz and
Sharon Livesey led a group of 18 students on a student-developed immersion program to study sustainability in Mexico. This immersion experience was repeated with a group of 24 students in 2010. The students reported that the experience was “life changing and each emerged more enlightened on the environmental and social challenges facing the planet and all with a new understanding of the true nature of community,” according to Dr. Hollwitz.

Fordham’s Executive MBA (EMBA) program has a similar global immersion experience. As a capstone program, each year the students decide where to take an international trip to carry out a business consulting project. Past groups have gone to China and Istanbul and a strong component of their projects has been a corporate social responsibility perspective as part of an overall business strategy. A future effort is planned for South Africa where Fordham’s EMBA students will share their expertise with small businesses and NGO’s.

The GSB Service Learning Program offers students an additional way to integrate their business coursework with a community service project in New York City. The program allows students to earn one additional credit for a course by augmenting their coursework with a volunteer position at a nonprofit organization.

This service learning program was enhanced in 2008 when Fordham University opened the 21st Century Community Learning Center in the Bronx, through a $2.4 million grant from the New York State Department of Education. The goal is to help middle school and high school students recover school credits while also training their parents and other area adults in technology skills needed in the workforce. Gabelli School of Business students have made up a large number of the mentors in the program.

Assistant professor Michael Pirson, who joined the faculty in 2008, brings a strong view of sustainability from a human systems standpoint. Dr. Pirson is currently teaching Social Entrepreneurship and Leadership in the 21st Century, and Changing Leadership Paradigms in a Globalizing World. Together with Professor Darryl McLeod, Economics Department, Dr. Pirson is designing a new foundations course for the initiation next year of the Sustainability in Business Minor, a joint program between the Gabelli School of Business and Fordham College at Rose Hill.

Dean Donna Rapaccioli funded a trip in 2009 for 8 undergraduate students in Associate Professor Sharon Livesey’s Business Communication Course to visit the Solar Decathlon in Washington D.C. This U.S. Department of Energy annual project awards college students for the best solar building design.
**Principle 2 - Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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

### Curriculum

The strong, traditional business curriculum has served well the Fordham business school graduates as they gained employment in New York City, national, and global workplaces for almost a century. However, we appreciate, the tremendous challenges of the 21st century and the need to augment this traditional business education standpoint with a greater emphasis on global sustainability curriculum in all areas. We will launch the **Sustainability in Business Minor** for undergraduates in the coming year and the foundations course for the minor is currently under development. In addition to this foundations course, students will be able to choose 6 courses from among about 50 courses offered in both the business schools and liberal arts schools. At its inception, this minor will be available to students in the Gabelli School of Business and at Fordham’s College at Rose Hill, with expansion to other programs anticipated in the future.

The Graduate School of Business Administration (GBA) at Fordham currently has a **Global Sustainability Designation** for students who complete 5 upper level global sustainability designated courses (50 are designated currently). This designation is not a concentration in itself, but rather an opportunity for students to receive recognition for having incorporated global sustainability coursework into their existing area of concentration. It is Fordham’s vision that sustainability perspectives be at the forefront of the GBA educational experience.

Ultimately, Fordham’s goal is that the global sustainability values reflected in the PRME become the building blocks in all subject areas in the business schools.

### Educational Frameworks

A number of educational processes and frameworks at Fordham stimulate our business students to consider normative values as they study the business curriculum. The following approaches illustrate some of these different frameworks:

Engaged in **active learning strategies** is **Professor James Stoner**, Global Sustainability Chairholder, in the Management Systems area of the graduate business school. Dr. Stoner has created nine courses in sustainability since 2004 and teaches one of them (or a new one) each semester, continually updating the curriculum in response to global changes. His courses incorporate collaborative projects that require the students to create hands-on solutions to sustainability problems beyond the walls of the classroom. Through this active learning approach Dr. Stoner has transformed traditional classroom techniques through these collaborative, cooperative projects. His courses have included:
Dr. Stoner juxtaposes the traditional concept of sustainability according to the Brundtland Commission in 1987: “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” with his version based on a social justice definition: “sustainable development is the creation of a world that works for everyone with no one left out”.

In teaching undergraduate Business Ethics, Professor Kevin Jackson, Ph.D., J.D., displays a graph on the board that shows the steady climb of the earth’s overall temperatures. Without labeling the X and Y axes, he asks “if this were a stock, would you be inclined to invest in it?” Professor Jackson explores the connection between morality and economic success with his students and provides a perspective that goes straight to the heart of PRME values.

