

**University of Dayton School of Business Administration
Sharing Information on Progress:
January 2016 through December 2017**

I. Renewal of Commitment

PRME Steering Committee
c/o Jonas Haertle, Head PRME Secretariat, United Nations Global Compact Office
685 3rd Avenue, 12th Floor
New York, NY 10017

June 25, 2018

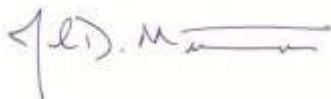
Adoption of the Principles for Responsible Management Education

The University of Dayton School of Business Administration (SBA) remains committed to the Principles for Responsible Management Education. These principles share much with the Catholic Marianist values that have guided the University of Dayton since its founding in 1850. The SBA's mission commits us to "educating the whole person and to connecting learning and scholarship with leadership and service in an innovative business curriculum designed to prepare ethical leaders for successful careers in a global business environment."

Underscoring our mission are concepts such as leadership, service, ethics, and a global perspective. These concepts fit well with the purpose of PRME, and help guide us in our work to educate students who will use commerce to improve the human condition in sustainable ways that reach across generations.

Blessed William Joseph Chaminade, founder of the Marianist Order, said "by educating the mind and the heart, the school can form people who in turn can work at changing the very structures of their society to ensure a community of justice and reconciliation." Achieving communities of justice and reconciliation begins with commitments to important principles, such as those embodied by PRME.

Sincerely,



John Mittelstaedt, Ph.D.
Dean

II. Activities that Seek to Support PRME

PRME provides a framework around which the SBA can educate future generations of business leaders committed to improving the lives of people in their communities and beyond, do so in ways that are economically and environmentally sustainable, promote respect for all people and cultures, and approach decision making with sensitivity to the ethics involved.

Because the principles of PRME are broad and overlapping, many of the programs and activities supported by the SBA apply to multiple principles. For the sake of brevity, we list each only once. Many of the programs listed began outside of the period covered by this report. Their inclusion indicates the SBA's continuing belief in their effectiveness and our continuing commitment of resources to achieving their goals.

Principle One – 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.

New University Vision: “The University for the Common Good”

With the inauguration of a new University president, Eric Spina, the University of Dayton unveiled a new vision for the future, which centers on our transformation to “the University for the Common Good.” This vision directs University resources toward key activities consistent with this broad theme.

Deeper Engagement with the Local Community: With an emphasis on underserved and underrepresented populations, the vision directs the University's attention toward issues of urban education, food security, racial reconciliation, environmentally sustainable neighborhoods, and others.

Innovation, Applied Creativity, and Entrepreneurship: Emphasize innovation in our curriculum to pursue programs of innovation, venture creation, and commercialization of ideas.

Intercultural and Global Engagement: Increase the cultural and racial diversity on our campus, and enrich the curriculum in all units, including the SBA, to increase the intercultural competence of our graduates.

Encourage and Support Interdisciplinary Research: Focus on and fund three key areas of research

a) Sustainability and human rights. In his encyclical on environmental stewardship, *Laudato Si'*, Pope Francis defines the natural environment and climate as a “common good, belonging for all and meant for all.” One cannot separate the rights of humanity to a sustainable future from sustainability itself. Research at the intersection of sustainability and human rights will bring clarity to these inseparable concepts.

b) Autonomous systems. These emerging technologies stand to shape much of our collective future and affect virtually every facet of our daily lives. The University is committed not only to the potential of the technology of autonomous systems, but also to better understanding of its responsible and ethical implementation.

c) Health and biosciences. The University of Dayton has no plans to open a medical school, though our investments in health-related programming are increasing. Healthcare now represents about one-sixth of the U.S. economy. The need for research only grows to bring coherence to many areas affected by this critical part of life and health.

Revised SBA Strategic Plan

To align the SBA strategy with the new University vision, the SBA strategic plan adopted in 2015 and reported in the previous PRME update is being revised to reflect the broader University priorities. Key changes in the strategy will include:

Articulation of core SBA values of experiential learning, commitment to diversity, emphasis on ethics and integrity, and seeking truth through scholarly discovery. These core values serve to link the SBA vision and mission to the strategies and tactics, which ultimately guide the allocation of resources.