In teaching Global Ethics Dr. Jackson, draws on the natural law tradition to develop a rigorous alternative to Integrative Social Contracts Theory, which he says currently stands as “one of the most sophisticated and influential theories of business ethics. Instead of focusing on rules for managers, we need to get deeper into moral character,” Professor Jackson observes. This approach to reforming business education draws on the tradition of philosophers such as Thomas Aquinas and Aristotle, the theory of natural law and Catholic moral theology.

Key elements from the natural law perspective that Professor Jackson draws upon include,

- Human rights, encompassing the tradition emphasizing rights to life, liberty and property;
- Aquinas’ natural law ethics, especially human reason, the importance of basic human goods and the faith dimension afforded by contemporary Catholic theology;
- Virtue ethics, particularly since business organizations exert a profound effect on the moral character of humans.

“Establishing a theoretical foundation upon human rights, basic human goods and natural reason and virtue,” Professor Jackson notes, “will enable a natural law approach to deal with moral issues in business in a way that is intuitively more satisfactory than perspectives based on the liberal ethics of contractarianism, which is a theory saying that moral rules are a contract, and therefore only beings who can understand the terms of the contract are bound by it.”

“Following the scandals, there is a tendency to view business ethics as mainly a matter of compliance, and to equate ethical standards with legal standards” according to Professor Jackson. “Do the right thing or you’re going to get caught,” he says as a way of describing contemporary ethics instruction. “But we need to get away from that mindset. Moreover, some in the fields of world business and business education have knee-
jerk reactions: they instinctively declare that ethics is necessarily a totally separate matter from profitability. Clearly, the pursuit of financial success is not the principal motivation for moral conduct,” according to Professor Jackson. “Nevertheless, since successful business is built upon a foundation of trust, integrity, and respect for people and planet, naturally there is a payoff, at least in the longer-term, from doing the right thing. In most cases, people want that; that’s what they expect from organizations.”

In teaching Management and Communication for Global Sustainability, Associate Professor Sharon Livesey, J.D. uses both moral and practical arguments for the need for more socially and environmentally responsible corporate leadership in the 21st century. She delves into practical perspectives affecting corporate leaders as they balance the moral and ethical pressures of socially and environmentally responsible corporate leadership.

Theoretical underpinnings of her pedagogy derive from such works as Hawken, Lovins, & Lovins’ Natural Capitalism, Hawken’s The Ecology of Commerce; David Orr’s Earth in Mind, Gus Speth’s The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability; C.K. Prahalad’s The Fortune at the Bottom of the Pyramid; Peter Senge’s The Necessary Revolution; and Donald Schon’s Educating the Reflexive Practitioner.

Associate Professor Livesey’s aim is to teach business students to deconstruct “the market” and “the economy” and conventional notions of “economic development” in order to demonstrate the need for companies and corporate leaders to: 1) move from a single-minded focus on shareholders to an ethical stance that takes into account a broader range of stakeholders including employees, communities, and the natural environment itself; and 2) incorporate the “triple bottom line” (profits, people, and planet) into business missions, operating principles, planning, and strategy.

Sharon Livesey’s approach to teaching Cross-Cultural Communication and Negotiation in both the graduate and executive business schools includes introducing students to conflicts generated over issues of the impacts of the oil industry in the developing world. This includes differing perspectives on what precautions should be taken to protect local communities’ human rights and natural environment and how the proceeds of oil revenues should be allocated. The Shell in Nigeria case, written by Anne Lawrence, which Ms. Livesey uses in her course, never fails to provoke ongoing comments from the students, even after they graduate.

The undergraduate Business Communications class is regularly challenged by Associate Professor Livesey by having them present a persuasive group oral communication project on some aspect of business and sustainability. Projects have included proposals for ways that Fordham students and the university itself can reduce its eco-footprint, assessing and ranking Fordham’s sustainability efforts as compared to other schools, assessing particular businesses or products in order to challenge students to purchase from or seek employment at more ethically oriented businesses and to find ways that GBS can more actively engage its surrounding Bronx business and social communities.

In teaching Communication and Information Systems, Professor W. “Rag” Raghupathi relies on an “active learning” mode requiring the students to engage directly with text and web materials as they formulate solutions to problems posed in class. Dr. Raghupathi has partnered with IBM and other companies in a new business analytics curriculum, started with a grant of $20,000 from IBM’s “smarter planet”
program to develop new curriculum. This focus in the Information Systems area is enhancing our students’ abilities to see patterns in vast amounts of data and to extract actionable insights. Business analytics is currently at the forefront of energy consumption, healthcare, human resources, and other areas of research related to corporate sustainability.

Professor Raghupathi notes that “analytics can vastly improve our lives and provide new job opportunities for college students entering the workforce. With this effort, Fordham is preparing students with marketable skills for a coming wave of jobs in healthcare, sustainability and social services where analytics can be applied to everyday challenges.”

Professor Falguni Sen, Area Chair, Management Systems, believes that “immersion in a topic or a case study is the only way that students discover the values that they already hold within themselves. Values cannot be taught in a lecture.” In 2010 Dr. Sen created the new The Global Healthcare Innovation Management Center providing research opportunities for faculty and students in the area of global health for peoples in developing countries. In addition, the Center engages in training and also provides a platform for multi-stakeholder dialogues to provide greater affordability and access to healthcare through innovations.

Associate Professor Frank Werner, Finance and Business Economics, also brings a strong perspective of sustainability to his students. As a highly regarded academic spokesperson to numerous business and management organizations, Dr. Werner challenges executives to consider that the effects of global warming will present “a major issue in business over your lifetime and your children’s and grandchildren’s lifetime.”

Dr. Werner is applying the same passion and curiosity to this emerging issue that he applied to traditional quality management problems when he first started teaching. He predicts: “the dominant force that will change business in my lifetime is the issue of sustainability and the destruction of the environment.”

Marketing Professor, Lerzan Aksoy brings and strong commitment to social sustainability to her marketing classes and recently published “Why Loyalty Matters,” co-authored with Timothy Keiningham, a customer service expert. They say that loyalty is important because it builds relationships as the social glue that binds people together, and that loyalty is based on commitment and devotion to an ideal, a group or an individual. Keiningham and Aksoy say, “Living a loyal life requires that we recognize the formal and implicit commitments we have made to others.”

Most often loyalty is viewed as a form of reciprocity — an obligation we have as part of a social contract. We expect loyalty from those we have treated well and when it is not forthcoming we feel betrayed. Loyalty to the family group or tribe probably served as the prototype for all such relationships and is especially painful when breached.
Gabelli School of Business (formerly College of Business Administration) alumni Steven Colletta, Vice President, F.J. Sciame Construction, provides inspiration to young students at his alma mater. In 2009 he gave undergraduate business students a bird’s eye view of sustainability in action in a “green” construction project at Cooper Union in Manhattan.

The staircase in Cooper Union’s “green” building at 51 Astor Place in Manhattan. Cooper Union’s New Academic Building is seeking to become LEED Platinum for its environmental sustainability features.
 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.

Fordham Business faculty are dedicated to advancing the breadth and scope of academic knowledge in their respective fields. Their research enhances the educational experience for the business students and provides some additional opportunities for students to gain a deeper understanding by assisting with research. Listed below are journal articles, books, and other research publications by Fordham Business Schools faculty in areas related to ethics, sustainability and social justice.

2011


Livesey, S. Research underway: Companies with Heart and Soul: Is This What Corporate Responsibility Looks Like? Targeted Journal: Management Communication Quarterly (Based on Paper presented, NCA annual meeting, San Francisco, November 2010 entitled: Caring Corporations: New Model or Rhetorical Ploy?).

Livesey, Sharon. Research underway.


Pirson, M: (In revision, 2011). Exploring the limits of compassion organizing-Compassion capability as fiction, norm, positive deviance or universal potential. *Academy of Management Review*.


Social Entrepreneurship.


2010


Jackson, Kevin. 2010. Global Corporate Governance: Soft Law and Reputational Accountability. 35(1) Brooklyn Journal of International Law. 41-106


2009


2008


2007


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

Principle 6 - Dialogue: We will facilitate and support dialog and debate among educators, students, 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.

Corporate Partnership

The Gabelli School of Business teamed up with IBM to present a Forum on Business Analytics on March 31, 2011 at the Rose Hill Campus. The event was part of an ongoing joint curriculum effort, begun in 2009, with IBM. Thought to be the next major evolutionary step in the continuously changing field of business intelligence, business analytics is the processing of data to identify systematic patterns and trends, so that the knowledge gained from the data can be more readily transformed into strategies and plans. By developing real world readiness analytics skills, it is hoped that GSB students will be better equipped to develop innovative solutions and applications for 21st century societal and business challenges. Professor Wullinar Raghupathi, in announcing the collaboration, noted that beginning in spring 2010, students who enroll in the course “Business Analytics for Managers” will get hands on training in business intelligence, data warehousing, data mining and online analytical processing techniques. The course, he said, aims to close a gap that exists between what the private sector is searching for and what has traditionally been offered in academia.