Creation of a new strategic objective to include diversity and inclusion, which commits the SBA to creating an environment that welcomes and supports people of all races, backgrounds, and cultures. The objective also calls for the SBA to align its own hiring and promotion practices with the University's goal to increase the diversity of its students and employees.

Addition of key metrics to the strategy, several of which emphasize ethics and social responsibility as student learning outcomes and faculty research.

Allocation of resources to faculty research directed toward the key research areas identified in the University's vision. All three key research areas share important conceptual space with business and commercial activities. Research into these areas as it pertains to business provides rich opportunities for the SBA to contribute to these important conversations.

Expansion of SBA Participation in the University Common Academic Program

As detailed in the previous PRME update, the University implemented a sweeping revision to the undergraduate core curriculum called the Common Academic Program (CAP). The CAP seeks to direct student study toward seven Institutional Learning Goals that embody the Marianist character of higher education: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation.

While all SBA undergraduate students take courses in the CAP, initially only a few SBA courses were approved as CAP offerings. This number continues to grow as SBA faculty design or redesign courses to emphasize the University's Institutional Learning Goals. Courses approved to meet CAP requirements will expand the number of students taking business courses that address these Institutional Learning Goals and sensitize them to the role business plays in responsibly improving the human condition.

Principle Two – 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.

Expansion of Undergraduate Ethics Education

Emphasis on Assessment in Current Business Ethics Requirements. Currently, SBA students choose one of two courses on business ethics, one taught in the Department of Religious Studies, the other taught in the Philosophy Department. Having these courses taught outside the SBA exposes business students to different perspectives on what constitutes ethical conduct by business and business people, with many of these perspectives being more critical of business than those of many SBA faculty.

To ensure that students more fully appreciate the material taught in these courses, new assessment measures have been developed apart from course grades to help SBA faculty better understand how students understand and apply the ethical principles taught in these classes as well as in SBA classes.

Development of Cross-Disciplinary Business Ethics Courses. To supplement the ethics courses currently required of SBA students, the SBA is collaborating with the College of Arts and Sciences to develop an additional course that will be taught jointly by SBA faculty and faculty from other departments. The goal is to provide students with greater opportunities to understand the psychological and sociological perspectives on business ethics and the need for students to be sensitive to ethical issues as they arise during their careers. The course would combine business students with students from other areas of campus to provide a fuller view of ethical decision making.

Movement of MBA Program Online

As part of its graduate education growth strategy, the SBA has partnered with an online graduate program provider to expand the reach of our MBA program to a broader audience. While this move has obvious implications for SBA revenues, another important effect is increasing the number of students exposed to Catholic Marianist teaching. This is especially true of the MBA course on “Principled Organizations,” which seeks to help students integrate faith, ethics, and work.

The course offers students a toolkit with which they can better live their personal values in professional settings and provides students with a vehicle through which they may use their business skills to promote the common good.

Availability of Undergraduate Minor in Sustainability

Through the University's Hanley Sustainability Institute, SBA students may declare a minor in Sustainability, Energy, and the Environment. The minor requires students to choose from an array of courses in the natural sciences, engineering, and economics to complete the minor. SBA courses offered in the minor include Economics of the Environment, Economic Development and Growth, and Urban and Regional Economics.

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

The Arcade Innovation Hub Project

The Arcade is an historic and architecturally significant building in downtown Dayton that has languished empty for more than two decades. Over the years, many groups and investors have attempted and failed to renovate and repurpose the building.

As an important and tangible part of the University vision to more fully engage with the community, the University entered into several partnerships to bring the Arcade building back to life and transform it into an anchor for downtown Dayton redevelopment and revitalization. Like many mid-sized American Midwest urban centers, Dayton suffered economically as manufacturing jobs left the region, leaving downtown Dayton in decline. The University of Dayton committed to play a leading role in bringing life and vitality back to downtown, and the Innovation Hub represents the cornerstone of that effort.

Once completed, the Innovation Hub will serve as a focal point for local entrepreneurs of all kinds. While business and commercial entrepreneurship will be central to the Innovation Hub, the center will also provide resources for social and artistic entrepreneurs seeking to serve the Dayton community. The SBA will play a central role in the development and implementation of the Innovation Hub; however, its purpose is to bring together people from many disciplines and walks of life and serve as an engine for economic and social growth.