Facilitating Dialogue and Debate

There are many events where Fordham business students have participated in value-centered exchanges with corporations, government, civil organizations and other stakeholders in critical issues of global sustainability and social responsibility. These events highlight the extent to which Fordham has provided opportunities for all students to communicate with business leaders in areas related to economics, business and social justice. Some examples are listed below.
Representatives from academic business schools around the world gathered on June 23 at Fordham to support the first United Nations-sponsored initiative to promote social responsibility in business. A major highlight of Fordham’s efforts to facilitate dialogue and debate, the “Second Global Forum for Responsible Management Education,” included over 200 leaders discussing how management education might best develop and promote responsible international corporate leadership. This meeting afforded PRME participants the opportunity to share their experience and visions.

“The time has come for scholarship to match the move toward corporate social responsibility,” said Kiyo Akasaka, U.N. under-secretary general for communications and public information, delivering the keynote. Akasaka said that educators are responsible for shaping the “mindsets of future business leaders” and for acting as advocates for a new era of sustainability in business. In his talk, Akasaka drew particular attention to Fordham’s partnership with the U.N. on such issues as the preservation of biodiversity, the protection of human rights and its efforts to alleviate world poverty. “This great institution has a noble history of inspiring its young men and women to a life of service,” he said.

**New York Stock Exchange Group Chairman**
and Deputy Chairman of the NUSE-Euronext, Marshall N. Carter spoke to Fordham’s business students on February 15, 2011 and advised them that to remain ethical, they should be ready to change companies. “These companies will look quite different, and will actually require more leadership and an increased focus on values and ethical cultures because they will probably be global companies and have to balance varying norms of behavior and cultures,” he said. As an example, he presented a situation in which a new hire from a competitor arrives on the first day of work with a copy of the competitor’s confidential strategic plan. “Is this windfall business intelligence or theft?” Carter asked. “The actions that are illegal are usually straightforward. It’s the gray areas often occurring in day-to-day activities that require personal ethical compasses.” Speaking as part of the Flaum Leadership Lecture Series, Mr. Carter also spoke of ethical dilemmas he faced in his own career.

**Professor Sris Chatterjee** organized a conference on Carbon Politics and Finance in October, 2010. The sponsors included Blank Rome, LLP. Regulatory, financial, political, and scientific issues were discussed relating to climate change, including updates and insights from respected industry and academic leaders. The conference included speakers from Rutgers University, Fordham Schools of Business, Columbia University Law School, Deutsche Bank, Evolution Markets, Blank Rome, Soltage, EKO Asset Mgmt. Partners, and the United Nations.

**International Business Week** was held on Fordham’s Rose Hill Campus from February 8-12, 2010 and was organized by the Gabelli
School of Business (formerly College of Business Administration) Global Learning Opportunities and Business Experiences (GLOBE) program, the CBA Dean’s Office and the American Catholic Studies department. Manuel Escudero, Ph.D. spoke during the event and said that “for global companies like Shell, Nestle and Merck and so many others, going the way of sustainability is not only appropriate in keeping up the image of the company, it adds value, they are starting to find new business models and produce new materials. It’s amazing.” Other speakers included Meng Liu, a specialist on China, and Olajobi Makinwa, a specialist on Africa, who followed Escudero’s speech with discussions on how participant companies in that country and continent, respectively, are honoring the U.N. Global Compact. The series of events also included a discussion on the Pope’s encyclical on economics, a breakfast with an attorney specializing in international business and a lunch tutorial on global etiquette.

**An Economic Roundtable Debate** was held on February 3, 2011 featuring a panel of Fordham-educated economists and financial analysts. The panel was moderated by Dominic Salvatore, Ph.D., Distinguished Professor of Economics, whose statistics on previous recessions and post-recession job growth painted a clear picture of the challenges facing today’s American economy. “The underlying problem is structural,” Salvatore said. “Who invented the iPad? The United States. How many iPads are produced in the United States? None. Where are 15 million produced? In China.” The companies represented included: Paraclete Risk Solutions, LLC, Credit Agricole Corporate and Investment Bank, Torsiello Capital Advisors.

The **Diversity Networking Banquet**, held on November 3, 2010 provided employers an opportunity to meet with students with diversity recruitment in mind. Representatives from more than 16 corporations attended the 2010 event, including those who are CORE partners supporting the initiatives of Fordham’s Office of Career Services. They are: Deloitte, KPMG, Memorial Sloan-Kettering Cancer Center, Northwestern Mutual Financial Network—the Russo Group, Northwestern Mutual Financial Network—the White Plains Group, Standard Motor Products and Target.

The keynote speaker for the banquet, Lillian Rodríguez López said that globalization has drastically changed the world, rendering it increasingly diverse. “For companies to meet the challenge of operating among diverse cultures, they are going to have to do things differently. "It means you make everyone welcome to bring their best to your work environment,” Rodríguez López said. “When you build inclusion, it shows you value diversity and success. For the companies here today, thank you for taking the time to invest in our students. You’re really investing in your own future.”

Fordham played a special role in the **2010 Opus Prizes** given to co-recipients Beatrice Chipeta, R.S. and John Halligan, S.J.. These winners were identified by a blue ribbon jury of 40 members of the Fordham community. The two prize winners were recognized as leaders among a group of unsung social innovators with unique entrepreneurial approaches to giving power to the disenfranchised. "Fordham partnered with the Opus Foundation in a most extraordinary work. A work that we believe was not only mission related but mission centered," said Joseph McShane, S.J., President of Fordham University.
After the Blue Ribbon panel made its recommendation to the Opus Foundation board in January 2010, due diligence visits were made in the early spring to Ecuador and Malawi. Fordham sent a student and faculty member to accompany members of the foundation on each of these international visits. Fordham also sent a documentary team to each country to create a video showcasing the work of each nominee. The awards ceremony took place at Fordham on November 11, 2010.

An Opus Prize finalist, John Halligan, S.J., is founder and director of the Working Boys’ Center (WBC), an NGO that has served more than 6,000 poor families in the heart of the city of Quito, Ecuador. A few dozen “shoeshine boys” who worked in the streets of Quito to support their families. Forty-six years later, the WBC serves approximately 400 families annually (2,000 individuals) with a staff of 32 and 1,000 volunteers. The center offers services for the whole family, including three meals a day, schooling, technical job training and certification in 11 vocational programs, savings programs, health and dental care, daily Mass and daily bathing.

One of the finalists, Sister Beatrice Chipeta, a Rosarian nun, directs the Lusubilo Orphan Care Project, a non-governmental organization (NGO) that serves thousands of orphan children and caregivers in one of the world’s poorest areas, northern Malawi, Africa. Sister Beatrice and Lusubilo have developed infant feeding programs, a youth-led agriculture program, an HIV/AIDS support group and preschool and primary school education programs for the poor in these rural villages, where more than 280 orphan-headed households are supported. For her devoted commitment to empowering these communities, Sister Beatrice has received no previous recognition, making her a true “unsung hero.”
Appendix A
The Built Environment at Fordham University Campuses and Sustainability

Fordham University, the Jesuit University of New York, is committed to sustainability as a central consideration in all aspects of its operations. In keeping with the Jesuit traditions of the pursuit of wisdom and learning, education of the whole person and respect for the environment, the University recognizes the value of minimizing its environmental impact and endeavors to pursue best practices throughout all aspects of its operations.

The University endeavors to design, construct and maintain its buildings, infrastructure and grounds in a manner that ensures environmental sustainability. Reaching beyond compliance in areas of environmental concern, Fordham’s goal is to pursue construction and operations sustainability best practices in a broad range of areas. These are our goals:

WASTE, RECYCLING, AND MINIMIZATION
Our operations endeavor to recycle as much material as possible, in line with commonsense operational requirements. We also explore all avenues to reduce waste and to purchase renewable and reusable products. Fordham educates and trains our students, staff and faculty in all aspects of this work.

BUILDINGS
All new buildings are being designed to achieve the U.S. Green Building Council’s “Leadership in Energy and Environmental Design’s New Construction” (USGBC LEED NC) Silver rating, ensuring that all new properties are environmentally responsible. We have been exceeding this goal in some construction, achieving gold LEED where possible.

TRANSPORTATION
We will work to reduce the environmental impact of our vehicle fleet, encourage vendors to consider the same goal, and to promote the use of public transportation.

CLIMATE CHANGE
We measure and implement methods to reduce our carbon footprint, working to meet the City of New York’s program for carbon reduction of 30 percent by the year 2017.