The project is in its nascent stages, and will be ongoing for many years.

River Steward Participation

Numerous SBA students participate in the University River Stewards program. Part of the University's Rivers Institute, which seeks to protect area's Great Miami River Watershed, the River Stewards program promotes civic engagement

and servant leadership. Participants take a series of weekly mini courses that teach servant leadership principles in the context of working together to preserve the region's primary waterway.

BWISE Initiative

Launched during the previous report period, the SBA's innovative BWISE program has expanded as it approaches full implementation. BWISE stands for Business Wisdom through International, Service, and Experiential Learning. The SBA requires all students to complete two of the three BWISE components before graduation. Students have demonstrated particularly keen interest in the Service component of BWISE, which requires them to participate in service organizations or opportunities. To date, thousands of student hours have been contributed to area organizations, causes, and initiatives. At the same time, hundreds of SBA students have learned about the value of serving others and the satisfaction that comes from that service.

Sustainability-Focused Study Abroad Opportunities

The SBA offers numerous study abroad opportunities in a wide variety of settings across the globe. While many of these programs recast parts of the SBA curriculum through a more global lens, the SBA has piloted study abroad opportunities that explore issues of sustainability.

Sustainability in China. Taught in part by SBA economics faculty, the Sustainability in China program examines how economic development affects adaptability to climate change and other issues pertinent to resource sustainability.

Sustainability and Economic Development in India. While this program studies many of the same issues as the China program, the context and problems differ vastly when political systems are democratic versus communist.

Principle Four – 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.

In 2016 and 2017, faculty published several articles related to PRME Principles:

Ramamoorti, S., Wanserski, J. H. (2017). Goodwill Impairment Studies: Oil and Gas Industry Focus/Implications for Corporate Governance. *Oil, Gas and Energy Quarterly/Lexis Nexis*, 65(4), 615-621.

- Ramamoorti, S., Epstein, B. J. (2016). When Reckless Executives Become Dangerous Fraudsters: Reward Structures and Auditing Procedures Need to Be Reformed to Deter 'Dark Triad' Personalities. *The CPA Journal/NYSSCPA*(November), 6-10.
- Ramamoorti, S., Hartman, V. E. (2016). Public Corruption: Causes, Consequences, and Countermeasures. *Journal of Government Financial Management/AGA*, 65(1), 42-47.
- Ramamoorti, S., Hermanson, D., Justice, S. E., Riley, R. A. (2017). Unique Characteristics of Predator Frauds. *To appear in Journal of Forensic Accounting Research/AAA*, 2(1), A31-a48.
- Leary, R. B., Minton, E. A., Mittelstaedt, J. (2016). "Thou Shall Not? The Influence of Religion on Beliefs of Stewardship and Dominion, Sustainable Behaviors, and Marketing Systems". *Journal of Macromarketing*, 36(4), 457-470.
- Mittelstaedt, J., Mittelstaedt, R. A. (2017). *The Relationship between Natural Capital and Quality of Life: A Macromarketing Perspective*. University of Otago: Proceedings of the 42nd Annual Macromarketing Conference.
- Poitras, M., Caporale, T. S. (2017). *Infrastructure Spending Must Justify Itself*. Real Clear Policy.
- Marshall, D., Novicevic, M. (2016). Legitimizing the social enterprise: Development of a conformance framework based on a genealogical pragmatic analysis. *Management and Organizational History*, 11(2), 99-122.

Principle Five – 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.

The previous SIP highlighted the ongoing and successful efforts the SBA takes to bring students and business leaders together to discuss matters of importance regarding environmental and social issues. The two featured programs, "Walk the Talk" and the "Business as a Calling Symposium," remain centerpieces of these efforts. See the 2014-2015 report for a fuller description of these programs.

In addition, the SBA engages with businesses on important environmental and social issues in other successful ways.

International Studies Relating to Economic Development and Sustainability

The study abroad programs in India and China bring students in contact with business and community leaders in these countries to discuss local sustainability issues facing them. Faculty help students see the relationships shared by the

local environments in China and India and the environment in Dayton and Southwest Ohio. Because these programs are taught as part of an Economics course, the social impacts of the environmental impacts are not overlooked.