An energy and greenhouse gas emission study was recently completed as part of New York City Mayor Michael Bloomberg’s challenge to institutes of higher education to reduce greenhouse gas emissions 30 percent by the year 2017.

Fordham has developed a plan to meet this challenge which includes using cleaner fuels for its boiler plants, constructing energy efficient LEED buildings, retrofitting existing physical plants with energy efficient systems and equipment and installing new technologies, such as solar arrays.
Fordham University Carbon Reduction Initiative - PlaNYC Participation

An energy and greenhouse gas emission study was recently completed as part of New York City Mayor Michael Bloomberg's challenge to institutes of higher education to reduce greenhouse gas emissions 30 percent by the year 2017.

Fordham has developed a plan to meet this challenge which includes using cleaner fuels for its boiler plants, constructing energy efficient LEED buildings, retrofitting existing physical plants with energy efficient systems and equipment and installing new technologies, such as solar arrays.

<table>
<thead>
<tr>
<th>Pending Projects</th>
<th>MTons of CO2e</th>
<th>Area</th>
<th>Lbs Carbon/ SF</th>
<th>Fiscal Year</th>
<th>% of Goal Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 GHG Baseline</td>
<td>31,611</td>
<td>2,806,840</td>
<td>24.8</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>2017 GHG Emissions with Load Growth and Facility Growth and No Energy Conservation</td>
<td>41,207</td>
<td>3,266,840</td>
<td>27.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal: 2017 GHG Emissions With 30% Reduction</strong></td>
<td><strong>22,128</strong></td>
<td><strong>3,266,840</strong></td>
<td><strong>14.9</strong></td>
<td><strong>2017</strong></td>
<td><strong>73%</strong></td>
</tr>
<tr>
<td>FY 2009 CO2e</td>
<td>24,718</td>
<td>2,806,840</td>
<td>16.7</td>
<td>2008</td>
<td>73%</td>
</tr>
<tr>
<td>Reduction from FY 2008 needed to achieve goal</td>
<td>2,590</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walsh PV 25 kW</td>
<td>13</td>
<td></td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric Vehicles</td>
<td>9</td>
<td></td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose Hill Parking Garage Induction Lighting</td>
<td>10</td>
<td></td>
<td>2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lombardi Hall PV 250 kW</td>
<td>130</td>
<td></td>
<td>2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rose Hill ARRA Project</td>
<td>333</td>
<td></td>
<td>2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Various RCx projects</td>
<td>2,000</td>
<td></td>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Rose Hill Dorms</td>
<td>755</td>
<td>160,000</td>
<td></td>
<td>2013</td>
<td></td>
</tr>
<tr>
<td>Windows Rose Hill</td>
<td>1,281</td>
<td></td>
<td>2013</td>
<td></td>
<td></td>
</tr>
<tr>
<td>800 kW Co-gen at Rose Hill</td>
<td>892</td>
<td></td>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>550 Ton Chiller Replacement at JMH</td>
<td></td>
<td></td>
<td></td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td><strong>Total CO2e Reductions from Pending Projects</strong></td>
<td><strong>5,423</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Purchasing Goals:**

University vehicles will be hybrid or electric. Security vehicles will be 100 percent hybrid, with hybrids replacing internal combustion vehicles as the latter are retired. Intercampus vans will shift to hybrid or alternative fuel technology as it becomes available for those vehicles. The Grounds Department will be converting 50 percent of its vehicles to electric.

All appliances and computers are required to be Energy Star rated.

The University Procurement Duplicating Centers at Rose Hill, Lincoln Center and Fordham Westchester have been converted to 30 percent recycled copy paper.
New buildings will be designed to achieve a level designated by the U.S. Green Building Council's “Leadership in Energy and Environmental Design's New Construction” (USGBC LEED NC) of at least a Silver rating, ensuring that all new properties are environmentally responsible. Current initiatives include:

- Recycling of more than 90 percent of construction debris
- Exceed energy codes by 40 percent
- Use environmentally friendly materials, such as flooring with recycled content and wood from renewable forests
- Low flow plumbing fixtures
- Green Strategies under consideration University-wide

Energy audit of all buildings and facilities identified projects to reduce energy consumption and greenhouse gas emissions, including:

- 50 Kilowatt solar array feasibility project
- Steam absorption chiller with micro-turbine installation
- Building Automation systems to efficiently control heating and cooling
- Automated controls for boilers
- Installation of energy efficient lamps and LED lights

The new dormitory complex at Rose Hill was constructed at a LEED Gold level of design and includes Campbell Hall, pictured above.