SBA Capstone Projects

Senior students in multiple programs work on capstone projects with regional, national, and global businesses that frequently intersect with issues of sustainability and social responsibility. For example, research projects conducted in the marketing capstone routinely assess customer perceptions of corporate efforts to produce sustainable and responsible products and the importance such products hold with target consumers.

Business Advisory Council

The SBA supports a group of business executives who meet regularly to advise the SBA on matters of strategy, curriculum, budgeting, and other issues important to our continued vitality. Input from the Business Advisory Council helps assure that mission-level objectives pertaining to issues of sustainability, ethical decision making, and corporate social responsibility remain well-represented in the SBA curriculum and co-curricular programming. Additionally, these executives guide the development of these efforts to assure they remain relevant to the conduct of contemporary business.

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

Distinguished Speaker Series

Throughout the year, the University sponsors important speakers from many walks of life including government, business, the arts, media, and education to address groups on campus and to engage constituent groups around campus in dialog on important issues. Given the breadth and increasingly varied role that business plays in shaping the social conversation, these speakers provide the campus community with opportunities to interact with each other and the community.

UD Arcade Project

As noted earlier, the University and the SBA plan to develop an historic building in downtown Dayton. Apart from the goals detailed above, the project itself has served as a natural conduit for bringing together community leaders, business leaders, government officials, educators, and others in conversation about issues that intersect with the Arcade project as well as larger issues still facing the region.

Fairgrounds Project

The SBA will play an important role in the co-development of the old Montgomery County Fairgrounds, which was recently purchased jointly by the University and a large hospital. Like the Arcade project, the SBA sees this as an opportunity to operationalize Principle Six. The project is highly formative at this point, so no specifics can yet be reported.

III. Assessment of Past Activities

Currently, the SBA does not assess progress toward PRMW objectives separately from other periodic assessments for external accreditation or internal program evaluation. The SBA routinely conducts several assessments that provide insights into performance on some PRME objectives.

Where applicable, assessment of progress toward the 2014-2015 SIP objectives are described below by reporting on specific programs and activities contained in that SIP.

MBA 758 – The Principled Organization	Course is assessed for AACSB accreditation. In-class assignments assess whether students meet specific class objectives, including those related to sustainability or corporate social responsibility. Results support the course meeting its objectives.
Undergraduate Ethics Education	Two courses in ethics assessed through case study on senior exit exam for AASBC accreditation. Results indicate students do well making sound ethical choices. Some deficiencies in relating choices back to ethical frameworks.
Flyer Consulting	Internal assessment based on anecdotal reports from consulting clients. Clients uniformly report satisfaction with consulting efforts.
Walk the Talk	Undergraduate program that seats students and businesspeople together to discuss issues of sustainability and social responsibility. Program attendance remains high and assessments of ethical decision making suggest it is a successful experience.
BWISE	Currently compiling data on student activities toward completing the program requirements with the goal of developing a formal assessment procedure. Anecdotal evidence suggests strong participation in the ethics and service components of the program, which suggests strongly that the program retains high consistency with PRMA objectives.

IV. Future Objectives

Complete and Implement Strategic Plan

As noted earlier, the inauguration of a new University president brought with it a new University vision under the theme, “The University for the Common Good.” The SBA embarked on a revision of its current strategy in order to align the strategy with new University priorities.

While not fully complete, the SBA strategy includes emphases on ethical leadership and on diversity and inclusion, which are consistent with social responsibility goals set forth in PRME. Even after the strategy is fully approved by SBA faculty and leadership, implementation will take many years and should provide numerous points of intersection with PRME Principles.

PRME Assessment Process

The call for regular assessment of PRME activities parallels a greater emphasis on assessment in the SBA generally. In addition to regular and longstanding assessment for AACSB accreditation, the University now requires regular assessment of courses listed as part of its Common Academic Program. The overarching goal is to foster a culture of continuous improvement within the SBA. These points of assessment can be redesigned such that assessment can be effective and integrated across the different sets of goals requiring assessment. Going forward, we wish to more formally include PRME as part of a unified assessment process.